

INTEGRATION OF A BLENDED LEARNING AND
EXTENSIVE READING INSTRUCTIONAL MODEL FOR
ENHANCEMENT OF ENGLISH READING
COMPREHENSION AND LEARNER AUTONOMY OF
EFL UNDERGRADUATE STUDENTS

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ภาษาอังกฤษและการเรียนรู้ด้วยตนเองของนักศึกษาระดับปริญญาบัณฑิต

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ความสามารถในการอ่านที่ดีและการจัดการการอ่านด้วยตนเองมีความสำคัญเพราะนำไปสู่การเรียนรู้ด้วยตนเองซึ่งเป็นสิ่งสำคัญสำหรับนักศึกษาในศตวรรษที่ 21 งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลการจัดการเรียนรู้แบบผสมผสานและการอ่านแบบกว้างเพื่อความเข้าใจในการอ่านภาษาอังกฤษและการเรียนรู้ด้วยตนเองของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ งานวิจัยนี้เป็นงานวิจัยแบบกลุ่มทดลองกลุ่มเดียว วัดผลก่อนและหลังการทดลองซึ่งเก็บข้อมูลทั้งเชิงปริมาณและเชิงคุณภาพ กลุ่มตัวอย่างคือนักศึกษาเอกภาษาอังกฤษของมหาวิทยาลัยราชภัฏสุราษฎร์ธานีจำนวน 40 คนที่ลงทะเบียนเรียนวิชาการอ่านเพื่อการตีความในภาคเรียนที่ 1 ปีการศึกษา 2560 เครื่องมือวิจัยคือแบบทดสอบความเข้าใจในการอ่านภาษาอังกฤษ แบบสอบถามการเรียนรู้ด้วยตนเอง แบบสัมภาษณ์การเรียนรู้ด้วยตนเอง แบบสอบถามความคิดเห็นต่อการสอน และแบบสัมภาษณ์ความคิดเห็นต่อการสอน ผลการวิจัยแสดงให้เห็นว่าผู้เรียนมีการพัฒนาความสามารถในการอ่านภาษาอังกฤษและการเรียนรู้ด้วยตนเองอย่างมีนัยสำคัญทางสถิติภายหลังการทดลองและมีความคิดเห็นในเชิงบวกต่อเนื้อหาวิชา สื่อการสอน กิจกรรมออนไลน์ และประโยชน์ที่ได้รับในวิชานี้ จากผลการศึกษาดังกล่าวสามารถสรุปได้ว่าการจัดการเรียนการสอนแบบผสมผสานและการอ่านแบบกว้างสามารถนำไปใช้ส่งเสริมความเข้าใจในการอ่านภาษาอังกฤษและการเรียนรู้ด้วยตนเองของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศได้อย่างมีประสิทธิภาพ

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Advisor: Assoc. Prof. Punchalee Wasanasomsithi, Ph.D.

To be able to read well as well as to manage one's own reading is important because it leads to the development of learner autonomy, which is necessary for learners in the 21st century. The present study investigated the effects of integration of a blended learning and extensive reading instructional model on EFL students' English reading comprehension and learner autonomy. This study employed a one-group, pre-test post-test design to collect both quantitative data and qualitative data. The sample consisted of 40 English major students who enrolled in the Reading for Text Interpretation Course in the first semester of the academic year 2017 at Suratthani Rajabhat University, Thailand. The research instruments included the English reading comprehension test, the learner autonomy questionnaire, the learner autonomy interview protocol, the opinion questionnaire, and the opinion interview protocol. The findings revealed that the students' English reading comprehension and learner autonomy increased with statistical significance after the treatment and students were satisfied with the contents, the materials, the online activities, and the usefulness of the course. Based on the findings, it could be concluded that integration of a blended learning and extensive reading instructional model could be effectively implemented to promote English reading comprehension and learner autonomy of EFL students.

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CHAPTER I

INTRODUCTION

1.1 Background and significance of the study

In the age of globalization, English plays a very significant role in Thailand. It serves as a powerful vehicle for carrying out international business, strengthening the economy, and improving technical knowledge. The Thai Ministry of Education has realized the importance of the English language as a major core subject in schools since 1996 (Abdelrahmah & Bsharah, 2014; Watanapokakul, 2006), and it has been a compulsory subject for Thai students who study English as their first foreign language for the average of 12 years of English instruction in primary and secondary schools. In addition, university students are required to study compulsory English courses as part of their requirements of their degree.

In comparison with that of people in neighboring countries, Thais students' English proficiency is relatively low. The Educational Testing Services, reporting the performance of examinees who took the TOEFL test in 2010, has specified that Thailand ranked 116th among 163 countries. While the international average score was 80, the Thai average score was 75, which was slightly higher than the average scores of Cambodia, Laos, Vietnam, and Myanmar, but was tracing far behind other countries, such as Indonesia, Malaysia, the Philippines, and Singapore. In 2011, the Thai average score remained the same at 75. Part of the problems contributing to poor language proficiency is that Thais' reading proficiency is low.

Reading is considered one of the most important skills for students learning English as a foreign language in academic contexts. Grabe and Stoller (2001) explain that in academic settings, reading serves as a tool for learning and accessing new information. It also provides the foundation for synthesis and critical evaluation skills. Besides, it is a primary means for independent learning, whether the goal is performing better on academic tasks, learning more about subject matters, or improving language abilities (Grabe, 2001, cited in Grabe, 2001, cited in Celce-Murcia, 2001). Unfortunately, many teachers and administrators in many EFL settings around the world continue to implement traditional teaching methods such as



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grammar-translation and others that involve using reading as a route to form-focused grammar and vocabulary learning, to the exclusion or near-exclusion of developing fluent reading skills (Huffman, 2014) despite the fact that other methods such as collaborative learning (Momtaz, 2015), cooperative learning (Marzban & Alinejad, 2014; Nejad & Keshavarzi, 2015) problem-based learning (Lin, 2017), and project-based learning (Barr & Chinwonno, 2016; Kavlu, 2015) have been confirmed to be effective for improving reading comprehension. To develop strong reading skills for students in EFL contexts, it is imperative that reading comprehension, fluency, enjoyment, and confidence be built up together as low fluency and comprehension lead to lack of enjoyment, which, in turn, results in less reading (Nuttall, 2005; Stanovich, 2000).

Extensive reading instruction is regarded as an alternative approach to traditional reading instruction. It allows students to read a large amount of reading materials based on their own interests and preferences which can enhance students' confidence in reading activities without fear or anxiety of making mistakes or being frustrated by unsatisfactory reading outcomes (Day & Bamford, 2002). Students' motivation and involvement in reading activities could probably be a means to increase reading pleasure along with the promotion of learner autonomy out of the classroom setting .

Benefits from implementing extensive reading are supported by various scholars (Day & Bamford, 2002; Grabe, 2009; Grabe & Stoller, 2001; Krashen, 2004; Nuttall, 1996). This is due to the fact that extensive reading allows students to read a large amount of self-selected, accessible, and interesting texts on the basis of their personal interest and preference with less or no teachers' direct intervention. Meanwhile, students' increased motivation may result in the pleasure of reading, which is beneficial for language acquisition and for the development of reading habit beyond the classroom setting. According to Day and Bamford (1998), students' initial successful experiences in extensive reading result in the discovery that they can read in the second language and that reading is rewarding and pleasurable. This should stimulate the development of positive attitudes towards reading.

In Thai universities, students have more opportunity to read in English rather than to use the language in spoken communication (Rattanavich, 1987). In EFL



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situations, once students leave the classroom, they are totally immersed in the first language environment, which offers very few opportunities to use English in an authentic situation. The reading instruction is given to students to enable them to read the written materials which seem to be predominantly used in an EFL environment. However, reading instruction primarily focuses on detailed studies of vocabulary and comprehension (Komindr, 2002). Many researchers argue that this kind of intensive reading instruction may not be sufficient for EFL students (Coady, 1997; Day & Bamford, 1998; Grabe, 2001). According to Krashen (2004), EFL students tend to participate in the activities they perceive as pleasant. He claims that students often read for pleasure when they find interesting and comprehensible reading materials (Krashen, 2007). Accordingly, the idea of integrating extensive reading into a regular curriculum as a sustained silent reading (SSR) or a free voluntary reading (FVR) is promising to promote the pleasure of reading while developing reading skills. Through extensive reading, students are allowed to choose their own reading materials and read independently during class time and/or continue reading outside of class. Once students have their own choice to select the materials, they should enjoy reading more for their own sake. Once they enjoy reading and are motivated to do so, they should have their purposes for reading, seek to understand what they read, believe in their own capability, and take responsibility for their own learning (Cambourne, 1995).

However, some students are often frustrated when they are asked to read on their own because they have difficulties understanding what they have read. As the ultimate goal of reading is to achieve comprehension or the understanding of what has been read (McKay, 2006), it is widely acknowledged that reading strategies play a significant role in the comprehension of the text. When students are equipped with sufficient and effective reading strategies, they can use them correctly and appropriately to comprehend the text. Hence, reading strategies are required for efficient reading, and in every lesson, students should be introduced to and practice using the strategies.

In a typical classroom setting in Thailand, teachers tend to act as knowledgeable authorities. They take almost full charge of students' learning and control almost every aspect of classroom activities. Meanwhile, students tend to be



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dependent and passive recipients. They have neither active interaction nor contribution in the learning process. Keyuravong and Maneekhao (2006) explain that Thai students become accustomed to the traditional classroom setting and they believe that teachers should possess all the knowledge and transfer the processed knowledge to them. This environment does not encourage students to actively process their knowledge since they fail to take responsibility, and constructing new knowledge and skills on their own becomes out of reach.

To better the aforementioned situation, promotion of learner autonomy comes into play. According to Benson (2001), learner autonomy is described as one's capacity to make decision on the successive stages of the learning process which includes determining the objectives, defining the contents and progression, selecting methods and techniques to be used, monitoring the procedures, and conducting evaluation. Dam (2000) defines autonomous learning as the learning process which takes place in an environment created by the teacher, in which the student is given the possibility to be consciously and actively involved in his or her own learning. Little (1991) also notes that students' autonomy does not exclude the teacher's input, or remove his or her responsibility from the learning process, but it is a change in the student and teacher roles that they both work together for the benefit of the learners. Therefore, interaction and collaboration should be considered as vital factors in promoting autonomous learning, and the more input students have in the process, the more effective learning it should be.

The idea of incorporating learner autonomy into the classroom is supported by various scholars. Little (1995) suggests that all learning is likely to succeed to the extent that learners are autonomous. All the knowledge and skills acquired in the classroom can be applied to the situations outside the classroom. Moreover, Benson (2001) argues that autonomous learning is more effective than non-autonomous learning as the development of autonomy implies better language learning. The promotion of learner autonomy may allow students to be responsible for their own learning because successful learners are always autonomous learners (Little, 1995). Therefore, teachers should find ways for students to take responsibilities in their learning process so that they can make active contribution to their own learning. Accordingly, learner autonomy promotion is not just telling students to be

autonomous, but the process of learning, training, and practicing should be changed from a passive to an active approach (Railton & Watson, 2005).

To enhance learner autonomy, development of knowledge, skills, motivation, and confidence should be promoted. In other words, the four components are important for successful autonomous learning. Students should develop their knowledge and skills as well as increase their motivation and confidence in the learning process. Littlewood (1996, p.428) asserts that “the more knowledge and skills the students process, the more confident they are likely to feel when asked to perform independently; the more confident they feel, the more they are likely to be able to mobilize their knowledge and skills in order to perform effectively; and so on.”

Therefore, the integration of extensive reading and learner autonomy reflects that reading instruction should serve students’ needs. This is not only to encourage students to read extensively based on their preferences and interest, but also to develop the skills necessary to enhance cognitive and metacognitive skills for reading comprehension. Once students read extensively, they can be able to read and evaluate what they have read on their own. According to Hedge (2003), the degree of learner autonomy can increase students’ motivation to read for different purposes and to become independent readers who can enjoy reading autonomously outside the classroom. When students are familiar with the process of learner autonomy, they can read with a concrete goal, become aware of their success and failure, and evaluate their learning performance. Once they are able to gain control over their learning process, they are ready to become autonomous learners sooner or later. A study by Imrie (2007) has shown that students who practiced extensive reading could enhance their autonomy because they could select what they read at the level of their proficiency outside of the classroom at a time and place they chose. In other words, students controlled what way they would read, such as setting their own reading pace or deciding what comprehension tasks to complete, how they perceived their own learning, and what they would read in terms of topics and texts. Carrell and Eisterhold (1989) claim that there is a significant relationship between autonomous learning and reading skills, and the knowledge gained in this way readily transfers to use in real life. Hence, it is important for teachers to assist students in strengthening their reading



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skill in order to encourage them to become independent readers outside EFL/ESL classrooms.

To develop students' strong reading skills while simultaneously enhancing learner autonomy, the implementation of technology in L2 classroom is proven effective. A study by Hampel and Hauck (2006) has shown that the integration of technology into the classroom not only offers unlimited authentic sources and target language speaker interaction, but also increases learner autonomy. Not only does the Internet provide learners with authentic, relevant, and interesting texts, but also it offers them opportunity to practice and communicate with others in the target language outside the classroom (Hanson, Hasan, Smith, & Smith, 2000; Pinkman, 2005). Moreover, it allows learners to work at their own pace on the materials of their own choosing (Blin, 1999; Pinkman, 2005). Additionally, many learners use the Internet mainly in their study because they perceive the Internet to be more useful, enjoyable, and easy to use. A study by Warschauer (1996) has shown that use of computer-mediated communication tools in language learning led to more student-initiated interactions, a social dynamic based on student-student collaboration, more student-centered discussion, and a shift in authority from the teacher to students. Furthermore, Gonzalez and St. Louis (2008) studied the use of Web 2.0 tools to promote learner autonomy. The results showed that integrating technology into classes increased students' willingness to participate actively in their own learning process. Likewise, a study by Williams and Williams (2000), has reported dramatic improvement in ESL students with limited English skills as a result of integrating reading and computers. At the beginning of the semester, 100% of the ESL students could not do the work because combining the subject matter with basic terminology was difficult. At the end of the course, however, the ESL students were able to read and type correct sentences with more than ten words in each sentence at the same time. Levine, Ferenz, and Reves (2000) also claim that exposure to authentic reading materials in a computerized learning environment led to the development of EFL critical literacy skills more than the conventional learning environment. Another study by Dreyer and Nel (2003) has documented that South African college students with low reading ability who received strategic instruction in a technology-enhanced environment received higher scores on reading comprehension than students in the



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control group. Based on these findings, it can be concluded that technology can provide learners with the supports they need in order to develop the skills associated with learner autonomy. However, the effectiveness of technology-based approaches in the development of skills associated with learner autonomy depends on the ways in which technologies are made available to learners and the interaction that takes place around them. In the case of self-access learning, learners require a degree of autonomy in advance in order to use new technologies effectively. Hence, instructors should encourage learners to be active participants in their learning process in order to equip them with skills necessary for autonomous learners.

At Suratthani Rajabhat University, students have generally low reading ability even though most of them have been studying English for over ten years in school. They often face difficulties when reading English texts due to their lack of knowledge of strategies, vocabulary, sentence structures, cultures, etc. Nuttall (1996) describes that low reading ability students do not enjoy reading, they rarely read, and their decoding skills are poor. As a result, they read slowly, cannot understand the texts, and do not find reading pleasurable. Besides, the instructors usually focus mainly on the linguistic points rather than the reading strategies, and students do not have much opportunity to exchange the information with instructors and peers. They only get the information by listening to and taking notes from instructors. That is, instructors tell students what, when, and how to read. Consequently, this method has not been successful because the environment does not encourage students to be actively process their knowledge as instructors control what students learn and at what pace they learn it.

Therefore, to solve such a problem, integration of blended learning and extensive reading instruction together with reading strategy instruction seems to be a promising tool that allows students to have an active exposure to reading materials and activities with less instructors' direct intervention in the technology-enhanced environment. Barrett (2001) has developed creative reading activities to encourage struggling readers to read more books for pleasure, many of which included the use of technology. Results showed that students read more and enjoyed using technology to complete reading activities. In addition, in the present study, integration of blended learning and extensive reading instruction was also guided by the concept of learner



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autonomy. Within a technology-enhanced environment, students could work through computer-based activities at their own pace. The instructor acted as a model reader by providing the autonomous learning conditions that enabled students to read books extensively by choosing the books they wanted to read, monitoring their own learning, and reflecting on the books they read. The instructor could monitor students through the summary of the books they read, the number of books read by each student, estimation of book difficulty, and popularity ratings of the books.

In conclusion, integration of blended learning and extensive reading instruction together with reading strategy instruction seemed promising to enhance reading comprehension as well as learner autonomy. Studies in extensive reading in Thailand were considerable in number (Kirin, 2007; Liem, 2005; Pratontep, 2007; Tutwisoot, 2003), but there were relatively few studies on blended learning and extensive reading instruction. Thus, it was interesting to investigate if the implementation of integration of blended learning and extensive reading was effective to enhance English reading comprehension and learner autonomy of Thai EFL students. A possible outcome of implementing blended extensive reading integrated instruction was that students developed reading comprehension as well as continued to read independently.

1.2 Research objectives

1. To investigate the effects of integration of a blended learning and extensive reading instructional model on EFL undergraduate students' English reading comprehension
2. To examine the effects of integration of a blended learning and extensive reading instructional model on EFL undergraduate students' learner autonomy
3. To explore the opinions of EFL undergraduate students towards integration of a blended learning and extensive reading instructional model

1.3 Research questions

1. What are the effects of integration of a blended learning and extensive reading instructional model on EFL undergraduate students' English reading comprehension?



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2. What are the effects of integration of a blended learning and extensive reading instructional model on EFL undergraduate students' learner autonomy?
3. What are the opinions of EFL undergraduate students towards integration of a blended learning and extensive reading instructional model?

1.4 Research hypotheses

Many researchers have investigated the effects of extensive reading on different aspects of reading comprehension. As previously elaborated, more often than not, the implementation of extensive reading resulted in highly significant gains in reading comprehension and learner autonomy of ESL and ESL learners at all educational levels (Kirin, 2007; Lai, 1993; Leung, 2002; Robb & Kano, 2013; Widodo, 2009). Furthermore, the practice of extensive reading can enhance students' language learning process (Imrie, 2007; Mason, 2006; Matsubara & Lehtinen, 2007). Students who are involved in an extensive reading program are able to be independent learners because they can select what they read according to their preferences at the level of their proficiency outside the classroom at their own pace.

Based on the aforementioned, it could be assumed that integration of a blended learning and extensive reading instructional model could be viewed as a way to enhance students' English reading comprehension as well as learner autonomy. With reference to such evidence, the hypotheses of the present study were formulated as follows:

1. There is statistically significant different between pre- and post-test mean scores of English reading comprehension of EFL undergraduate students after integration of a blended learning and extensive reading instructional model.
2. There is statistically significant different between pre- and post-questionnaire mean scores of learner autonomy of EFL undergraduate students after integration of a blended learning and extensive reading instructional model.



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1.5 Scope of the study

The aim of the study was to investigate whether integration of a blended learning and extensive reading instructional model can enhance English reading comprehension and learner autonomy of EFL undergraduate students. The study employed a one-group pre-test post-test design. The sample consisted of 40 fourth-year English major students who enrolled in the Reading for Text Interpretation course in the first semester of the academic year 2017 at Suratthani Rajabhat University. The instruction included face-to-face reading strategy instruction as a basic building block of the learning experience, enriched and enhanced by integration of online reading activities and extensive reading activities both in and out of the classroom. The independent variable of this study was integration of blended learning and extensive reading instructional model. The dependent variables were students' English reading comprehension and students' learner autonomy.

1.6 Definition of terms

Extensive reading is an approach of foreign language reading instruction that allows students to self-select and read a large quantity of materials for information or pleasure with the immediate focus on the content rather than on language skills (Lituanas, Jacobs, & Renandya, 1999, p. 44). In this study, it referred to an approach of foreign language reading instruction that allowed students to self-select and read a large amount of reading materials of their interests to enhance their English reading comprehension and learner autonomy. The students would have choices about what, when, and where they wanted to read.

Integration of blended learning and extensive reading instruction is an approach to EFL reading instruction which allows students to self-select and read a large amount of reading materials based on their interests by integrating the use of technology into a traditional reading class. In this study, it referred to the combination of face-to-face reading strategy instruction, online reading activities, and extensive reading activities outside class to enhance English reading comprehension and learner autonomy. In the first step, students would receive guided instruction and practice of reading comprehension strategies during face-to-face reading strategy instruction. Next, students would have opportunity to practice reading independently and



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collaboratively via an online learning platform designed by the instructor. Lastly, students would have opportunity to apply the learned knowledge and strategies to the online reading materials extensively.

Reading comprehension refers to an interactive process in which a reader plays a very active role in constructing meaning based on their background, purposes for reading, and the overall settings (Carrell & Eisterhold, 1983). In this study, it referred to students' understanding of English texts they read both in and out of class at literal and inferential levels of comprehension measured by the English reading comprehension test which included different aspects of reading comprehension including *_identifying the main idea,* *_identifying the meaning of an explicit word, a phrase, or a sentence,* *_guessing the meaning of a word from context,* *_interpreting the main idea that was not stated explicitly,* and *_drawing a conclusion.*

Learner autonomy refers to the students' ability to take charge of their own learning process and contents of learning which includes determining the objectives, defining the contents and progression, selecting methods and techniques to be used, monitoring the procedures, and evaluating (Benson, 2001). In this study, it referred to students' freedom of choices and capacities to initiate control and manage their own reading process and activity by planning, monitoring, and evaluating the contents, process, and activity. It was measured by the learner autonomy questionnaire and the follow-up semi-structured in-depth interview.

1.7 Significance of the Study

The present study investigated the effectiveness of integration of a blended learning and extensive reading instructional model on students' English reading comprehension and learner autonomy. The findings of this study have the potential to provide solutions to problems regarding Thai language learners' poor reading proficiency and lack of autonomy.

Theoretically, the study provides a blended learning and extensive reading instructional model aiming at enhancing English reading comprehension along with learner autonomy. It is hoped that the findings may empower English language teachers to have more effective instruction to promote reading ability and autonomy of their learners. Moreover, it is hoped that the findings of the study may inspire other



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researchers to further develop instructional models to improve other language skills together with learner autonomy.

Furthermore, the instruction can be implemented as a guideline to develop a reading course to enhance reading comprehension and learner autonomy. Moreover, students' reflections towards blended extensive reading integrated instruction can be valuable for Thai teachers and researchers who are interested in implementing the integration of blended leaning and extensive reading instructional model into their regular reading courses in Thailand.



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CHAPTER II

LITERATURE REVIEW

This chapter covers five main topics, which are blended learning, extensive reading, reading comprehension, learner autonomy, and related research regarding these concepts.

2.1 Blended learning

The tradition of English teaching has been rapidly changed since there has been the emerging and developing of technology in English language teaching and learning for ages. With the continuously development of technology, blended learning emerges as probably one of the most prominent instruction method in education, especially in higher education. The pedagogy of a blended learning environment is based on the assumption that there are benefits in face-to-face interaction as well as online teaching and learning.

2.1.1 Definitions of blended learning

Scholars have defined blended learning in various ways. Oliver and Trigwell (2005) summarize the concepts of blended learning as a combination of web-based technology to accomplish an educational goal.

Later, Watson (2008) defines blended learning as the integration of face-to-face and online learning to help enhance the classroom experience and extend learning through the use of information and communication technology. Other scholar, such as Picciano (2009) defines blended learning as a combination of online learning and face-to-face instruction. Similarly, Garrison and Vaughan (2008) cite that the components of blended learning involve the fusion of online learning and face-to-face delivery of learning.

In this study, blended learning referred to the combination of face-to-face instruction and online learning in order to enhance the classroom experience, extend learning and accomplish the learning outcomes. In other words, it aims at combining the benefits of both classroom direct interaction and online learning in order to enhance students' learning experience.

2.1.2 Benefits of blended learning

Since blended learning is a combination of face-to-face instruction and online learning, it is proven to offer a number of benefits. Osguthorpe and Graham (2003) identify the following advantages of blended learning: 1) offers pedagogical richness, 2) opens access to knowledge, 3) facilitates social interaction, 4) facilitates personal agency, 5) offers cost-effectiveness and provides the opportunity for reaching a large audience in a short period of time, and 6) offers ease of revision.

In the language learning setting, Marsh (2012) provides the following lists of the benefits of blended learning: 1) a more personalized learning experience, 2) a more individualized learning support, 3) a promotion of independent and collaborative learning, 4) an increase in learning engagement, 5) a promotion of various learning styles, 6) a provision of practice of the target language outside classroom, 7) a provision of more relaxing practice environment for the target language, 8) a flexibility in terms of time and places based on learners' needs, and 9) a development of valuable and important 21st century skills.

Due to the fact that blended learning is the integration of online learning activities into a face-to-face instruction, the proportion of face-to-face meeting is consequently reduced. According to Allen, Seaman, and Garrett (2007), the types of the course and the proportions of online parts of different teaching and learning environment are illustrated in Table 1 below:

Table 1: Prototypical Course Classification (Seaman and Garrett, 2007)

Proportion of Content Delivered online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used. Content is delivered in written or orally.
1-29%	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Use a course management system (CMS) or web pages to post the syllabus and assignments, for example.
30-79%	Blended	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and has some face-to-face meetings.
$\geq 80\%$	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meeting.

According to Table 1, blended courses are defined as having between 30 to 79 percent of the course content delivered online. Traditional and web-facilitated courses are those in which 0 to 29 percent of the content is delivered online. Online courses are defined as having at least 80 percent of the course content delivered online.

In general, it can be concluded that blended learning combines the face-to-face instruction and online learning in which between 30-79 percent of the program content is delivered online.



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2.1.3 Blended learning and reading comprehension

Researchers in the field of language teaching emphasize the benefits of blended learning on reading comprehension. Recent researches investigate the effects of blended learning on student reading comprehension.

First of all, Rahimi and Behjat (2011) studied the effects of online and offline reading comprehension for Iranian EFL learners. It is concluded that learners' reading is fostered to a higher degree when they are exposed to online texts which have links to other sites to provide more reading materials. A study by Izquierdo and Reyes (2009), also supports the previous study in that the Internet has become a medium not only for information and communication, but also for reading comprehension in the 21st century. A typical Internet-based reading practice requires students to move to a higher level of comprehension task, such as summarizing, paraphrasing, making inferences, and respond with online communication tools, such as email or blog post.

Another findings from Szymańska and Kaczmarek (2011)' study have indicated that in order for learners to become proficient readers in a foreign language, they need to access to online texts which can help them respond to what they have read in the authentic way. Szymańska and Kaczmarek investigated the effectiveness of blended learning on reading comprehension and concluded that learners developed their reading skill in terms of recalling and comprehending the text through a blended learning reading course using both printed and online texts.

Also, Ehrlich, Radde, Polleti, and Freitag (2011) investigated the effects of posting authentic texts in a website and a number of exercises. The findings in their study have shown that students were prompted to actively apply a wide range of reading skills and strategies to increase their comprehension of written texts. Moreover, students would have opportunity to analyze the text by themselves, reflect on the texts, and try to comprehend them independently.

Moreover, Prichard (2010) investigated students' opinion towards reading online and using the social bookmark page or Diigo for independent reading projects with 23 intermediate-level English majors students at a private university in Japan. The survey was used to investigate students' opinion towards the project compared with the one in the previous semester in which the students read printed materials and recorded what they read on paper. The findings have indicated many benefits of



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having students read online and using the social bookmark site: 1) it increased the interaction between classmates, 2) it gave students opportunity to find interesting articles and sites shared by the others, 3) it enhanced students motivation to read English online, and 4) it was easy for teacher to manage the project. Although it was challenging for the students, reading on the Internet did not likely to increase reading fluency and lead as much as incidental vocabulary acquisition as compared to graded readers.

Apart from the previous studies investigating the effects of online reading on reading comprehension, recent researches investigated the effectiveness of using online asynchronous tools to improve reading comprehension.

First, Behjet, Bagheri, and Yamini (2012) examined which of Web 2.0 tools can assist language learners to improve their comprehension of English as a foreign language. 113 male and female students majoring in English at the Islamic Azad University were the participants of the study. The participants were divided into two groups. They took reading lessons in the classroom, but their out-of-class activities were quite different. The first group practiced comprehension through weblogs, while the other accessed to wiki pages as comprehension exercises out of the classroom. The students' pretest and posttest of reading comprehension scores were compared. The gain scores indicated that both groups improved their reading comprehension after the instruction. However, those who practiced comprehension through wikis could outperform than the other group.

Later, Downing (2013) explored how blogs had been used to allow students to publish and share learner-generated content. Research has shown that by exposing learner-generated content to a wider audience, students were motivated to produce work in a higher quality. The process of publishing and sharing learner-generated content also helped students develop the 21st century skills.

Moreover, Alharbi (2015) investigated the effects of integration of online course tools specially discussion boards, blogs, and wiki on improving literacy skills of EFL students. The study made use of both quantitative and qualitative data to investigate the effect of these tools on both reading and writing performance and on attitudes. The findings have indicated that students' performance on an integrated



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reading and writing test was improved and the attitudes towards the literacy skills were increased.

All in all, the evidences from the recent research suggest that integration of technology into a face-to-face classroom can enhance reading comprehension through both synchronous and asynchronous online communication. Therefore, providing students with the technology-supportive environment can be one of the means to enhance students' reading comprehension.

2.1.4 Online discussions and reading comprehension

There are evidences showing that asynchronous online discussions can enhance reading comprehension. Recent researches have claimed that discussion forums and blogs are proven effective when use appropriately to improve reading comprehension.

According to Jacobson (2006), discussion boards, which are also as known as discussion or online forums, has been employed in the university to create learning environment and support face-to-face discussion. The discussion boards serve as an online asynchronous collaboration equipment that allows students to have interaction with course content, teacher, and peers. In addition, the previous study found that the asynchronous online discussion forums are one of the simplest computer-mediated learning instruments that teacher can integrate with their instruction if he or she would like to initiate discussion beyond classroom setting (So, 2009).

Through asynchronous conversations in the discussion forums, students are more efficiently construct the knowledge and cognitive skills needed for the development of literacy. The construction of knowledge may develop from the use of threaded discussions, and the teacher can also use thread discussions to lead to the greater development of reading comprehension. Moreover, a high quality talk in such conversations helps construct the meaning (Duke & Pearson, 2002) because communities not only give students opportunity to discuss prior knowledge, a text, or opinion, but also provide them to practice strategies they have learned (Ketch, 2005). Another benefit of thread discussions is that they give students a chance to try out specific skills while discussing text or content. When students view and respond to the posts online submitted by other students, they have to read the post and converse through written expression. Their nature of thread discussions creates a community



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necessary for the construction of knowledge. In other words, the social learning and talking about the theme may lead to gains in comprehension.

2.1.5 Online discussions and learner autonomy

There is an agreement that autonomy in language leaning is a social construct (Benson & Cooker, 2013; Ushioda, 2008). The development of a learner's capacity for autonomy does not happen in isolation, but through social interactions with peers and teachers (Little, 2007). Numerous scholars claim that social interactions are crucial to the development of autonomy (Little, 1996; Raya & Lamb, 2008)

Regarding to the social interactive perspective, it is believed that human do not learn in isolation, but through interaction with others (Vygotsky, 1978). Many scholars including Kohonen (1992) and Little (1996) consider implementing collaborative learning through social interaction to be central for autonomy development as it allows learners to develop reflective and analytic skills. The teachers in this perspective play an important role in developing awareness of language learning as well as providing appropriate instruction, effort, and practice in the learning process. Murphy (2005) argues that teachers should encourage learners to enhance their capacities for reflection and self-direction. An explicit framework to their learning process as well as a clear rational, encouragement, support, and opportunity should be given for students to participate and practice within the course contents, materials and resources.

Moreover, collaboration with other learners is crucial in the social dimension of learner autonomy. Language skills are acquired when learners participate in personal meaning activities in the context of social interaction rather than receive knowledge from the materials (Candlin & Byrnes, 1995). Thus, "a foreign language is a medium in which the knowledge is generated by the learner in the society with others, through a focus on the constructive process of learning" (La Ganza, 2004, p. 2424). Hence, collaboration with capable peers play an important role in the process of learner autonomy development.

A number of studies investigated the effect of asynchronous online discussions on learner autonomy of the students. First of all, Lee (2011) explored how using combined modalities of asynchronous computer-mediated communication via blog and face-to-face interaction develop intercultural competence and learner autonomy



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of undergraduate American students in the study abroad program in Spain. The results have showed that blogs afforded students opportunity to work independently and reflected upon cross-cultural issues. However, critical reflection relied on teacher's guidance and feedback. It is suggested that well-designed tasks, effective metacognitive and cognitive skills, and the accessibility to the Internet are essential to maximize the potential of blogs for learner autonomy and intercultural communication.

Another study from Arikan and Bakla (2011) explored the learner autonomy online from 17 EFL students in an eight-week period of learner-directed learning by blogging. The participants developed blogs by uploading materials they read and wrote. In performing such tasks, they made decisions about the layout and the content, what reading texts to select and upload, and what and how to write in addition to responding to the content of blogs written by peers. Data was collected through observations, a post-task questionnaire and structures interviews. The results have shown the students' overall decision-making processes which ranged from topic selection to proofreading.

In conclusion, it can be seen that asynchronous online discussions offers a number of benefits. It offers students opportunity to participate in the discussion environment in which cannot be found in face-to-face instruction. The implementation of online learning is proven beneficial to engage students into learning (Cull, 2010), enhance their learning outcomes, increase their satisfaction (Dziuban, Hartman, & Moskal, 2004; Poon, 2013), facilitate their learning process, and give them a sense of community (Poon, 2013). With these benefits, asynchronous online communication tools seem promising to enhance English reading comprehension and learner autonomy of the EFL students.

2.2 Extensive reading (ER)

Extensive reading has become popular in many countries over the last decades. It has been drawing increasing attention from L2 scholars as a potentially effective form of L2 reading instruction. The main purposes of extensive reading are to build learners' fluency, reading speed, and general comprehension of the reading texts as well as to practice the skills of reading itself. Generally, learners will read the

text with a high percentage of words they have already known, so they can read smoothly and fluently with high level of comprehension.

Numerous studies have demonstrated the effectiveness of extensive reading in language learning (Brown, 2009; Day & Bamford, 1998; Ellis, 2005, Grabe, 2009; Nuttall; 2005). Moreover, it is claimed that L2 learners who read in quantity over a period of time tend to enjoy many cognitive, affective, and linguistic benefits (Day & Bamford, 2004).

2.2.1 Definition of extensive reading

Different scholars define extensive reading in several ways. In the early conception about extensive reading, Carrell and Carson (1997) define extensive reading as a rapid reading of large quantities of material or longer readings, e.g. whole books, for general understanding, with the focus on meaning of what is being read than on the language. Lituanas et al. (1999) noted that extensive reading can be used to serve as a reading input for the instruction that requires a large number of reading materials, whether it is for finding information or having pleasure. The learners tend to emphasize the reading content, rather than language skills. Similarly, extensive reading is also considered as an approach to the effective reading instruction since the learners can freely consume large quantities of reading materials within their level of language competency (Grabe & Stoller, 2002).

Regarding the purpose of extensive reading, it is for the students to have pleasure reading the texts of their interest in the target language. This approach does not only treat reading as learning skills, but it also brings a variety of activity for the students to choose based on their personal, social, or academic interest (Day & Bamford, 2004).

From its definitions cited by previous scholars, it can be concluded that extensive reading refers to an approach in reading instruction that allows students to read a large quantity of varied and self-selected reading materials for enjoyment with the focus on the meaning of the text rather than the language features. The purpose is to enhance motivation and willingness to read which can result in the pleasure of reading. Evidences suggest that reading for pleasure can enhance reading habits (Richard & Schmidt, 2002), reading ability (Krashen, 1993), the capacity for comprehension (Cox & Guthrie, 2001; Cunningham & Stanovich, 1998), self-



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confidence as a reader (Guthrie & Alvermann, 1999), responsibility of their own learning (Day & Bamford, 2004), and positive attitudes towards reading (Guthrie & Alvermann, 1999).

2.2.2 Principles of extensive reading

Numerous scholars specify the characteristics of a successful ER program differently depending on the contexts in which extensive reading program is implemented. However, the followings are the best-known characteristics of a successful ER program presented by Day and Bamford (2004, p.2-3).

1. *Students read as much as possible.*

The language learning benefits of extensive reading derive from the number of reading input. There is no limit to the amount of reading that can be done, but one book per week is undoubtedly the minimal number of reading texts required for achieving the benefits of extensive reading and to foster a reading habit.

2. *A choice of materials on a wide range of topics is available.*

A variety of materials should be accessible in the shelf for students to select according to their preference. A collection of reading texts should be offered so that students are able to find the reading text which interested to read. Moreover, different kinds of reading materials can also promote flexible approach to reading as students are led to read for different reasons e.g., entertainment, information, etc. and for different ways e.g., skimming, scanning, etc.

3. Students select what they want to read and have self-determination to stop reading the uninterested material.

Students perform different roles compared with those in traditional classroom, where the teacher selects the books or the textbook supplemented by reading materials. The main reason that many students appreciate extensive reading is that they can self-select what they want to read and are encouraged to stop reading if they find it difficult or uninteresting.

4. *The purposes of reading are usually related to pleasure, information, and general understanding.*

Extensive reading approach encourages L2 students to read for the same kinds of reasons and the same ways as L1 readers do. One hundred percent comprehension



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is not a goal of extensive reading. Instead, it is a sufficient understanding to fulfill a particular purpose of each student, for example, for enjoyment, for passing time, etc.

5. *Reading is its own reward.*

Extensive reading is not usually followed by comprehension questions. The goals of reading are for reader's own experience and the joy of reading. However, teachers may ask students to complete follow-up activities after reading. These are designed to reflect student's experience of reading, to monitor students' attitudes towards reading, to keep track of what and how much students read, to make reading a shared experience, and to link reading to other aspects of the curriculum.

6. *A reading material is easy.*

There should be no more than one or two unknown vocabulary items per page for beginners and no more than four or five for intermediate students. Students would not succeed in reading extensively if they have to struggle with difficult materials. W. Renandya (2007) suggests that it is better to begin reading easier texts than more challenging ones.

7. *Reading is a personal and silent activity.*

Sometimes silent reading periods may be reserved from class time when students read their self-selected books in the classroom or they could read outside the classroom in their free time and at any locations.

8. *Reading speed is usually faster rather than slower.*

Extensive reading encourages students to keep reading, and to practice the strategies they have learned, such as ignoring or guessing the meaning of a few unknown items they may encounter from the context, in order for them to understand the general meaning of the text and be comfortable with a certain level of ambiguity. Students are discouraged from using dictionaries when they come across the words they do not understand.

8. *Teachers orient and guide their students*

Before the start of an extensive reading program, teachers need to introduce students to the extensive reading program, including what an extensive reading program is, why students need to do it, what benefits the program will bring them, and how students are going to proceed. The guidance and assistance throughout the extensive reading program are needed.



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10. *The teacher is a role model of a reader.*

The teacher's role is to model attitudes and behaviors of readers. During the silent reading periods, the teacher should read and familiarize himself/herself with all the books so the teacher is able to recommend the appropriate reading to each student and exchange reading experiences with them.

Although these characteristics seem to be valid for all settings of extensive reading, there are some arguments on its practicality in different contexts. Robb (2002) argues that some principles may not be applicable to the teaching and learning cultures of many non-Western societies especially in Asian contexts. The issue of fostering appropriate attitudes towards self-motivated learning seems to be difficult for those who favor extra-curricular activities, such as part-time jobs or social life. Another concern is that students do not read for themselves. Instead, they read in order to satisfy the course requirement. Besides, students may find extensive reading as an excessive burden since they normally take fifteen classes a week. Each of which has 90-minute meeting per week.

With regard to the principles of extensive reading, Day and Bamford (2004) conduct a survey with 44 ER programs to determine how the practice of ER in foreign language classroom followed the 10 principles. A result has shown the top three core principles and the next three core principles in terms of frequency of use in ER programs in foreign language classroom ranging from: 1) *Learners read as much as possible*, 2) *Learners choose what they want to read*, 3) *A variety of reading materials on a wide range of topics is available*, 4) *The reading material is easy*, 5) *The purpose of reading is usually related to pleasure, information and general understanding*, and 6) *Reading is individual and silent*.

Moreover, Renandya (2007) points out seven core principles to evaluate successful ER program. The principles are quite similar to what Day (2015) proposes except one that puts emphasize on the role of teachers rather than the individual student. He suggests that teachers should read with students in order to model enthusiasm for reading, and they both should keep track on students' progress. Moreover, there should be post-reading activities to check students' comprehension.



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Similarly, Stoller (2015) comes across four priorities for integrating extensive reading into second language instruction with the emphasize on the roles of teachers as in Renandya (2007)'s which include:

1. *The best way to help students learn to read and improve their reading skills is through reading itself.*

Most L2 students find it challenging to become skilled and motivated readers. If the instructional goal is truly for reading improvement, then students should be engaged in as much as comprehensible inputs as possible, in and out of class.

2. *Giving students choices in what they read can empower students and lead to more student engagement in reading.*

It is important to provide students with graded readers at a range of reading levels, on many topics and various genres, so they can choose readers based on their interest, motivation, and appropriate level. To facilitate student choices, teachers should incorporate activities into the extensive reading class that help familiarize students with books in ER library (Schmidt, 2004) as well as assist students to make wise selection of reading materials.

3. *There are possibilities for students to be engaged in reading which can be demonstrated by the leading of their teachers.*

Teacher-as-role-model is considered not only a motivator, but also a facilitator. The teachers are to encourage students that reading can be enjoyable activity when students learn and share with each other regarding what they read, what they have gained from reading, why they are pleased to reading, and what other categories of reading they would like to try. Furthermore, it is good for the teachers to be familiar with graded readers in the library in order to recommend graded readers to students (Suk, 2015).

4. *Students most often rise and fall to the level of expectation of their teachers. Thus, teachers should set high expectations for all learners and assist them in achieving those expectations.*

In extensive reading settings, it is crucial to set one goal for class, such as number of graded readers read or number of words read. Once the initial goal is achieved, more ambitious goals can be set, such as a higher word count.



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Previous studies have shown different views towards the practice of extensive reading in different settings. It seems that there is no single approach to the practice of extensive reading since the implementation of extensive reading principles depends on the context in which the ER program is located. However, the followings are common principles of extensive reading that have been analyzed thoroughly regarding to the extensive reading principles proposed previous scholars (Day, 2015; Day & Bamford, 2004; Renandya, 2007; Stoller, 2015)

1. *Learners read a large amount of materials.*
2. *Learners choose what they want to read.*
3. *A variety of reading materials are available.*
4. *The reading material is easy.*
5. *The purpose of reading is related to pleasure, information and general understanding.*
6. *Teacher's role is a motivator and facilitator.*
7. *Goals should be set out.*
8. *Teachers and students keep track of student progress.*
9. *Students take part in follow-up reading activities.*

In Thai context where students seem to share similar characteristics with non-western students, some underlying problems need to be considered when designing extensive reading course, i.e., low language proficiency, lack of background knowledge, and inefficiency in comprehension monitoring strategies (Katib, 2006). In addition, with a socio-cultural context in which a low-value is placed on reading, Thai students may have low motivation to read. They may take a number of years to read as much as possible or read for pleasure due to the fact that most of them have low level of reading ability and poor attitude towards reading. Hence, these would affect their motivation and willingness to engage themselves into reading.

2.2.3 Extensive reading and motivation

Motivation plays a crucial role in successful second language reading. Day and Bamford (1998) define motivation as what makes people do or not do something. They propose the expectancy value model for L2 reading motivation consisting of four majors components: reading materials, reading ability, attitudes, and sociocultural environment. However, materials and attitudes are the crucial



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components determining motivation to read in second language. A study by Takase (2003) confirms that appropriate reading materials and attitudes are more important for enhancing motivation to read than reading proficiency level and sociocultural environment. The results have shown that intrinsic motivation towards reading English is one of the strongest predictors of the amount of materials the students read. Similarly, Mori (2002) concludes that intrinsic value of reading and learning English are significant predictors of the amount of materials students read as well. Hence, intrinsic motivation is essential in foreign language reading as it prompts learning activities outside the school setting (Maehr, 1976). Such condition corresponds to the principle of extensive reading in that the a wide range of reading topics should be offered for students to choose to read based on their interest and preference at their own pace, in and out of class. Hence, providing appropriate materials is significant for enhancing students' motivation because intrinsic motivation is related to the amount of reading students engage.

2.2.4 Extensive reading and EFL curriculum

Extensive reading can be integrated into the foreign language curriculum in a variety of ways. Day and Bamford (1998) illustrate how extensive reading can take different forms and produce different outcomes in different settings. Four ways to integrate extensive reading into a foreign language curriculum are:

- 1) as a separate, stand-alone course;
- 2) as part of an existing reading course;
- 3) as a non-credit addition to an existing reading course;
- 4) as an extracurricular activity.

a) As a separate, stand-alone course: This would be an ideal model if it is officially permitted. Setting up an independent extensive reading course involves basic components that other independent course does, such as a teacher, a syllabus, materials, a time slot, etc. However, the purpose of the course may be different. For example, if the purpose of the extensive reading course is to encourage students to read for pleasure, students should choose the materials themselves. On the other hand, if the purpose is for language acquisition, students should be encouraged to read as much as possible.



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b) As part of an existing reading course: This involves building a certain amount of extensive reading into an existing course. When combine the extensive reading into intensive reading approach, students learn some fundamental skills and strategies in order to read effectively. They are also supported to read in large quantities in a tension-free environment. Students may be encouraged to read a certain number of books per week or per semester, both in class and out of class.

c) As non-credit addition to an existing reading course: Students are encouraged to read for their own pleasure and enjoyment. It is an optional assignment and not a formal part of the course.

d) As an extracurricular activity: This is also an optional extensive reading that takes the form of extracurricular reading club, and not connected to required courses in the curriculum. Such an extensive reading club can be opened for anyone to join.

2.2.5 Extensive reading assessment and evaluation

Most teachers often think that tests and quizzes are ways to check students' understanding of the texts. As mentioned in its definition, there is no need to check comprehension in extensive reading classroom. The purpose of extensive reading is to build up students' reading speed, fluency, general comprehension, and confidence in reading English, which do not have to be tested directly. Hence, informal assessment seems to suit well the goal of extensive reading. However, some teachers still use formal assessment to check students' progress and achievement in extensive reading program. Many scholars and researchers claim that the followings can be used to assess students in extensive reading classroom (Barfield, 1995; Day & Bamford, 1998)

Informal reading tests

A common practice among practitioners is giving a test at the end of each book to check whether students understand the contents. Prowse (2002) quotes Widdowson (1979, p.180) that –comprehension questions commonly require the learner to rummage round the text for information in a totally indiscriminate way, without regard to what purpose might be served doing so. However, such questions test scanning ability, not comprehension”. In addition, Buck (2001) claims that questions should be focus on key points of the story. Questions about trivial details

are poor indicators of comprehension and may not show that a book has been read at all. Some questions may make students concentrate on details rather than the story, or may discourage them from reading more books. Alderson (2000) suggests that rather than being demotivating, short tests may even provide positive motivation. The questions, such as “What would you have done?” or “Who do you like better?” appear to be less test-like, and may be more engaging for the students as they encourage and validate opinions and emotions about the stories they are reading.

Book reports, summaries, presentations and posters

Another common practice of extensive reading assessment is book reports. Students can write or present oral book reports and summaries or make posters and presentations that summarize the content of the book and personal reactions to the books they have read. This may take various forms from short, simple comments to reviews or summaries. Lower ability students might do sentence completion activities, such as “my favorite character was ... because ...”, or “I (didn’t) like this book because ...”, or write their reactions in their first language. However, it is important to clarify the purpose of such writing and what will be assessed.

The evidence can be seen from Fenton-Smith’s (2010) who studied the value of book reaction reports in encouraging extensive reading of Japanese students. They were asked to write book reaction reports, and answer whether they enjoyed writing it and found it useful. The responses were all positive in both enjoyment and usefulness.

Oral report

Another common type of extensive reading assessment is oral report. Meng (2009) recommends five stages for teachers to monitor and encourage students’ reading. First, the teacher asks students to fill out a short record form indicating the name of the book they have read, its level, how long it took to read, and a brief comment on the quality of book. Second, students are required to present an oral report on each book they have read to the class or to a reading group. These reports cover questions, such as what the name of the book it is, what the type of story it is, where and when it is set, whether it enjoyable or well-written, and so on. Third, the discussion group consisting of four or five students can be organized and bring students together who have read the same book. As a result of discussions, students can prepare an oral book report or a written review to present to others in class.



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Fourth, individual counseling can be offered for individual students' reading experiences and problems. Finally, rewards can be given to the students for the quantity of reading they have done.

Reading journal

Reading journal is also considered as one of the common types of extensive reading assessment. Aliponga (2013) investigated EFL students' opinions on the benefits of reading journal for extensive reading. He adapted journal log model suggested by Lyutaya (2011) which consists of six parts namely: 1) title of the book, text, or article, 2) prediction of the content based on the title, 3) an intriguing sentence or passage, 4) inferential or critical questions, 5) opinion about the story, and 6) summary or plot. The results reveal that reading journal enabled students to think critically because students had to analyze, synthesize, and evaluate what they read.

In sum, numerous scholars suggest different types of assessments to be used in observing students' progress and achievement in extensive reading program. Each type has its own benefits to teachers, students, or even institutions. However, the criteria for selecting the appropriate assessment needs to suit the goals of extensive reading program in which it is administered as well as students' needs and their level of language proficiency.

2.2.6 Extensive reading and reading comprehension

There are a number of studies reporting extensive reading's positive effects on second language skills and abilities. In various studies, positive effect have been in the area of reading comprehension (Bell, 2001; Hafiz & Tudor, 1990; Yamashita, 2008), reading rate (Beglar, Hunt, & Kite, 2012; Bell, 2001; Lao & Krashen, 2000), vocabulary (Grabe & Stoller, 1997; Horst, 2005; Poulshock, 2010), grammar (Yang, 2001), writing (Hafiz & Tudor, 1990; Tsang, 1996) and general L2 proficiency (Iwahori, 2008).

Extensive reading approach, as it aims to motivate students to read in quantity by which students can choose books to read for pleasure with the focus on meaning of the text rather than linguistic features, has a positive effect on reading comprehension and other areas that build up comprehension, such as vocabulary, reading rate, L2 proficiency, etc. When students encounter the same words a number of times, they



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can decode more words automatically. According to Samuel (1994), automatic word-decoding skills and prior knowledge of the text may affect the success in comprehension. Moreover, when students read different kinds of text, they can increase the variety of tropical knowledge (Renandya & Jacobs, 2002) which can facilitate reading comprehension.

Many studies confirm the benefits of extensive reading on different aspects of reading ability. Hayashi (1999) examined 100 Japanese undergraduate students' reading method and relationship between reading ability and reading quantity. The results from the study indicate that extensive reading effectively helped improve reading comprehension and vocabulary. Similar to Yamashita (2008) who studied the effects of extensive reading on different aspects of foreign language ability. The results have shown that L2 students had great improvement on reading ability, while students' linguistic abilities did not explicitly show significant improvement.

Hence, the findings from previous studies demonstrate the positive effects of extensive reading on the development of different aspects of reading ability. Compared to a traditional reading class, most ESL and EFL students seem to satisfy and benefit from extensive reading program in several ways. Consequently, these studies correspond to what Duke and Pearson (2002)'s claim that the more readers read, the more comprehension they tend to improve.

2.2.7 Extensive reading and learner autonomy

Many studies have shown a significant relationship between extensive reading and learner autonomy. A study by Zhang and Wu (2009) represented the issues of extensive reading practice and learner autonomy from the perspective of Chinese college students. The study shows significant relationship between extensive reading and learner autonomy. The findings can shed light onto a more effective and efficient practice in those colleges and universities that are planning to make connection between extensive reading and learner autonomy.

Moreover, Channuan and Wasanasomsithi (2012) investigated the effects of extensive reading instruction integrated with learner autonomy training strategy framework on development of learner autonomy. The findings from learner autonomy questionnaires have indicated students' frequent use of cognitive and metacognitive



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strategies in extensive reading as well as their positive attitudes towards both reading and learner autonomy.

Therefore, from the studies, it can be implied that the implementation of extensive reading approach should be promoted in any reading classes because it helps students develop reading comprehension as well as learner autonomy. Importantly, the implications and conclusions of these studies are meaningful to be applied on extensive reading programs in any EFL settings and in the context of EFL students.

2.3 Reading comprehension

Reading is regarded as one of the fundamental skills to acquire and to learn a foreign language. It is considered as a receptive skill in which the readers combine the information from the printed text with their existing background knowledge, and interpret it appropriately to build meaning and understanding to achieve different goals (Urquhart & Weir, 1998; Grabe & Stoller, 2002; Nunan, 2004).

Generally, the main purpose of reading is to achieve comprehension or understanding of what has been read (McKay, 2006). According to Grabe and Stoller (2002), reading comprehension is a complex cognitive task which has an interactive and constructive nature. Meaning achieved when the readers decode the written information with their background knowledge. The text, the reader, fluency, and strategies combined together in order to define the act of reading (D. Nunan, 2003).

In addition, reading comprehension involves the efficient application of lower-level processes including phonological awareness, word recognition skills, and syntactic awareness (Stanovich, 2000) as well as higher-level processing skills of syntax, semantics, and discourse structures, together with higher-order knowledge of text representation and the integration of ideas within the readers' global knowledge (Grabe, 2009).

However, comprehension ability is more complex than its definition because "fluent reading involves rapid, efficient, interactive, strategic, flexible, evaluating, purposeful, linguistic, learning, and comprehending processes" (Grabe & Stoller, 2002, p.17). Fluent readers whose skills are likely to occur automatically tend to comprehend the text better than poor readers.



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All in all, it is clear that reading comprehension requires very rapid and automatic processing of words, strong skills in forming a general meaning, presentation of main ideas, and efficient coordination of many processes under very limited time constraints” (Grabe & Stoller, 2002, p.14) . Hence, readers need to combine a variety of cognitive, linguistic, and non-linguistic skills and processes for efficient and successful text comprehension.

2.3.1 Levels of reading comprehension

Reading comprehension is a complex process where skills build upon one another called level of comprehension (Alderson, 2000). In general, there are three main levels of comprehension; literal, inferential, and critical comprehension.

The first level of comprehension is *literal comprehension*. It is the most basic level of comprehension because the information and ideas are stated explicitly in the text. Questions assessing literal comprehension skills examine how well students can identify and understand information that are explicitly stated in the text. Students can employ literal comprehension skills, such as using key words, skimming, scanning, etc.

The next level of comprehension is *inferential comprehension*. At this level, students go beyond what is explicitly said in the text and read for deeper meanings. In other words, they have to simply read between lines and make inferences about things that are not explicitly stated, such as drawing a conclusion, predicting contents, explaining the purpose. It is obvious that learners have to first understand the explicit meaning before they can comprehend at this level.

The last one is *critical comprehension*. This level of comprehension requires the readers to use some external criteria from their experience in order to evaluate the information being read. Critical evaluation occurs only after readers have understood the ideas and information that the writer has presented. It includes differentiating facts and opinions, judging the accuracy of the information given in the text, etc.

Hence, it can be concluded that comprehension takes place at several levels. A combination of these levels is what makes skilled reader, so skills in each level should be learned and developed.



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2.3.2 Reading comprehension processes

Reading processes play a crucial role in understanding the meaning from the printed materials. Readers need to use various sub skills to process the information from the text into meaning. The approaches explaining the reading process include bottom-up, top-down, and interactive approaches.

Bottom-up approach

A bottom-up approach typically consists of lower-level reading processes. In this approach, the reader begins with the fundamental basics of letter and sound recognition, followed by word recognition, building up to the identification of grammatical structures, sentences, and longer text to achieve comprehension (Nunan, 2003). Letters, letter clusters, word, phrases, sentences, longer text, and finally meaning is the order of bottom-up approach for achieving comprehension (Anderson, 2003)

One element of a bottom-up approach to reading is that the pedagogy recommends a graded reader approach. All reading materials are carefully reviewed so that the students are not exposed to vocabulary that is too difficult or that contains sounds that they have not yet been introduced to.

However, Goodman (1976) criticizes the idea of bottom-up approach because the readers become word callers who can read words on the page, but do not understand what they have read. She claims that teachers make learning to read difficult by breaking whole language into bite-sized, abstract little pieces.

In short, the goal of a bottom-up approach is to gain linguistic knowledge from the texts, such as lexicon and grammar knowledge, and apply them to different contexts in different exercises. Such approach is viewed as a passive approach in which the readers simply decode the written symbols without bringing their own background knowledge to interact with the text (Clarke & Silberstein, 1977). Hence, readers may not understand what they read because comprehension requires more than just a collection of vocabulary and linguistic knowledge.

Top-down approach

Many researchers point out to the role of schema theory in understanding how higher-level reading processes work as it provides an understanding of how readers organize and access knowledge. Nagy and Herman (1987) assert that knowledge does



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not consist simply of an unstructured set of individual facts, but rather of organized, interrelated structures or schemata.

A top-down approach comes to the point. Such approach considers reading as a linear process in which the readers begin with the largest elements and work down towards smaller elements to build comprehension. Readers bring their prior knowledge and experiences to the text they read, and it influences how they understand and interpret the text. That is to say, the readers select some parts of the text according to their current purpose and use them to predict the meaning and to confirm the predicted meaning by using their background knowledge (Carrell, 1988).

The idea of a top-down approach seems to be effective in helping readers predict the meaning of the text using their prior knowledge. However, with such particular approach alone, the meaning cannot be fully achieved because comprehension, as mention earlier, requires both knowledge of linguistics and knowledge of the world. Hence, in most situations, a bottom-up and a top-down approaches work together to ensure the accurate and rapid processing of comprehension.

Interactive approach

The third approach is called interactive approach. Rumelhart (1985) defines it as a combination of a top-down approach and a bottom-up approach. Such approach argues that both top-down and bottom-up processes occur simultaneously when reading the text. That is to say, the readers rely primarily on textual information as well as focus primarily on what they have already known. Hence, it means that both kinds of approaches are employed simultaneously to complement each other. In order to comprehend the text, readers move back and forth between the different levels of processes using various skills and strategies.

The skills and strategies approach is compatible with the interactive approach (Day & Bamford, 1998). According to Eskey and Grabe (1988), skills at all levels are interactively available to process and interpret the text. Hence, second language reader should enhance both bottom-up and top-down skills and strategies as both contribute to successful comprehension.

More theoretically speaking, extensive reading has a crucial role in interactive approach to reading (Day & Bamford, 1998). By reading extensively over time,



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readers can develop top-down and bottom-up skills because the more readers read, the more fluent and skillful they become.

Hence, extensive reading as well as the skills and strategies approach should be implemented into the reading class because both contribute to fluent reading which is a primary goal for ESL reading instruction (Grabe, 1991).

2.3.3 Reading skills and strategies

Reading skills and strategies are two different concepts that have long been considered as primary means for successful second language reading. When it comes to practice, these two terms seem to be difficult to distinguish because in general strategies and skills are used interchangeably. According to Weir et., (2000), reading skills indicate the careful and usually subconscious process of applying linguistic skills to extract the main idea and important details, whereas reading strategies indicate the quick and usually conscious process of employing strategies for achieving the purposes of reading quickly and efficiently.

Recently, Afflerbach, Pearson, and Paris (2008) conclude three major distinctions of reading skills and strategies.

- 1) Skills need to be automatic, while strategies are intentional. Skills need to be learned to a point where it becomes unconsciously.
- 2) Skills are measured directly through reading comprehension tests, while strategies are measured indirectly.
- 3) Skills need to be learned to the point of automaticity, while strategies are more about analysis and reasoning, and they require a different kind of teaching impetus.

To sum up, reading skill is a cognitive ability in which a reader is able to use to comprehend the text. It has to be learned to become automatized and operates unconsciously when reading, and it can be measured directly through reading comprehension tests. On the other hand, reading strategy is a conscious procedure or means used to carry out to solve the problem when reading (Urquhart & Weir, 1998; E. Williams & Moran, 1989). One of the ways in which teachers can support students to move from conscious control of reading strategies to unconscious use of reading skills for comprehending the text is through explicit strategy instruction (N. J. Anderson, 2009). Since the ability to comprehend the text is a key characteristic of a



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good reader, it is important for teachers to explicitly teach the strategies in order to support students in understanding what they read.

2.3.4 Reading strategies

It is widely acknowledged that reading strategies play a significant role in the comprehension of the text, and students who are equipped with sufficient and effective reading strategies use them correctly and appropriately to comprehend the text. Hence, reading strategies are required for efficient reading and in every lesson students should be introduced and practiced using the strategies correctly and appropriately.

According to Pressley (2006), reading strategies is defined as deliberate actions that learners select and control to achieve desired goals or objectives. Apart from Pressley's, Chamot and O'Malley (1994) explain that strategies are thoughts or activities that assist in enhancing reading outcomes, and they can be learned. Hence, it is assumed that strategies can be learned and practiced, and in order to achieve the reading outcomes, readers need to take active role in strategic reading.

Eleven reading strategies for text comprehension were synthesized from reading comprehension strategies proposed by Anderson (1999); Alderson (2005); Chamot and O'Malley (1990); Duke and Pearson (2002); Grabe and Stoller (2001); NICHD (2000); and Brown (2001). These strategies were as synthesized in Table 2 as follows:

Table 2: Reading Comprehension Strategies

	Ander son (1999)	NICH D (2000)	Grabe & Stoller (2001)	Brown (2001)	Duke & Pearso n (2002)	Alders on (2005)	Cham ot & O'Mal ley (1990)
Previewing							
Skimming							
Scanning							
Handling unfamiliar words							
Using background knowledge							
Summarizing							
Generating questions							
Making prediction							
Self-monitoring							
Making inference							



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In this study, the two levels of reading comprehension were involved: literal meaning and inferential meaning. They were as follows:

Literal comprehension strategies

Previewing is a pre-reading strategy used to make sense of the main idea and important information before going to read in details. It is a method of reviewing the titles, section headings, and photo captions in order to get the general sense of the reading. It is an important part of the pre-reading process because it activates the readers' schema on the topic by helping readers make connection to the reading before they read it.

Skimming is classified as a metacognitive strategy and it is used to identify the main idea. It is a method of moving eyes quickly through to identify the main idea and obtain the overview of the content. Skimming requires greater fluency and more practiced, and it should be introduced after scanning (Pugh, 1978). The National Reading Panel's synthesis of comprehension research studies reports that activating background knowledge, skimming, not-taking, summarizing, and creating graphic organizers appear to provide a scientifically based foundation of reading comprehension.

Scanning is categorized as a metacognitive strategy and it is used to find specific information that stated explicitly in the text. It is a method of moving eyes quickly throughout the text in order to find a specific name, date, statistic, or fact without reading the text in detail. Pugh (1978) suggests that scanning can be introduced first because it is a less complex style of reading.

Skimming and scanning strategies are crucial for the development of reading comprehension. Abdelrahmah and Bsharah (2014) study the effect of speed reading on developing reading comprehension among secondary students in English language, the results have shown that the experimental group increased their level of reading comprehension after they had trained on speed reading strategies. Besides, a study by Broughton et al. (1988) indicates that readers need to practice skimming and scanning in order to read faster and comprehend the text better.

Handling unfamiliar words is classified as a cognitive strategy. It helps readers recognize unfamiliar or unknown words in the sentences or longer texts by using different types of clues, such as semantic-meaning, syntactic-structural, or



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visual in surrounding words, sentences, paragraphs, and other aids. Reardon (2011) studies the impact of using context clues on students' reading comprehension scores. The results have shown significant increase in the comprehension scores of all adult EL students.

Using background knowledge refers to a strategy that links what one already knows about a subject or theme. It is used to connect the prior knowledge to the topic. In the second language research, there are a number of evidences showing that having this prior knowledge plays a significant role in comprehension (Brantmeier, 2005; Nassaji, 2003; Pulido, 2004, 2007). For example, a study by Pulido (2004) shows that background knowledge does not help students with weaker level of L2 reading proficiency and limited vocabulary knowledge. Using background knowledge is essential as it helps comprehend the new topics and engage students to read (Gabriel & Gabriel, 2010), and increasing background knowledge is crucial to continuous learning (Fisher et al., 2012).

Inferential comprehension strategies

Generating questions refers to a strategy used to assist readers with their comprehension of the text. This technique helps improve critical and creative thinking skills as students learn to ask questions about an assigned text as well as encourages them to develop learning skills.

Making prediction refers a strategy in which readers used the information from the text including titles, headings, pictures, and diagrams, and their own personal experience to predict what they are about to read or what comes next. The readers focus on the text, think ahead, refine, revise, and verify their own prediction. This strategy also helps readers make connection between their prior knowledge and the text.

Making inference refers to a strategy used to draw conclusion based on the information that has been implied rather than stated explicitly or reading between the lines. Making inference requires students to combine what they are reading with what they already know to make logical guess. Gallagher (2004) states that good readers infer what they read. That is, they consider things that are not explicitly stated in the printed page.



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Self-monitoring refers to a metacognitive strategy functioning through self-awareness and focusing on student's ability to monitor their learning process. According to Zimmerman (1995), there are three form of self-monitoring: monitoring associated with self-evaluation, strategy implementation, and efforts to adapt the strategy from outcome. By observing and recording their own behavior, students comprehend the material more thoroughly.

2.3.5 Explicit reading strategy instruction

The importance of reading strategies becomes increasingly recognized. It is claimed that reading strategy is one of the most effective means of helping readers to overcome the problems in the path of comprehension. According to McNamara (2009), high reading ability students tend to overcome the reading problems and comprehend the text better than low reading ability students as they make use of reading strategies effectively when reading. In contrast, poor readers tend to apply strategies less effectively when reading. Accordingly, they often encounter problems and failure in understanding English texts. Therefore, teaching struggling readers how to use strategies should be a primary consideration in the reading classroom (Anderson, 1999; Oxford, 1990)

From the aforementioned, explicit strategy instruction serves the point. It refers to the instruction of reading strategies in an explicit way. Researches have shown that comprehension can be increased significantly when it is taught explicitly (Chamot, 2004; Paris & Hamilton, 2009; Richard & Renandya, 2002). Through explicit strategy instruction, students improve their comprehension as it teaches them to use specific cognitive strategies when they face barriers in understanding what they are reading.

The common features for explicit strategy instruction includes 1) teachers tell students what particular strategies are, when to use such strategies, why such strategies are important, and how to use such strategies strategies (Anderson, 1999; Pressley, 2006), , 2) students observe the teacher modeling strategies (Patterson, 2010), and 3) students are given opportunities to practice with the given tasks (Chamot, 2005) Such common features offer students opportunity to learn particular strategies explicitly under teachers' guidance until they are able to use effectively and independently.



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2.3.6 Strategy-based instruction framework

In this study, a strategy-based instructional framework proposed by Chamot (2014) was employed as an instructional framework. Such framework was recently adjusted from CALLA framework developed by Chamot and O'Malley (1990) which includes five phases as follow:

Phase 1: Preparation

This phase aims at developing student awareness on the topic and reading strategy they are going to learn. At the beginning of the class, the objectives and assessments of the lesson are introduced, and the discussion questions are commonly used to elicit students' background knowledge in order to engage them to the topic.

Phase 2: Presentation

This phase aims at presenting the content knowledge about the topic and reading strategy to the students. The teacher may use direct instruction by presenting what students need to know and explaining it, or he/ she may use an inductive approach by presenting the incomplete information and helping students to try to fill in the gaps using strategies. Many teachers implement a mix of direct instruction and inductive questioning when presenting the materials. The important part of the teacher's role during this phase is to model the language and use the target language as much as possible.

Phase 3: Practice

This phase aims at developing students' knowledge about the topic and skill in using reading strategy. The focus shifts from the teacher as a presenter and a guide to the students as completers of a task. Students work in pairs or small groups on a meaningful, topic-based task. They transfer the knowledge and skills they have learned from the presentation phase and in the structured practice to a different task. In their work together, students' main purpose is to complete the communication task. Students have to use any or all of language they know along with varied communication strategies.

Phase 4: Evaluation

This phase aims at developing student ability to evaluate their own performance. An assessment helps the teacher and the student be aware of what the student has learned. This can be done by giving students the rubric or asking them to



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do a different self-evaluation. The teacher can then give feedback and can ask students for feedback. For instance, what they believe they learned, or did not learn, what questions, comments and suggestion they may have.

Phase 5: Expansion

This phase aims at developing transfer of the knowledge and reading strategy students have gained to the new reading materials or situations. The activities can be assignments or students' experiences related to the lesson. After students learn the knowledge and use reading strategy effectively, they integrate the information they have learned with their existing knowledge and apply these in other reading materials.

Previous studies have proved the effectiveness of Chamot's strategy-based instructional framework on comprehension. For example, Takallou (2011) examined the effect of metacognitive (planning and self-monitoring) strategy instruction-based in the CALLA approach on EFL learners' reading comprehension performance and their metacognitive awareness. The findings have showed that experimental groups' awareness on metacognitive strategies and their reading comprehension performance significantly increased after the instruction. Another study by Rasekh and Ranjbar (2003) who investigated the effect of metacognitive strategy training through the use of explicit shows the significant improvement of lexical knowledge of EFL students after implementing the metacognitive strategy training model adapted by Chamot and O'Malley (1994). The findings of the study have indicated that explicit metacognitive strategy training has a significant positive effect on the vocabulary learning of EFL students.

Based on the aforementioned, Chamot's (2014) strategy-based instructional framework (2014) was selected as the instructional framework for the present study for several reasons. First, it has been proven effective to improve learners' English language through teaching the students the effective use of language learning strategies. Second, it allows learners to be active participants in the cycle of teaching-learning process by using prior knowledge, searching meaning, higher level thinking, and developing the ability to monitor and regulate one's own learning (Chamot, Chamot, 1995). Lastly, it helps learners develop the skills and apply the concepts and skills they learned in different contexts.



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2.4 Learner autonomy

Learner autonomy has become a major area of interest in a field of English language teaching and learning and this concept has increasingly received attention in the field of language education for over decades due to the shift from traditional classroom settings to a more communicative and learner-centered approaches.

The idea that learners need to be able to control over their own learning inside and outside the class, has been widely accepted in mainstream language teaching (Benson, 2001). In formal educational context, autonomous learners are likely to succeed in their learning. According to Little (1995), autonomous learners are those who are motivated and reflective. With such abilities, their learning tends to be efficient and effective. Additionally, he asserts that learners who accept their responsibility in their learning are more likely to achieve their learning outcomes, and if they achieve their outcomes, they are more likely to maintain positive attitude towards their learning in the future. Also, Dam (1995) claims that learners' willingness to take active roles and responsibility on their own learning is important in foreign language learning. Due to the aforementioned, autonomous learning should be promoted and practiced by allowing learners to exercise their responsibility through their aspects of learning (Benson, 2001; Little, 2004). Learners effort in understanding what, why, and how of their learning can result in the development of autonomy.

2.4.1 Definition of learner autonomy

The concept of Learner autonomy has gained attention from ESL and EFL teachers and researchers when it was first defined by (Holec, 1981, p. 33) as the ability to take charge of one's learning. To take charge of one's own learning is to be responsible for all the decisions concerning all aspects of their learning including:

- determining the objectives;
- defining the contents and progressions;
- selecting methods and techniques to be used;
- monitoring the procedure of acquisition;
- and evaluating what has been acquired.

In his definition, Holec defines learner autonomy in terms of learner self-direction and control of the learning process. In other words, he puts emphasis on the



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individual role of learner in controlling all aspects of their learning by himself or herself. From Holec's, the ability was acquired by natural means or mostly by formal educational practices. However, his definition does not mention whether learners develop such abilities by themselves or need help from others.

Later, Benson and Voller (1997, p. 22) summarize that autonomy has come to be used as follows:

- a *situation* in which learners study entirely on their own;
- a set of *skills* which can be learned and applied in self-directed learning;
- an *inborn* capacity which is suppressed by institutional education;
- the *exercise* of learners' responsibility for their own learning;
- the *right* of learners to determine the direction of their learning

Another key contribution to autonomy is reported by Little (1991, p. 44) who views autonomy as learner's capacity for detachment, critical reflection, decision-making, and independent action in both contents and process of learning. Such capacity includes planning, monitoring, and evaluating particular learning activities and the learning process overall, which can be practiced in formal educational contexts. However, such practice is unlikely to be effective without teacher intervention and guidance. From Little's definition, learner autonomy is viewed as essentially a matter of the learner's psychological relation to the process and content of learning.

Benson (2001) agrees that Little's definition is complementary to Holec's as it adds a vital psychological dimension to the development of autonomy. Benson highlights the importance of the psychological or internal capacities of the learner in the development of autonomy, such as cognitive, learning styles, motivation, attitudes, aptitude, and so on.

Moreover, he claims that autonomy can be displayed in different ways and to different degrees depending on the characteristics of each learner and each learning process or situation. Learners who lack autonomy are still capable to develop it if the appropriate conditions and preparation are provided in their learning process or situation. He emphasizes the fact that the way teachers organize the practice will both positively and negatively influence the development of autonomy among learners.



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From the aforementioned, there are different views towards learner autonomy: as a capacity or behavior, as learner responsibility or control, as a psychological phenomenon, or as developmental skill depending on teacher autonomy (Benson, 2001). Hence, there is no single definition to best describe learner autonomy. According to Benson (1997), autonomy is a complex concept. It emerges from the interaction among a number of elements, such as the learner (e.g., learning styles, motivation, responsibility, control, etc.), the teacher (e.g., attitude, pedagogical implementation, etc.), the context (e.g., school, economic factors, etc.), and technology (communication tools, etc.). The interaction among such elements allows patterns to be emerged. Such patterns may influence positively and negatively on the learning process. However, a common definition refers to the concept that learners are involved in their own learning process.

Hence, in order for learners to be successful in their own learning, they need several strategies to keep them engaged (Jeffrey et al., 2012). To put in simply, successful learners are often metacognitively, motivationally and behaviorally active participants in their learning process. Self-regulated readers, for example, employ cognitive and metacognitive strategies and always engaged in self-regulated learning as well (Schunk & Zimmerman, 1994). According to Maxim (2009), self-regulated learners are closely related to autonomous learners. They are more likely to participate voluntarily in a special project, relied on a planned learning and used more goal setting, planning, organizing, memorizing and self-monitoring strategies. In order to develop such abilities, it is important to train students regarding the use of metacognitive strategies and establish an intrinsic motivation through their learning.

2.4.2 Learner autonomy and independence

One of the frequently quoted definitions is from Holec (1981) who defined autonomy as an ability to have and to hold responsibility for all the decisions concerning all aspects of their learning, in other words, independent learning. The autonomous learner in this perspective is a proactive learner who controls one own learning process and make the decision on what to learn without teacher intervention. According to Littlewood (2002, p. 7575), ~~pro~~ proactive autonomy refers to the form of autonomy that is usually expressed by the western learners. They usually participate autonomously in setting goals themselves. This is the kind of autonomy which does



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not create its own direction, but once the direction has been initiated by the teacher or the curriculum, learners enable to organize the resource autonomously in order to reach the goal.”

2.4.3 Pedagogical principles of learner autonomy in language learning

In formal educational contexts, the scope of learner autonomy is always constrained by what learner can do in the target language. Promoting autonomy in language learning is governed by a number of pedagogical principles that explain the processes of autonomous learning in foreign language education including learner empowerment, learner reflection, appropriate target language use (Little, 2004), and social interaction (Benson, 2001; Little, 2004). The top three principles seem to be the most commonly accepted ideas of autonomous learning, and the latter is another important component emphasized by a number of scholars.

Learner empowerment

The principle of learner empowerment refers to the operational aspects of taking responsibility of one’s own learning. It requires learners to assume responsibility for their own learning in both contents and learning process. In other words, learners are to make their own choices which affect the outcome of their learning. However, the amount of responsibility that learners can manage their own learning process is always constrained by a matter of their proficiency in the target language, developed learning skills, affective dimensions, and metacognitive dimensions.

Additionally, teachers play a crucial role in helping learners at every stage of their learning process as learners learning language at the beginning would have little or no understanding of how best they can learn language by themselves. Hence, the teachers’ task is to facilitate learners to become autonomous by giving guidance and assisting learners in learning themselves. According to Komorowska (2012), teachers have to take active engagement as well as learners by encouraging and supporting learners’ decisions, observing and analyzing the learners’ behaviors, and providing valuable feedback.



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Learner reflection

The principle of learner reflection refers to the aspect of metacognition. In other words, learners should develop awareness of the learning process and actively reflect on their learning, both at a macro level, for example, reviewing what they have been achieved during the course, and at a micro level, for example, thinking why a particular learning activity was or was not successful.

This principle is related to the principle of learner empowerment in that when learners are given choices in learning, they tend to have the opportunity to reflect upon their learning and the choices they make. In the view of promoting autonomy, it seems meaningless if learners are responsible for their own learning without critically monitoring, reflecting, and evaluating their own process.

In sum, learner reflection is as a crucial condition as learner empowerment. That is, learners not only assume the responsibility of their own learning process, but they also need to be able to evaluate the learning outcomes in terms of strengths and weaknesses in order to be aware of their own performance and stay focus on the next lesson.

Appropriate target language use

The principle of appropriate target language use emphasizes the need for language learning to be carried out primarily in the target language. It requires the teacher to manage classroom discourse in such a way that learners are able to use the target language as a medium of language learning. In the early stage, much depend on the teacher's capacity to scaffold the interactions with the class, groups of learners, and individuals, but Thomsen (2003) emphasizes that when learners have achieved a level of proficiency, it enables them to conduct an intensive group in the target language.

Social interaction

Apart from the three principles above, many scholars regard the principle of social interaction to be essential for autonomy (Benson, 2001; Little, 2004). This principle arises from Vygotsky's theory of learning which is assumed that learners require interaction with teachers or more proficient peers in order to reach a higher level of competence. According to (Little, 2004), sharing the cognitive process with



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other individuals can develop the ability to learn as well as the ability to collaborate with others.

The principle of social interaction leads many researchers to stress that autonomy is more about interdependence than independence (Kohonen, 1992; Little, 2004). That is, the interdependence of the teacher and other learners is part of the communicative process where all parties actively share the responsibilities for learning and teaching (Breen & Candlin, 1980). Learners are given opportunities to share responsibility for each other's learning so that they will learn from each other and develop greater insight on their own learning process.

2.4.4 Approaches to foster learner autonomy in language learning

In formal educational contexts, autonomy is fostered by certain practices. In some cases, these practices have been implemented specifically to support learner autonomy. In other cases, an established practice has been seen as a supportive one. According to Benson (2001) he classifies six approaches associated with the development of autonomy.

Resource-based approach

The resource-based approach emphasizes independent interaction with learning materials and resources. Such approach provides learners with opportunities and situations, such as material and resources for fostering autonomy (Benson, 2013; Nguyen, 2010). An example is a promotion of self-access learning. It gives learners opportunities for self-access with materials, resources, and counseling for their learning. According to Benson (2001), in self-access learning, learners will direct their own learning through their interaction with learning resources which allows them to be less dependent on teachers.

Technology-based approach

The Technology-based approach places a focus on independent interaction with educational technologies, such as CALL, CMC, etc. For example, Dang and Robertson (2010) studied the relationship and the impact of computer technology on learner autonomy. The results have shown a strong relationship between CMC and learner autonomy. Another example is from Arikani and Bakla (2011) who studied the use of blogs as a way to foster learner autonomy. The results have shown that although students had a chance to make decisions and had positive attitudes towards



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using blogs, most of them face difficulties due to the use of technology and their language proficiency.

Learner-based approach

The third approach to foster learner autonomy is a learner-based approach. It emphasizes a direct production of behavioral and psychological changes in the learner. In other words, it aims at training learners to develop learning skills and strategies. This is to be done by for example, training learners' metacognitive knowledge and skills in order to enhance autonomy (Benson, Benson, 2001, 2013; Yu, 2006), and motivation in learning (Ushioda, 2011).

Curriculum-based approach

A curriculum-based approach emphasizes the negotiation between teacher and learners in the content and procedures of learning. This approach is characterized by developing learner involvement in decision making (Cotterall, 2000; Dickinson, 1995; Esch, 1996). A study by Cotterall (2000) as an example, presents five principles for designing language courses for enhancing learner autonomy and language proficiency. The five principles are in relation to learner goals, process, tasks, strategies, and reflection on learning aiming at transferring responsibility from teacher to learner.

Classroom-based approach

The next approach is the classroom-based approach emphasizing at learner control over the planning and evaluation of classroom learning. In this approach, it is believed that learner autonomy can be fostered via interdependence and collaboration within the classroom contexts. Many scholars believe that in this approach, learner can enhance autonomy through working cooperatively with others including teachers and/or peers (Benson, 2001). The idea of peer assessment is an example of this approach. A study by Miller and Ng (1996) claims that peer assessment is one way to get students involve in their own learning and to turn passive recipients into active participants. Therefore, a study indicates that teachers need to give assistance and support in training them to be able to assess their peers and accept the comments from peers as well.



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Teacher-based approach

This approach emphasizes the role of teacher, teacher education, and teacher autonomy in fostering autonomy among learners (Benson, 2001; Borg & Al-Busaidi, 2012; Feryok, 2013). It is assumed that teachers' beliefs and perceptions towards autonomy influence on the commitment in implementing the idea of autonomy in the classroom. According to Little (1995), learner autonomy depends on teacher autonomy. In other words, autonomy is a result of interdependent relationship that teachers and students share responsibility on the learning process. Hence, teachers who wish to promote autonomy in the classroom need to start with themselves and should reflect on their own beliefs, practices, experiences, and expectations of the teaching and learning situations (Little, 1995; Smith, 2001).

From the previous review, some may claim that one approach is more effective over the others. However, most researchers accept that they are interdependent. In practice, approaches are often combined to suit a particular context of learning. As autonomy refers to a learner's capacity to be responsible for all aspects of one's own learning including planning, monitoring, and evaluating the process of learning, and the content of learning, it seems that these abilities can be effectively fostered through the combination of different approaches.

2.4.5 Socio-cultural theory and learner autonomy

Socio-cultural theory of development and learning is proposed by Lev Vygotsky, which explains the relation between collaboration and autonomy. Such theory emphasizes that learners are active constructors of knowledge in which learning is the center of learning. Learners should not only understand the knowledge, but also analyze, check, and criticize new knowledge during the learning process, while the teacher mainly takes a role of facilitator, guider, and assistor.

His concept of the zone of proximal development identifies autonomy not only as the goal of all learning, but as the basis in which learners move from one stage of learning to the next stage. Knowledge is not just passed on by the teacher, but learners acquire through the meaningful construction with the help of necessary learning materials and others, including teachers and capable peers.



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2.4.6 Teacher's roles in autonomous classroom

Learner autonomy puts significant emphasis of learners' control of their learning. However, it does not mean that teachers should abandon of organizing and directing the class. Instead, they perform a variety of new roles in autonomous classroom.

In the autonomous language classroom, learners are responsible for their own learning (Little, 1995), whereas teachers acts as a facilitator, a counselor, and a resource person whose positions are to manage the activities in the classroom, encourage learners to manage their own learning process (Jacobs & Farrell, 2001) and provide materials and resources necessary for students' learning.

Regarding to the pedagogical principles of learner autonomy in language learning, Little (2004) emphasizes the roles of teachers as follows:

- 1) use the target language as the preferred medium of instruction;
- 2) encourage learners to participate in the activities, which are sharing, discussing, analyzing, and evaluating their learning in a target language;
- 3) help learners set their own learning goals and choose their own learning activities in a target language;
- 4) encourage learners to identify individual goals but pursue them through collaborative work in small groups;
- 5) encourage learners to keep a written record of their learning by planning the lessons and projects, listing of useful vocabulary;
- 6) engage learners in regular evaluation of their progress as individual learners and as a class in a target language.

Therefore, it can be concluded that teacher plays an important role in the development of learner autonomy (Benson, Benson, 2009; Hurd, Beaven, & Ortega, 2001). They not only perform a variety of new roles, such as facilitator, counselor, and resource provider, but they also need to create a supportive classroom learning environment where students can behave autonomously in their learning process (Barfield et al., 2001). The promotion of autonomy requires the understanding of new roles between teachers and learners. Hence, teachers should be aware of the new roles and adapt themselves to the new environment of autonomous classroom.



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2.4.7 Characteristics of autonomous learners

Many scholars have tried to categorize what make responsible and autonomous learners. The following characteristics of autonomous learners are regarded as the common standard to evaluate learner autonomy for numerous researches in the field of education.

Within the context of education, Dickenson (1993) believes that autonomous learners are those who are characterized in four ways:

1. They are able to identify what have been taught in class.
2. They are able to formulate their own learning objectives.
3. They are able to select and implement appropriate learning strategies.
4. They are able to monitor their own learning, for example, identify the strategies that are not working for them, and make change when necessary.

Moreover, (Scharle, 2000, 173) summarize the characteristics of autonomous learners in two aspects.

1. Responsible learners are those who accept the idea that their own efforts are crucial to progress in learning and behave accordingly.
2. Responsible learners do not have to be good on their group work, but they are willing to participate with the teachers and peers for learning benefits.

Based on the aforementioned principles and characteristics, it is clear that learners are encouraged to take active roles in autonomous language learning classroom. To conclude, they are expected to do the followings in order to become autonomous learners.

1. Make decision about their own learning, such as setting their own objectives, selecting appropriate strategies and resources for effective learning.
2. Monitor, reflect, and evaluate their learning process, activities, and the choices they make.
3. Learn independently and collaboratively.

Therefore, in order to become successful learners and take more responsibility for their own learning, learners should be equipped with such capacities and behaviors. Learners themselves cannot complete the learning process effectively in



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isolation. Instead, they need some guidance from teachers and capable peers as well as a considerable amount of training to become successful and autonomous learners.

2.4.8 Measuring learner autonomy

As Nunan (1997) claims that autonomy is a matter of degree. However, in practice, it seems to be problematic in measuring its degrees due to the fact that autonomy is clearly a multidimensional construct. In other words, autonomy can be recognized in various forms. Little (1991, p. 44) argues that “autonomy in learners can take numerous forms, depending on their age, how far they have progressed with their learning, what they perceived their immediate learning needs to be, and so on.” Moreover, Benson (2001) sees autonomy as a multidimensional capacity that will take different forms for different individuals, and even for the same individual in different contexts or at different times.

Although measuring autonomy is still problematic (Benson, 2001; Little, 1991; David Nunan, 1997), it does not mean that educators would not attempt to measure. Researchers have tried to measure the level of autonomy using different research instruments. Tholin (2008) defines self-assessment as a natural element of autonomous learning since it gives the learners the sense of consciousness of the learning. Gardner and Miller (1999) agree with the idea of self-assessment in that it is a self-monitoring device which provides learners with immediate feedback on their language proficiency and learning strategies. To implement student self-assessment, teachers can take different approaches, such as allowing students to give and receive feedback (Gholami, 2016) or having them share their opinion towards the reading materials.

Despite the difficulty in measuring autonomy, many researchers still have attempted to find appropriate measurements. Lee (2011), for example, investigated the effectiveness of blogging in relation to the development of autonomy. The data was collected from blog entries, reflective reports, and post surveys. The results show that blogs gave students opportunity to work independently (e.g., content creation) and reflect upon cross-cultural issues. Moreover, Nematipour (2012) studied the autonomous level of Iranian learners in relation with their learning styles using learner autonomy questionnaire in identifying the way they learn best and the way they prefer to learn. In the study, he used self-reporting questionnaire developed in the basis of



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existing learning style instruments and learner autonomy questionnaire developed by Zhang and Lee (2004).

As learner autonomy is a complicated phenomenon, previous researchers have attempted to develop appropriate measurements to collect the evidence of learner autonomy in language learning. The data collected will be helpful in justifying whether participants are aware of the new roles, and judging whether the interventions relating to its promotion are successful.



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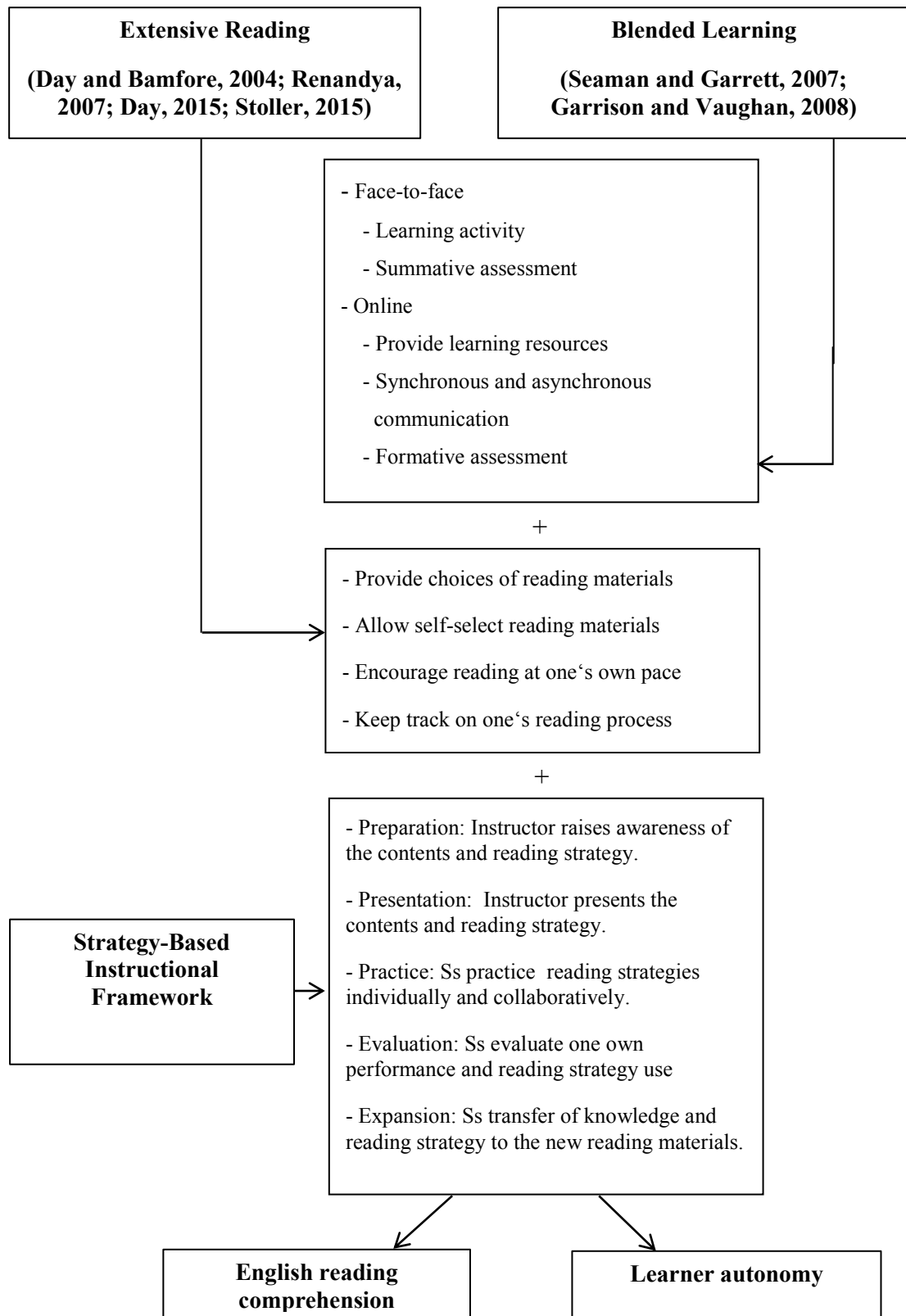


Figure 1: The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology regarding the research design, population and sample, research procedures, research instruments, data collection procedures, and data analysis.

3.1 Research design

In this study, a one-group pre-test post-test design was employed to investigate the effects of integration of a blended learning and extensive reading instructional model to enhance English reading comprehension and learner autonomy of EFL undergraduate students. At the beginning of the course, the students were assessed with the English reading pre-test and the learner autonomy pre-questionnaire. Then, the treatment, which was integration of a blended learning and extensive reading instructional model was implemented for 14 weeks. At the end of the course, the English reading comprehension post-test, the learner autonomy post-questionnaire, the learner autonomy interview, the opinion questionnaire, and the opinion interview were administered to explore if there were any improvement in the students' English reading comprehension and learner autonomy after integration of a blended learning and extensive reading instructional model. Data were collected both quantitatively and qualitatively.

3.2 Population and sample

The population of the study was EFL undergraduate Suratthani Rajabhat University students who took the Reading for Text Interpretation course (course code 2002341). They were all Thai, both males and females.

The sample was assigned to the researcher as an intact group of 40 English major students from the Faculty of Humanities and Social Sciences who enrolled in the Reading for Text Interpretation course (course code 2002314) during the first semester of academic year 2017. All of them completed fundamental English courses for General Education which included English Basics (GED1003) and English for



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Application (GED1004) in their first year. The demographic information of the sample is presented in Table 3 below.

Table 3: The demographic information of the participants (n=40)

Demographic information	Number of students	Percent (%)
Age		
19-22 years old	24	60%
More than 22 years old	16	40%
Gender		
Male	4	10%
Female	36	90%
Year		
Fourth year	40	
Number of Years studying English		
5-10 years	14	35%
More than 10 years	26	65%

According to Table 3, the sample group was all fourth-year students. There were four males and 36 females. Most of them were between 19 and 20 years old and had studied English for more than 10 years. This group of participants constituted an intact group assigned by the university. After 14 weeks of the treatment, a total of 12 students were selected for the interview: six students from the highest, the moderate, and the lowest progressive rates (two students each) based on their pre- and post-test scores on English reading comprehension, and six students from the highest, the moderate, and the lowest progressive rates (two students each) based on their pre- and post-questionnaire scores on learner autonomy.

3.3 Research procedures

The research procedures were divided into two main phases: 1) developing the research instruments, and 2) implementing the treatment.

In phase 1, developing the research instruments, the researcher systematically developed the instruments by studying the theories and related literature to determine the theoretical framework of the study. Then, the research instruments including the lesson plan, the English reading comprehension tests, the learner autonomy questionnaires, the learner autonomy interview, the opinion questionnaire, and the opinion interview were constructed by the researcher and validated by three experts in the field of language instruction. After that, all research instruments were piloted with 30 students whose demographic characteristics were similar to those of the subjects of the main study.

In phase 2, implementing the treatment, the researcher administered the pre-test of English reading comprehension and the pre-questionnaire of learner autonomy. During the implementation, the participants were asked to attend the 14-week treatment which combined lessons with three learning tasks: face-to-face reading strategy instruction, online reading activities, and extensive reading activities.

Face-to-face reading strategy instruction

The participants were explicitly taught reading comprehension strategies and metacognitive strategies for reading comprehension using a reading strategy workbook. A workbook was compiled with 12 chapters adapted from a commercial book entitled *Active Skills for Reading 3* with a primary focus on explicit reading comprehension strategy instruction. The selected reading strategies included previewing and predicting, skimming, scanning, using contexts to guess meaning, activating background knowledge, identifying main ideas and topics, identifying supporting details, recognizing facts and opinions, making inferences, and summarizing.

Online reading activities

Right after the face-to-face reading strategy instruction, the students were assigned to do at least 80% of online activities via a class website: <http://www.mineenglishblog.wordpress.com> designed by the researcher. Through this platform, the students were given the opportunity to practice reading comprehension strategies when working on online reading activities, materials, assignments, and quizzes, as well as to direct their learning through online discussion, knowledge sharing, and being collaborative with other group members. A direction to do online



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reading activities was given so that the students would be kept on track while enjoying the freedom to learn effectively, independently, and collaboratively. The online activities included three main activities: the in-class online activity, out-of class online activity, and self-evaluation online activity.

As for in-class online activities, the students were assigned to read a passage in an online platform independently. The purpose was for the students to practice the strategies at their own pace. At first, the student practiced pre-reading strategies which included, for example, making prediction about the text, or guessing meaning from the selected phrases, sentences, or paragraphs. After that, the rest of the paragraphs was given together with the comprehension questions for the students to check their comprehension after reading. Then, the students were asked to form a small group to discuss the given prompts related to the lesson theme, do online research either from the given choices of websites or their own choices, and share their task in an online group discussion via Facebook. After that, each student was assigned to share their opinions and/or facts to at least two group posts of their own choices.

With regard to out-of-class online activities, the students practiced reading extensively on their own. The purpose of this activity was for the students to practice metacognitive strategies in order to plan, monitor, and evaluate their reading performance and strategies use.

As regards self-evaluation online activities, the students were asked to evaluate their own reading performance by identifying their achievement and difficulties in reading and their use of reading strategies, and make suggestions for their further learning.

Extensive reading activities

Apart from doing the in-class online reading activities, the students were offered a collection of E-graded readers to read during 14 weeks of the implementation. To give the students opportunity to improve English reading comprehension across subject areas, approximately 150 informational e-books from different levels from Houghton Muffin Publisher were made available for them to read via Google Drive file sharing. The numbers of words in each e-book ranged from approximately 1,200 words to 2500 words long. The students were offered the following incentives to read as many e-books as possible: Complete 9+ e-books = 9-



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10 points; Complete 7-8 e-books = 7-8 points; Complete 5-6 e-books = 5-6 points; Complete 3-4 e-books = 3-4 points; Complete 1-2 e-books = 1-2 points; and Complete 0 e-books = point of the final grade 100 points. However, the points given also depended on the quality of reading logs they submitted each week. Their reading logs reflected their own reading experiences considering the following questions: 1) what did you read?, 2) how did you feel?, and 3) what did you learn? After the students completed the reading logs, the students voluntarily shared their reading logs with the class and also received guidance from the instructor in writing effective reading logs.

After the treatment, the post-test of English reading comprehension, the post-questionnaire of learner autonomy, and the opinion questionnaire were administered to the students. Moreover, the learner autonomy interview and the opinion interview were conducted to elicit insights into and perspectives of the individual students' learner autonomy and their opinions towards integration of a blended learning and extensive reading instructional model. The results were analyzed using descriptive statistics and content analysis. The research procedures are outlined in Figure 2 below:



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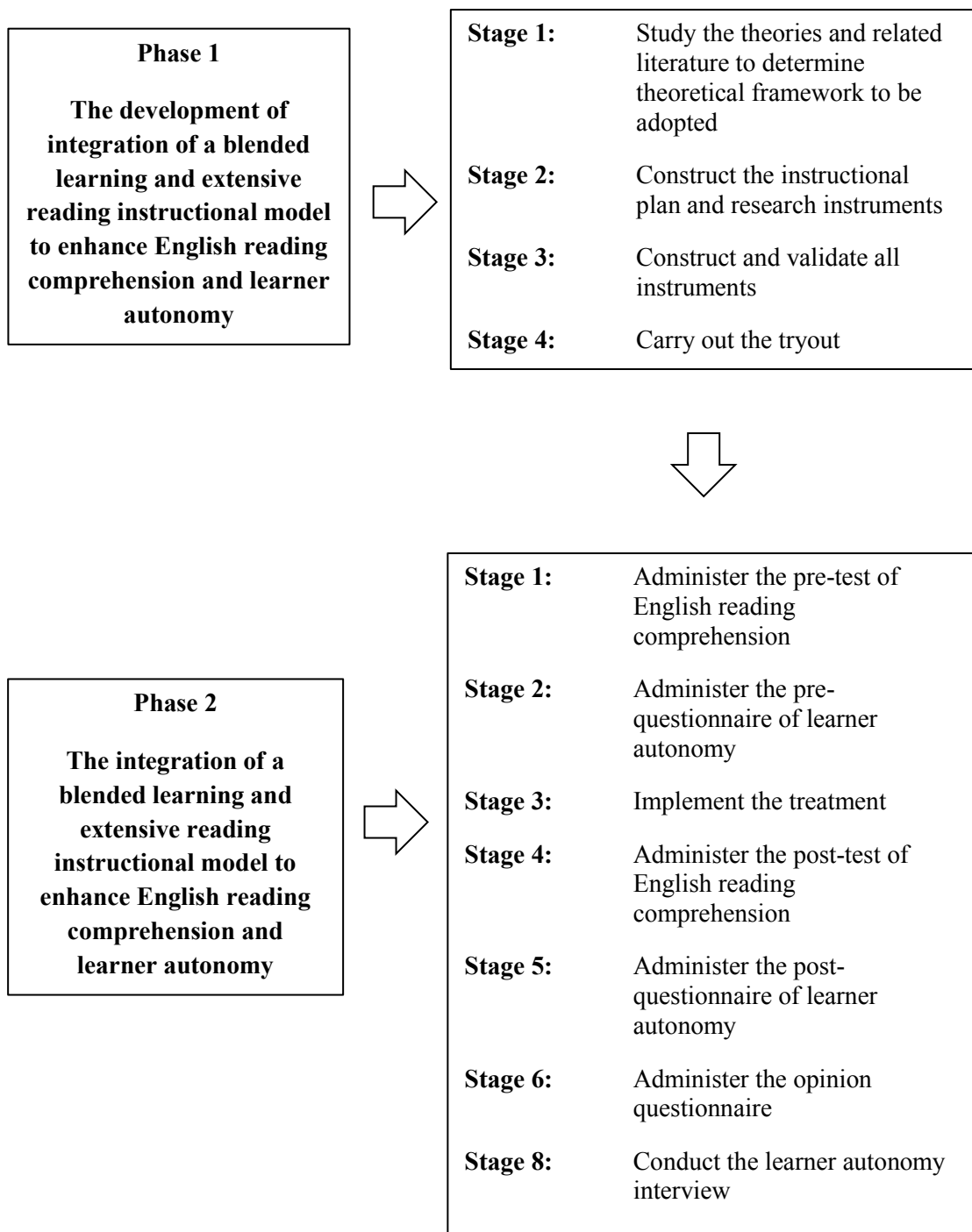


Figure 2: Phases and Stages of the Research

3.4 The development of integration of a blended learning and extensive reading instructional model to enhance English reading comprehension and learner autonomy

I: Course rationale

A blended learning and extensive reading instructional model was developed based on the theories and related literature on blended learning, extensive reading, and reading strategy-based instruction. This model was implemented in the Reading for Text Interpretation course (course code 2002314) for fourth-year English major students at Suratthani Rajabhat University. The purpose of the course was to improve students' English reading comprehension and learner autonomy through the practice of reading comprehension strategies and extensive reading activities in the blended learning environment in which the students received the face-to-face reading strategy instruction as well as attended the online learning sessions independently and collaboratively. According to Seaman and Garrett (2007), the proportion of online learning should be between 30 and 70% which occurs in and mainly out of class. The combination of the face-to-face instruction and the online learning session in the blended learning environment aimed at enabling the students to develop literal and inferential reading comprehension skills and promote their learner autonomy in reading.

The framework of integration of a blended learning and extensive reading instructional model in the present study was mainly adapted from three main theories and principles of strategy instruction proposed by Chamot (2014); extensive reading proposed by Day and Bamford (2004), W. Renandya (2007), Day (2015), and Stoller (2015); and blended learning proposed by Allen et al. (2007) and Garrison and Vaughan (2008).

II: Course objectives

After completing the course, the students should be able to:

- 1) apply the strategies learned with different reading materials;
- 2) comprehend the reading text at literal and inferential levels of comprehension;
- 3) develop learner autonomy; and



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- 4) develop positive attitude towards reading and learning.

III: Course contents

The Reading for Text Interpretation course took 14 weeks covering 12 units which were organized in topical units. A workbook was compiled with 12 chapters adapted from a commercial textbook entitled *Active Skills for Reading 3* with a primary focus on explicit reading comprehension strategy instruction. According to Harmer (2001), each student has individual interest, so it is important to include a variety of topics and genres in order to help cater students' interest. The contents consisted of informational reading texts from a variety of resources, such as commercial workbooks, websites, newspapers, magazines, etc. As recommended by Zerwin (2012), the informational texts have the potential to greatly benefit readers at all levels due to the fact that they give readers opportunity to improve reading comprehension across subject areas. The class met once a week, for three hours each time. Each class lasted three hours consisting of a 1.5-hour session for the face-to-face reading strategy instruction and the other 1.5-hour session for online learning session aiming at enhancing English reading comprehension and learner autonomy in reading of the students. The outline of the integration of a blended learning and extensive reading instructional model is shown in Table 4 below:



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Table 4: Outline of the integration of a Blended Learning and Extensive Reading Instructional Model Weekly Sessions

Period	Time	Instructional based	Activities
1	90	Face-to-face reading strategy instruction	<ul style="list-style-type: none"> - Learning reading strategies explicitly - Practicing reading strategies under teacher guidance
2	90	Online reading activities	<ul style="list-style-type: none"> - Doing follow-up exercises independently - Practicing reading strategies - Sharing ideas in groups - Monitoring comprehension - Receiving teacher and peer comments and feedback - Doing self-evaluation
3	Out of class	Extensive reading activities	<ul style="list-style-type: none"> - Selecting reading materials to read based on their own interest - Checking and monitoring their own comprehension - Receiving teacher and peer comments and feedback

As shown in Table 4, the first session was devoted to face-to-face reading strategy instruction. The main focus was mainly on explicit reading comprehension strategy instruction. It aimed at raising students' awareness of reading comprehension strategies and modeling such strategies so that they could apply them before, during, and after reading to support their English reading comprehension when reading a variety of texts. Regarding the common features of explicit strategy instruction, the teacher started by introducing to the students what particular strategies were, when to use such strategies, why such strategies were important, and how to use such strategies (Anderson, 1999; Pressley, 2006). Then, the students observed the teacher

modeling such strategies (Patterson, 2010). After that, they were given opportunity to practice using such strategies with the given tasks (Chamot, 2005). Such features allowed the students to learn and practice particular strategies explicitly under the teacher's guidance until they were able to use them effectively and independently.

The second session was devoted to online reading activities. These activities mainly focused on the students' independent practice on reading comprehension strategies through the online reading activities. In this phase, the students participated in the in-class online reading activities which included three main activities: before, during, and after reading activities.

Before reading, the students were asked to read the selected paragraphs either to make predictions about what they were reading or what came next, or to guess the meaning from phrases or sentences. Generally, it is believed that making predictions is one of valuable reading strategies that improve reading comprehension. When students make predictions, they make connection about what they are reading and what they have already heard, read, or seen. In this way, students tend to be engaged in the text, motivated to read, and should be able to construct the meaning from the text. When readers construct the meaning by interacting with the text through the combination of prior knowledge and previous experience, comprehension occurs (Pardo, 2004).

During reading, the students were given a follow-up question to refine, revise, and verify their prediction of the content and the vocabulary based on their understanding of the text. The students could practice making a guess based on the clues and their own prior knowledge as well as examine their own reading processes and strategies. At this stage, the students could raise their awareness of their thinking process which then led to the development of learner autonomy. Moreover, the instructor could be informed of whether or not the students comprehended the text or whether there was anything needed to be further explained and reviewed.

After reading, the students were given multiple-choice questions to check their comprehension at both literal and inferential levels. The former was the development of word recognition or decoding skills, and the latter was going beyond decoding and extracting meaning from the material read to inferencing the underlying meaning of



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the text (Gonzalez-Intal, 1996). Automatic points based on their correct answers were given immediately after they submitted their answers.

Another after-reading activity was called a ‘share’ activity in which the students learned through online discussion and collaboration. This activity aimed at fostering students’ learning experiences by allowing them to interact, collaborate, and take ownership of their own learning. Higley (2018) has pointed out that through online discussion activities, learners are given opportunity to reflect and share viewpoints. Doing so helps them learn to respond to questions, participate in the task, and also offer peer feedback to support the sharing of new information with their classmates. Right after finishing all activities, the students were given the opportunity to evaluate their own reading performance and strategy use as well as to offer their suggestions for further learning. This process helped them become more aware of their own learning process and more responsible for improving their own learning performance which in turn led to the development of learner autonomy.

The last session was devoted to out-of-class extensive reading activities which aimed at practicing reading comprehension skills and enhancing learner autonomy in reading with the focus on pleasure reading. Extensive reading, as cited by previous scholars, refers to reading an amount of reading materials based on interests and preferences (Day & Bamford, 2007; (Renandya, 2007, 165; Day, 2015, 64) Stoller (2015). Simply put, this activity encouraged students to read by allowing them to choose books or other reading materials based on their interests and preferences.

In this session, the instructor set up an E-library with a large collection of E-graded readers that were available for the students to choose at different levels: ones below and ones at the same level of their language proficiency. After reading, the students shared their own experience regarding reading by responding to the given questions. The questions were 1) what did you read?, 2) how did you feel?, and 3) what did you learn?. Although having students answer comprehension questions after reading is not usually common regarding the principle of extensive reading (Day & Bamford, 2007), in the present study, the questions were designed to elicit students’ experience of reading and kept them focused and concentrated more on the materials they had read.



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Under the framework of integration of a blended learning and extensive reading instructional model, the three main sessions including the face-to-face explicit reading strategy instruction, the online learning session, and the extensive reading activity were integrated into one reading course. As a result, the students were more likely to achieve both reading comprehension and learner autonomy simultaneously. As for the former, the students were able to comprehend English they read more efficiently, while, for the latter, they knew how to manage their own reading. In other words, they became more autonomous in reading.

IV: Teaching procedures

Integration of a blended learning and extensive reading instructional model was designed based on the instructional framework adapted from the CALLA model. As shown in Figure 3, the instructional framework included five main stages: 1) preparation, 2) presentation, 3) practice, 4) evaluation, and 5) expansion.



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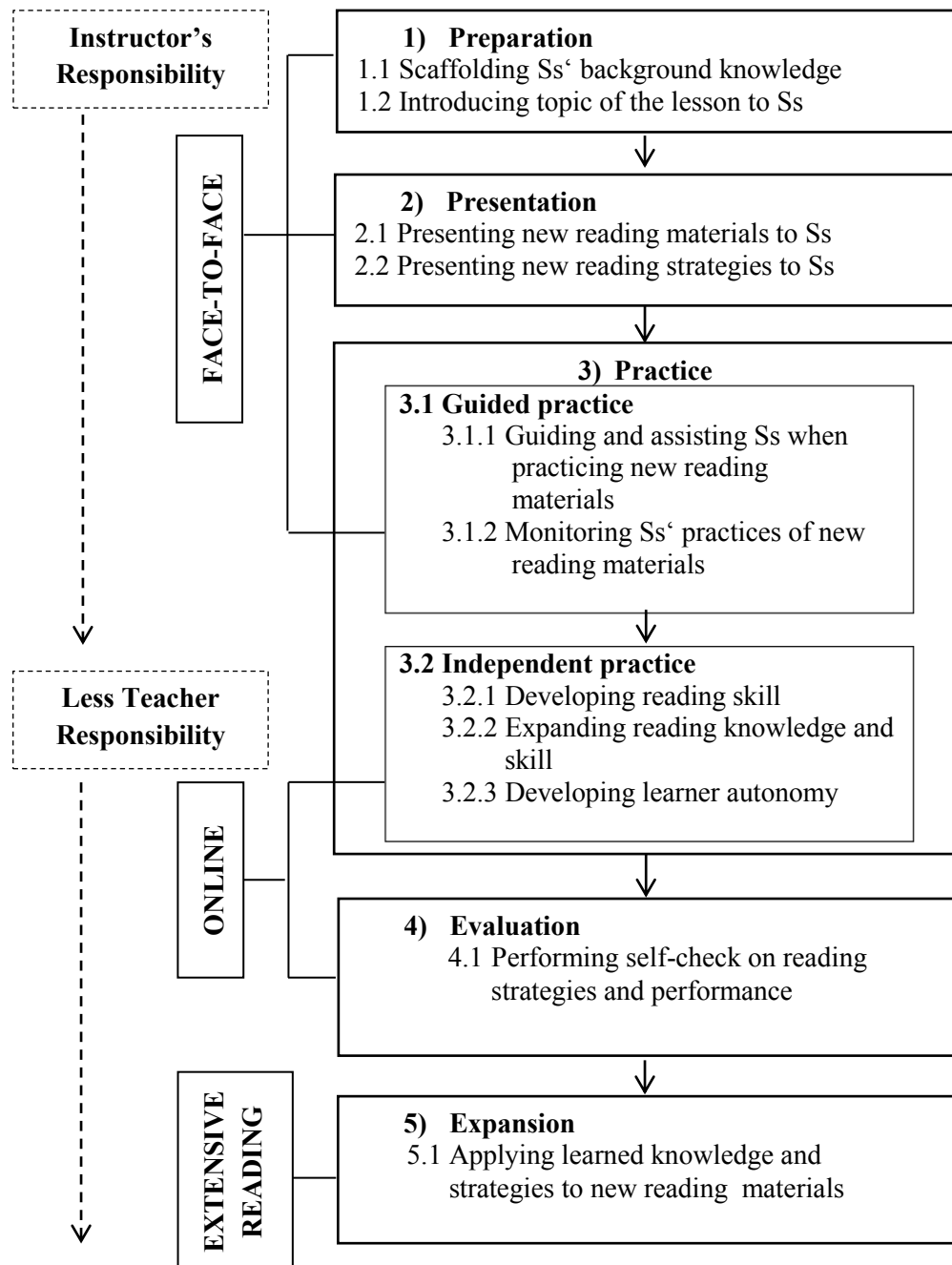


Figure 3: The Instructional Framework Adapted from the CALLA

Figure 3 illustrates the instructional framework of the integration of a blended learning and extensive reading instructional model which included the five phases: 1) preparation, 2) presentation, 3) practice, 4) evaluation, and 5) expansion.



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In the preparation phase, the instructor led in the lesson by scaffolding the students' background knowledge about the topic. At the beginning of the class, the instructor introduced the students to the lesson's goals and objectives so that they knew what to expect. The instructor explained how the lesson objectives could be met through the task, what the performance assessment was, and how the assessment was evaluated. After informing them of the objectives of the lesson, the instructor began to develop the students' self-knowledge and awareness of the topic of the lesson through the activities, such as by leading discussion of what strategies they had used recently and conducting a small group interview about what techniques they had used to accomplish the reading tasks.

In the presentation phase, the instructor taught the reading strategies explicitly to the students. During this phase, the instructor modeled or demonstrated how to use the strategies by thinking aloud as she was reading and explaining what particular strategies were, when to use such strategies, why such strategies were important, and how to use such strategies (N. Anderson, 1999; Pressley, 2006). In fact, the important feature of thinking aloud is the instructor demonstrating of strategies while discussing the steps in his/ her reading process and describing the reasons why he/she uses such strategies when performing the reading task. According to Rupley (2009), think-aloud is intended to help students get inside the teacher's mind and begin to understand what strategies they can use when doing similar tasks.

In this study, in the guided practice phase, the instructor guided and assisted the students when reading new materials. In this phase, the instructor was around and available for support and assistance. Moreover, she monitored the students' practice of reading strategies on the reading materials provided. For struggling readers who needed help, she provided support for them to cope with the reading problems by coaching the students by asking questions and giving hints and feedback to them.

In the independent practice phase, the focus shifted from the instructor as a presenter and a guide to the students as completers of a task. In this stage, each student worked independently and collaboratively on an online meaningful, topic-based task. Most learning involved independent and collaborative practice. As for independent practice, each student was given opportunity to work at one's own pace through online activities, making one's own decision about the activity to complete



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their assignment, and searching for the needed information on one's own. Regarding collaborative practice, the students were given opportunity to work in a small group through an online task. They followed the prompt given, did more research using online resources to complete a small group project, posted on an online social networking site, and exchanged their ideas and knowledge based on their understanding and opinions.

In the evaluation phase, each student performed the role in evaluating one's own performance in reading. They monitored and evaluated their own performance and strategy use via self-evaluation online response. The self-evaluation questions were, for example, what they learned or did not learn, what difficulties they encountered, or how they planned to improve for next time. The assessments of students' performance were very useful in that the instructor could plan and provide effective instruction for the next class and the students could identify their own strengths and weaknesses.

In the expansion phase, the students applied the knowledge gained in the previous phases to new reading materials or situations through extensive reading activities. The students were given a collection of E-graded readers that they could read extensively and were offered the incentives to read a number of books at their own choices. Comprehension questions, such as what did they read?, how did they feel?, and what did they learn?, were given so that the students could reflect on their own experience of reading and stay focused on their own reading. In so doing, it was believed that the students were more likely to develop reading comprehension, learner autonomy, and motivation in reading than when they were learning in a more traditional classroom.

In conclusion, the instructional framework employed in this study consisted of five main phases: 1) preparation, 2) presentation, 3) practice, 4) evaluation, and 5) expansion aiming at developing English reading comprehension and learner autonomy simultaneously. Both English reading comprehension and learner autonomy could be mainly achieved throughout three main phrases: independent practice, evaluation, and expansion. The class website, Facebook, and Google Doc were used as the main online tools for teaching and learning. Table 5 below shows the outline of the teaching procedures employed in the present study.



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Table 5: The Outline of Teaching Procedures

Teaching procedures	Mode	Activity	Time (mins)
Preparation	Face-to-face	1) Instructor introduced Ss to the objectives and the assessment of the lesson.	30
		2) Instructor elicited Ss' background knowledge about the topic using discussion questions.	
Presentation	Face-to-face	3) Instructor presented the contents of the topic lesson and modeled the reading strategies using explicit instruction and the think-aloud technique.	30
Guided practice	Face-to-face	4) Instructor monitored Ss practice of reading strategies in familiar contexts and familiar tasks and provided support and guidance.	30
Independent practice	Online	5) Ss were given opportunity to practice reading through online reading materials and activities independently and collaboratively.	60
		6) Instructor observed Ss' independent practice in an online reading platform.	



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Table 5 (Continued)

Teaching procedures	Mode	Activity	Time (mins)
Evaluation	Online	1) Ss were given opportunity to perform self-check on their reading strategies and overall reading performance.	30
		2) Instructor observed students' practice of online reading activities and evaluated students' overall performance.	
Expansion	Online	3) Ss read extensively at their own time and pace and recorded their own reading in a reading log.	At their own time and pace

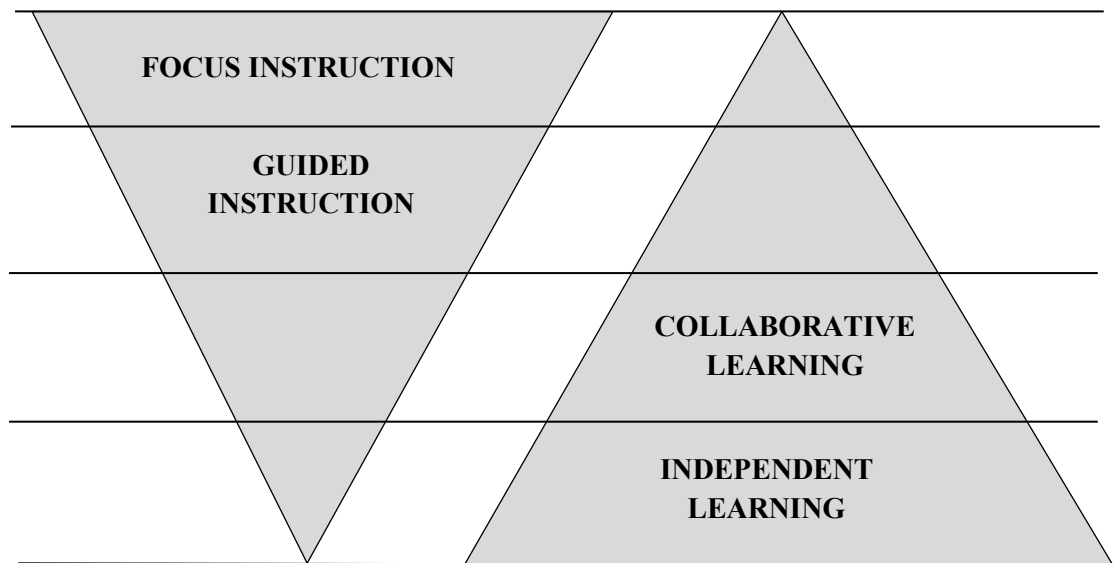
As shown in Table 5, the teaching procedures and activities in each phase were designed with the purpose to enhance English reading comprehension as well as learner autonomy. It could be seen that during the first three phases: preparation, presentation, and guided practice, the instructor played a key role in giving explicit instruction on the reading strategies and the contents of the lesson. However, when moving on to the next phases: independent practice, evaluation, and expansion, the roles of the teacher were reduced so that the students had more opportunity to control their own reading process, materials, and activities, and this was believed to contribute to the development of learner autonomy. The instructional framework used in this study was designed with the same purpose as the Gradual Release of Responsibility Model in which the role of the teacher has shifted from assuming all responsibilities for performing the tasks to being an observer and facilitator in a situation in which the students take all responsibilities of their own learning (Duke & Pearson, 2002, p. 211) as shown in Figure 4.



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TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

Figure 4: The Gradual Release of Responsibility Model (Duke & Pearson, 2002)

V: Course materials

1. Online learning platform: <http://www.mineenglishblog.wordpress.com>
2. Reading strategy worksheets
3. A collection of E-graded readers
4. Websites for E-magazine, articles, and newspapers
5. Online tools, including Facebook and Google Doc

VI: Evaluation

The evaluation was designed based on the objectives of the course.

1. Students were able to apply the strategies with different reading materials.
 - 1.1 Students could answer comprehension questions.
 - 1.2 Students could respond to comprehension questions during class discussion.
2. Students were able to comprehend the reading text at literal and inferential levels of comprehension.
 - 2.1 Results of students' English reading comprehension test increased.

3. Students could develop learner autonomy.
 - 3.1 Results of students' learner autonomy questionnaire increased.
 - 3.2 Results of students' learner autonomy from the interview showed that the students developed some aspects of learner autonomy after the treatment
4. Students developed positive opinions of reading and learning.
 - 4.1 Results of students' opinions from the questionnaire and interview showed that the students were satisfied with the contents, the materials, the online activities, and the usefulness of the treatment.

3.4.1 Validation of the instructional manual

The instructional manual was submitted to a panel of three experts in English language instruction. They were asked to rate the validity using the Index of Item Objective Congruence (IOC) to confirm its validity. The overall content validity was 0.889 which indicated that the instructional manual was appropriate. In terms of the implementation of the lesson, the experts suggested that the sense of authority of the teacher be tuned down by changing the language of the lesson. For example, instead of saying, *–Tell or Ask students to do an exercise,*” which did not sound like what the instructor should do to promote learner autonomy, the instructor should say *–Students complete an exercise*” instead. In other words, more appropriate word choices that matched the fundamental principles of learner autonomy should be selected.

Moreover, in terms of the contents of the lesson, one expert commented that before moving on to the students' independent practice, the instructor needed to make sure that she had already provided sufficient scaffolding, modeling, and verbalizing in the first few units so as to help students move towards stronger understanding, and ultimately, greater independence in the learning process.

3.4.2 Tryout

A tryout was conducted with 30 fourth-year Business English major students from the same faculty as the participants in the main study. They shared the same background with the participants of the main study. A three-week trial was implemented before the first semester of the academic year 2017 in which three units of the lessons were taught. After the tryout, some parts of the lessons were revised as follows:



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- 1) According to the instructor's observation, the students spent too much time on some activities at the beginning of the online session, such as the *watching* and *thinking* activities. Accordingly, they could not finish other in-class online activities within the class time. Furthermore, when struggling readers had to read independently, they encountered difficulties in reading and wasted their time at the beginning searching for unknown words and making sense of the passage. Therefore, the instructor revised the lesson by omitting some activities, such as *watching* and *thinking* activities because the student usually spent much time on such activities and allowing them to work collaboratively with their peers in some lessons in order to facilitate their learning.
- 2) Most students had problems monitoring their own learning process during the online learning session because they were not familiar with the activities in the platform. Therefore, the instructor solved the problem by encouraging them to record their online submission via the paper checklist and Google Docs response sheet provided by the teacher to help the students check whether their responses to the task had been submitted to the platform. The students were better able to keep track of their own learning as well as to learn from their peers' responses.
- 3) In terms of accessibility, most students were not able to access the online activities on their own computer or mobile phone outside class time due to the connection problem. As a result, they asked to complete some activities during class time. In response, the instructor allowed them more time to do the activity in class and encouraged them to use available resources including computers, electronic books, etc. at the Language Lounge, a self-access learning center of the university, out of class time.
- 4) In terms of providing students feedback, Google Docs response sheet was proven very beneficial. It was employed by the instructor in this study with the purpose to observe the students' reading performance as well as to give them meaningful feedback so that the students could learn from each other from responses from peers. Meanwhile, the students could monitor their own submission whether their response to the task had been submitted.



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3.5 Research instruments

The instruments of this study were designed to assess the effectiveness of the integration of a blended learning and extensive reading instructional model to enhance English reading comprehension and learner autonomy. There were three main types of research instruments developed in accordance with the objectives of the study: to assess the students' English reading comprehension, to measure the students' learner autonomy, and to explore the students' opinions towards integration of a blended learning and extensive reading instructional model.

3.5.1 The English reading comprehension test

In order to investigate the effects of the integration of a blended learning and extensive reading instructional model on enhancement of English reading comprehension, the English reading comprehension test was developed. The scope of the test was based on the course objectives which aimed to increase the students' English reading comprehension, both literal and inferential levels of comprehension. The test was administered before and after the treatment in order to determine the enhancement of the students' English reading comprehension.

Purpose of the test

The test was an achievement test with the aim of assessing the students' English reading comprehension at literal and inferential levels of comprehension before and after the instruction. It was designed in order to determine if the students' English reading comprehension level had increased after the treatment.

Test specifications

The English reading comprehension test was a summative assessment aiming at assessing English reading comprehension at literal and inferential levels of the students after they had received the treatment. The test was designed based on the course objective which was to assess the students' ability to comprehend the texts at literal and inferential levels of reading comprehension. The English reading comprehension test comprising 25 multiple-choice questions was used to assess students' English reading comprehension before and after the treatment. The pre-test and post-test had the same contents. The test-taking time was 50 minutes.



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Characteristics of the test takers

The target of this test was a group of students who enrolled in the Reading for Text Interpretation course in the first semester of the academic year 2017. They were 40 English major students from the Faculty of Humanities and Social Sciences at Suratthani Rajabhat University. They were all Thai, both males and females.

Language skills and language elements (constructs) tested

From the total of 25 items of the test, the following skills were tested in order to determine if the students' English reading comprehension increased.

- 1) Identifying the main idea referred to students' ability to give the main idea or themes which were stated explicitly in the text.
- 2) Identifying the meaning of an explicit word, a phrase, or a sentence referred to students' ability to give the meaning of a word, a phrase, or a sentence which was presented in the text explicitly.
- 3) Guessing the meaning of a word from context referred to students' ability to give meaning of a particular word using context clues.
- 4) Interpreting the main idea that was not stated explicitly referred to students' ability to give the main idea or themes which was not stated explicitly in the text.
- 5) Drawing a conclusion referred to students' ability to make conclusion about the main point in the text. The conclusion was not stated explicitly in the text, but the students had to come up with their conclusion based on the explicit information in the text.

Text types and other text features

Five informational reading passages with different topics were selected from the websites based on the theme of the five units the students learned in class. The five themes were as follows: animal and species, environment, festival, celebration, and food. The level of text difficulty was at the same levels as those the students read in and out of class. The texts were chosen based on the results of the steps of measuring text difficulty which were processed as follows:

Step 1: Quantitative measures

The text ranged between 210 and 350 words, which was the same difficulty and complexity levels of words and sentences as the texts in the workbook. The texts covered similar topics, lengths, and cohesions as the workbooks the students learned in class.

Step 2: Qualitative measures

The text involved similar word meaning, structure, and organization that were similar to the workbook. The meanings of the words were at the same categories as the words the students read in and out of class.

Step 3: Reader and task

The students had interest and prior knowledge in the selected topics as observed from students' participation and engagement during online activities.

Test tasks/ response formats

In designing the test format, the test was created in Google Form with a multiple-choice format. According to Burton et al. (1991), a multiple-choice format is suitable to measure different objectives and can be adapted to various levels of learning outcomes. Each item consisted of four response options (a, b, c, and d) with one correct answer with three distractors, with 25% chance of correctness (Cohen, 1994). Points based on their correct answers were given automatically after the students submitted their answers.

3.5.1.1 Validation of the test

The English reading comprehension test was submitted to a panel of three experts in English language testing. They were asked to rate the validity using the Index of Item Objective Congruence (IOC) to confirm its validity. The overall content validity was 0.700 which indicated that the test was appropriate. According to the experts, the choices aiming to test the skill guessing the meaning of a word from context needed to be revised because they were ambiguous. Moreover, some answer choices in the item for the skill making inference should be double-checked to make sure that they did not replicate the text from the passage. Also, other skills assessed in class should be considered adding to the test. Finally, one expert suggested focusing



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more on ‘skimming for the main idea’ which could be done in a form of open-ended questions so that the students could express their understanding using their own words. Consequently, the items were revised according to the experts’ suggestions.

3.5.1.2 The tryout of the English reading comprehension test

Thirty fourth-year students majoring in Business English from the Faculty of Humanities and Social Sciences were recruited as the participants of the tryout. They were asked to attend the tryout before the first semester of the academic year 2017 started. The pilot group was not the participants of the main study. Pilot testing scores were calculated to identify Cronbach’s alpha coefficient. The overall test reliability was 0.859. According to George and Mallery (2003), a reliability coefficient of 0.70 or higher is considered acceptable for research purpose. Therefore, the test was appropriate for the main study. Table 6 illustrates the level of reading comprehension, reading comprehension skills tested, and its test numbers.

Table 6: Levels of Reading Comprehension, Reading Comprehension Skills, and Numbers of Items

Levels of Reading Comprehension	Code	Reading Comprehension Skills Tested	No. of Items	Items
Literal (L)	(L1)	- Identifying the main idea	5	1, 7, 11, 17, 23
	(L2)	- Identifying the meaning of an explicit word, a phrase, or a sentence	5	2, 6, 12, 16, 21
	(L3)	- Guessing the meaning of a word from context	5	3, 8, 14, 18, 24
Inferential (IF)	(IF1)	- Interpreting the main idea that was not stated explicitly	5	4, 9, 13, 19, 22
	(IF2)	- Drawing a conclusion	5	5, 10, 15, 20, 25
Total			25	

3.5.2 The learner autonomy questionnaire

The learner autonomy questionnaire was administered to determine if the students' learner autonomy had been enhanced after the treatment. There were 12 items in the questionnaire. Some items were adapted from the National Capital Language Resource Center's (2014) learning strategies questionnaire. The statements were written in English, and then translated into Thai by the researcher. They were divided into three main categories: planning ability, monitoring ability, and evaluating ability which intended to elicit information on the students' metacognitive behaviors developed during independent reading before and after the course. The items of the questionnaire were arranged in a 5-point Likert Scale. The participants rated their degree of opinion in a scale from 1 ("very low") to 5 ("very high"). The Likert Scale is commonly used in research to obtain information from the target groups by using questions or statements to reflect individual opinion and belief (Carifio & Perla, 2007). Moreover, the comparative analysis of the pre- and post-questionnaire scores enabled the researcher to capture students' learning progress at the end of the course.

The pre- and post-questionnaires consisted of two parts. The first part was a short background questionnaire and the second part comprised 12 items on metacognitive behaviors for reading. The second part of the questionnaire was further divided into three categories under self-management ability in reading: 1) planning ability – Items P1 to P4 (the ability to plan how to achieve the reading task by determining the reading goals and decide on the means to achieve them, 2) monitoring ability – Items M5 to M8 (the ability to monitor and be aware of difficulties they encountered in learning), and 3) evaluating ability – Items E9 to E12 (the ability to evaluate or reflect on their performance and the outcome of the strategy they used). The questionnaire took about 10 minutes to complete. The pre- and post-questionnaires were identical.

The interpretations of five-response choices of the learner autonomy questionnaire in this study were as follows:

- 5 meant a 'very high' level of learner autonomy.
- 4 meant a 'high' level of learner autonomy.
- 3 meant a 'moderate' level of learner autonomy.
- 2 meant a 'low' level of learner autonomy.



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1 meant a very low level of learner autonomy.

The evaluation criteria of the questionnaire were as follows (Reunggraphan, 2000):

x = 4.21 – 5.00 meant a very high level of learner autonomy.

x = 3.41 – 4.20 meant a high level of learner autonomy.

x = 2.61 – 3.40 meant a moderate level of learner autonomy.

x = 1.81 – 2.61 meant a low level of learner autonomy.

x = 1.00 – 1.80 meant a very low level of learner autonomy.

3.5.2.1 Validation of the questionnaire

The learner autonomy questionnaire was submitted to a panel of three experts in English language assessment. They were asked to rate the validity using the Index of Item Objective Congruence (IOC) to confirm its validity. The overall content validity was 0.733 which indicated that the questionnaire was appropriate. One expert commented that some statements were too broad and some were not different from the others, such as, *“I can set my own reading goals”* and *“I know my own reading purposes in advance.”* Therefore, one statement was deleted and three statements were revised. In terms of wordings, one expert suggested that as learner autonomy was a psychological variable, which was defined as the ability to take charge of one’s learning. So, the word can should be added into the statements to make them represent the ability. Finally, the questionnaire consisted of 12 statements.

3.5.2.2 The tryout of the questionnaire

Thirty fourth-year students majoring in Business English from the Faculty of Humanities and Social Sciences were recruited as the participants of the tryout. They were asked to attend the pilot testing before the first semester of the academic year 2017 started. The pilot group was not the participants of the main study. During the tryout, the learner autonomy questionnaire was used in the same way as it would be used in the main study to test its effectiveness in collecting the data. The findings showed that the students understood most of the items in the questionnaire and they perceived their roles of independent learners from this course.

3.5.3 The learner autonomy interview protocol

Semi-structured interviews were conducted with 12 students with the highest, moderate, and lowest progressive rates on their development of English reading comprehension and learner autonomy. Four items were adapted from Borg’s (2012)



learner autonomy interview items. The interview protocol consisted of seven questions aiming at gaining in-depth data and understanding of how the individual students developed learner autonomy throughout this course and how autonomous characteristics helped them become better readers. The interview questions were translated from English to Thai by the researcher to ensure students' understanding. The interview was scheduled at the end of the course on the basis of the convenience of both students and the instructor. The data were then transcribed, coded, and analyzed using content analysis. Table 7 shows examples of the coding schemes used to analyze the data from the learner autonomy interview protocol.

Table 7: Examples of the Coding Schemes

Code	MC Monitoring contents
Description	To focus on reading on reading contents during reading process
Statement	—Checked whether the contents and the details of the story matched my expectation.”

Code	SA Selecting activities
Description	To select the reading activity to be learned and focused.
Statement	—Reading e-books enhanced my knowledge and made me feel comfortable. However, if I was frustrated while reading, I stopped and picked the new ones.”

3.5.3.1 Validation of the learner autonomy interview protocol

The learner autonomy interview protocol was submitted to a panel of three experts in English language instruction. They were asked to rate the validity using the Index of Item Objective Congruence (IOC) to confirm its validity. The overall content validity was 0.905 which indicated that the interview questions were appropriate. All experts agreed that the interview questions were well constructed. Only one point needed to be considered, which was to link autonomous learning with the students' leaning process and outcome in their perspective. The original version of the question



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was *–Do you agree that learner autonomy has a positive effect on the success of language learner?,*” and it was changed to *–Do you think becoming autonomous learner help you read better? How?,*” At last, the learner autonomy interview protocol was composed of 12 questions just like the original version.

3.5.3.2 The tryout of the learner autonomy interview protocol

Three fourth-year students majoring in Business English from the Faculty of Humanities and Social Sciences were recruited as the participants of the tryout. They were asked to attend the tryout before the first semester of the academic year 2017 started. The pilot group was not the participants of the main study. During the tryout, the learner autonomy interview protocol was used in the same way it would be used in the main study to test its effectiveness in collecting data. The findings showed that the students understood most of the questions and were able to recall their memory to answer the questions.

3.5.4 The opinion questionnaire

The opinion questionnaire was administered to explore the students’ opinions towards the integration of a blended learning and extensive reading instructional model at the end of the course. The questionnaire consisted of 17 statements exploring students’ opinions towards the treatment. Four items were adapted from Davis’s (2010) literacy activity questionnaire, and four items were taken from Channuan’s (2012) attitude towards ERLAT questionnaire. They were written in English, and then translated into Thai by the researcher. The statements were divided into four main categories: the course contents, the course materials, the online activities, and the usefulness of the course. The type of the questionnaire was arranged into a 5-point Likert Scale. A 5-point-Likert scale ranging from 1 (*–strongly disagree*) to 5 (*–strongly agree*) was used in this study. The participants were asked to select the statement that best described their opinion. The questionnaire took about 10 minutes to complete.

The interpretations of the five-response choices of the opinion questionnaire in this study were as follows:

- 5 meant students *–strongly agreed*’ with the given statement.
- 4 meant students *–agreed*’ with the given statement.
- 3 meant students *–were uncertain*’ with the given statement.



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2 meant students *_disagreed* with the given statement.

1 meant students *_strongly disagreed* with the given statement.

The evaluation criteria of the questionnaire were as follows (Reungpraphan, 2000):

$x = 4.21 - 5.00$ meant students *_strongly agreed* with the given statement.

$x = 3.41 - 4.20$ meant students *_agreed* with the given statement.

$x = 2.61 - 3.40$ meant students *_were uncertain* with the given statement.

$x = 1.81 - 2.61$ meant students *_disagreed* with the given statement.

$x = 1.00 - 1.80$ meant students *_strongly disagreed* with the given statement.

3.5.4.1 Validation of the opinion questionnaire

The opinion questionnaire was submitted to a panel of three experts in English language instruction. They were asked to rate the validity using the Index of Item Objective Congruence (IOC) to confirm its validity. The overall content validity was 0.917 which indicated that the interview questions were appropriate. All experts agreed that the statements were well constructed. However, few statements in relation to the materials and the ability focused in this study were too broad, for example, the original statement that was *“Online materials motivate me to read more”* was changed to *“Online materials used in class motivate me to read more”* and *“Online materials used out of class motivate me to read more.”* Another example was that the original statement which was *“Online activities in this course developed my ability to read”* was changed to *“Online activities helped me comprehend the text better.”* Moreover, as suggest by one expert, two statements were reorganized into the right category. At last, the opinion questionnaire made up of 17 questions the same as the original one.

3.5.4.2 The tryout of the opinion questionnaire

Thirty fourth-year English major students from Business English major students from the Faculty of Humanities and Social Sciences were involved in the tryout. The questionnaire was administered after finishing a tried out session. During the tryout, the opinion questionnaire was used in the same way it would be used in the main study to test its effectiveness in collecting data. The findings showed that the students seemed to understand the most of the questions and had positive opinions towards the activities and materials used in the course.



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3.5.5 The opinion interview protocol

Semi-structured interviews were conducted with 12 students with the highest, moderate, and lowest progressive rate on their development of English reading comprehension and learner autonomy. The question items were developed by the researcher based on the opinion questionnaire items. The interview protocol consisted of 10 questions aiming at eliciting the students' opinion towards the course contents, the materials, the online activities, and usefulness of the course. The interview questions were translated from English to Thai by the researcher to ensure students' understanding. The interview was scheduled at the end of the course on the basis of the convenience of both students and the instructor. The data were then transcribed, coded, and analyzed using content analysis. Table 8 shows examples of the coding schemes used to analyze the data from the opinion interview protocol.

Table 8: Examples of the Coding Schemes

Code	AC Activity
Description	To express their opinion towards a particular kind of work that an individual or a group do to achieve the goals.
Statement	–An online learning activity was challenging. I could research from the online sources and exchange the ideas with peers.”

Code	MA Material
Description	To express their opinion towards a particular kind of tools that an individual or a group need for a particular activity.
Statement	–A collection of e-books was interesting and accessible. A lot of them were not too difficult to read which encouraged me to read more.”

3.5.5.1 Validation of the opinion interview protocol

The opinion interview protocol was submitted to a panel of three experts in English language instruction. They were asked to rate the validity of the instrument using the Index of Item Objective Congruence (IOC) to confirm its validity. The



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overall content validity was 0.667 which indicated that the interview questions were appropriate. However, two experts suggested that each interview question should contain only one direct aspect to the participants so that they could accurately provide more informative answers. Moreover, the experts recommended the use of positive questions instead of negative ones. For example, the statement *“What parts of the materials that you dislike in this course?”* was changed to *“What are your suggestions about the materials in this course?”* At last, the opinion interview protocol consisted of ten questions.

3.5.5.2 The tryout of the opinion interview protocol

Three fourth-year students majoring in Business English from the Faculty of Humanities and Social Sciences were recruited as the participants of the tryout. They were asked to attend the pilot testing before the first semester of the academic year 2017 started. The pilot group was not the participants of the main study. During the tryout, the opinion interview protocol was used in the same way it would be used in the main study to test its effectiveness in collecting data. The findings showed that the students seemed to understand most of the questions and were satisfied with the materials and activities in this course.

3.6 Data collection

After all the instruments had been revised according to what had been found in the tryout, the main study was conducted.

The main data collection was carried out in the first semester of the academic year 2017. The total number of the students was 40 including four males and 36 females. The course took 14 weeks covering 12 units which were arranged in topical units. Each class lasted three hours consisting of a 1.5-hour session of face-to-face reading strategy instruction and a 1.5-hour in-class online learning session. At the beginning of the course, all 40 students were given the pre-test of English reading comprehension, and the pre-questionnaire of learner autonomy. After the course, the post-test of English reading comprehension, the post-questionnaire of learner autonomy, and the opinion questionnaire were administered. Then, 12 students with the highest, the moderate, and the lowest progressive rates were selected for the learner autonomy interview and the opinion interview after the course.



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Figure 5 illustrates the data collection procedures dividing into two phases: before and after the treatment.

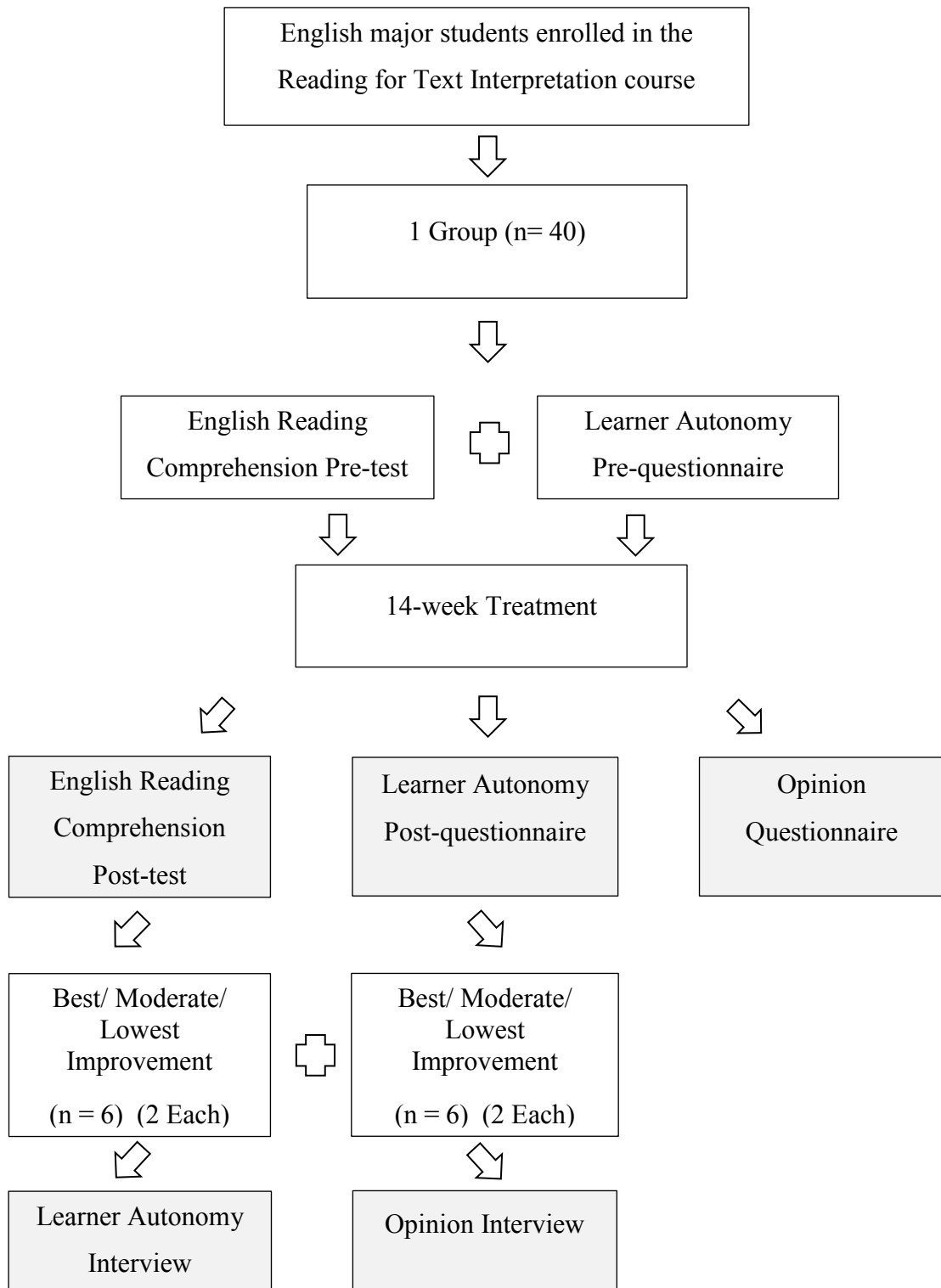


Figure 5: Data Collection Procedures

3.6.1 Before the treatment

The Reading Comprehension Pre-test

The reading comprehension pre-test was administered to the participants of the study in the first week of the class before the treatment. The test lasted 50 minutes. The scores were used to determine the students' overall English reading comprehension before the treatment. The pre-test scores were then compared with the English reading comprehension post-test scores after the treatment.

The Learner Autonomy Pre-questionnaire

The learner autonomy pre-questionnaire was administered to the participants of the study in the first week of the class before the treatment. The students spent approximately 10 minutes to complete the questionnaire before the class started. The scores were used to determine the students' level of learner autonomy before the treatment. The pre-questionnaire scores were then compared with the post-questionnaire scores after the treatment.

3.6.2 After the treatment

The English Reading Comprehension Post-test

The reading comprehension post-test was administered to the participants of the study at the end of the treatment. The test lasted 50 minutes. The scores were used to determine if there were any changes in the students' overall English reading comprehension after the treatment. The post-test scores were then compared with the English reading comprehension pre-test scores after the treatment.

The Learner Autonomy Post-questionnaire

The learner autonomy post-questionnaire was administered to the participants of the study at the end of the treatment. The scores were used to determine if there were any changes in the students' level of learner autonomy after the treatment. The students spent approximately 10 minutes to complete the questionnaire at the end of the class.

The Learner Autonomy Interview Protocol

The learner autonomy interview protocol was conducted in Thai at the end of the treatment. Twelve students who had the highest, the moderate, and the lowest progressive rates on their English reading comprehension and learner autonomy were selected for the interview at the end of the course. Each student interview session took



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approximately 15 minutes. The interview was scheduled at the end of the course on the basis of the convenience of both students and the instructor. The data were then transcribed, coded, and analyzed using content analysis.

The Opinion Questionnaire

The opinion questionnaire was administered to the participants of the study at the end of the treatment. The scores were used to examine the students' opinions towards the contents, the materials, the online activities, and the usefulness of the course after the treatment. The students spent approximately 10 minutes to complete the questionnaire.

The Opinion Interview Protocol

The opinion interview protocol was conducted in Thai at the end of the treatment. Twelve students who had the highest, the moderate, and the lowest progressive rates on their English reading comprehension and learner autonomy were selected for the interview at the end of the course. Each student interview session took approximately 15 minutes. The interview was scheduled at the end of the course on the basis of the convenience of both students and the instructor. The data were then transcribed, coded, and analyzed using content analysis.

3.7 Data analysis

This study employed a mixed-method research design including both quantitative and qualitative data collection methods. The following section explains how to answer each research question by showing how to analyze the data with which instruments.

Research Question 1: What are the effects of integration of a blended learning and extensive reading instructional model on EFL students' English reading comprehension?

The answers to Research Question One were obtained from the students' scores on the pre- and post-test of English reading comprehension. Pre- and post-test scores were compared using paired sample *t*-test. Moreover, the effect size of the mean scores was computed in order to measure the difference between the pre-test and post-test scores according to the sample size (Cohen, 1988) using the following



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formula.

$$\text{Cohen's } d = \frac{M_1 - M_2}{SD_{\text{pooled}}}$$

Cohen's d indicated the effect of the treatment on students' reading comprehension. According to Cohen, 0.00-0.20 was a small effect, 0.50-0.70 was a medium effect, and 0.80 and higher was a large effect.

Research Question 2: What are the effects of integration of a blended learning and extensive reading instructional model on EFL students' learner autonomy?

The answers to Research Question Two were obtained from the students' scores on the pre- and post-questionnaire of learner autonomy. Pre- and post-questionnaire scores were compared using paired sample t -test. Moreover, the effect size of the mean scores was computed in order to measure the difference between the pre-questionnaire and post-questionnaire scores according to the sample size (Cohen, 1988) using the following formula.

$$\text{Cohen's } d = \frac{M_1 - M_2}{SD_{\text{pooled}}}$$

Cohen's d indicated the effect of the treatment on students' reading comprehension. According to Cohen, 0.00-0.20 was a small effect, 0.50-0.70 was a medium effect, and 0.80 and higher was a large effect. Meanwhile, the data obtained from the learner autonomy interview protocol was transcribed, coded, and analyzed qualitatively using content analysis. This was to confirm the quantitative data obtained from the learner autonomy questionnaire.

Research Question 3: What are the opinions of EFL undergraduate students towards integration of a blended learning and extensive reading instructional model?

The answers to Research Question Three were drawn from the opinion questionnaire and the opinion interview in order to explore the students' opinions towards the four categories: the course contents, the course materials, the online activities, and the usefulness of the course. Scores from the opinion questionnaire were calculated using descriptive statistics. Meanwhile, the data obtained from the

opinion interview protocol was transcribed, coded, and analyzed qualitatively using content analysis. The data analysis based on the research questions are summarized in Table 9.

Table 9: Summary of Research Questions, Research Instruments, Data Obtained, and Data Analysis

Research questions	Research instruments	Data obtained	Data analysis
1. What are the effects of integration of a blended learning and extensive reading instructional model on EFL students' English reading comprehension?	Pre- and Post-tests of English reading comprehension	Scores from the pre- and post-tests of English reading comprehension	Paired sample <i>t</i> -test
2. What are the effects of integration of a blended learning and extensive reading instructional model on EFL students' learner autonomy?	Pre- and Post-questionnaires of learner autonomy Learner autonomy interview protocol	Scores from the pre- and post-questionnaires of learner autonomy Statements from the interview protocol	Paired sample <i>t</i> -test Content analysis
3. What are the opinions of EFL undergraduate students towards integration of a blended learning and extensive reading instructional model?	Opinion questionnaire Opinion interview protocol	Scores from the opinion questionnaire Statements from the interview protocol	Mean, SD Content analysis

CHAPTER IV

FINDINGS

This chapter presents the findings of the study in accordance with the three research questions below.

1. What are the effects of the integration of a blended learning and extensive reading instructional model on EFL students' English reading comprehension?
2. What are the effects of the integration of a blended learning and extensive reading instructional model on EFL students' learner autonomy?
3. What are the opinions of EFL undergraduate students towards the integration of a blended learning and extensive reading instructional model?

4.1 Effects of the integration of a blended learning and extensive reading instructional model on EFL students' English reading comprehension

To answer Research Question One, the quantitative data obtained from the pre- and post-tests of English reading comprehension were analyzed to determine the enhancement of the students' English reading comprehension before and after the the integration of a blended learning and extensive reading instructional model.

The pre- and post-tests of English reading comprehension were aimed to assess the students' English reading comprehension on the two main categories of English reading comprehension skills, which were literal and inferential comprehension skills. As for the literal comprehension skill, the three sub-skills included identifying the main idea, identifying the meaning of an explicit word, a phrase, or a sentence, and guessing the meaning of a word from context. As regards the inferential comprehension skill, the two sub-skills included interpreting the main idea that is not stated explicitly and drawing a conclusion. The total score of the test was 25 points: 15 points for literal comprehension and 10 points for inferential comprehension.



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With regard to the overall English reading comprehension, the post-test mean score of the English reading comprehension was higher than the pre-test mean score. From the total score of 25, the pre-test minimum score was 5 and the maximum was 16. The post-test minimum score was 10 and the maximum was 20. The students' overall English reading comprehension increased with statistical significance with a large effect size (pre-test mean score = 11.48; post-test mean score = 15.33; $p \leq 0.05$; $d = 1.51$), as shown in Table 10 below.

Table 10: Pre- and Post-Test Mean Scores of English Reading Comprehension

	Total	Pre-test		Post-test		<i>t</i> -test	Sig.	<i>d</i>
		Mean	S.D.	Mean	S.D.			
English Reading Comprehension	25	11.48	2.660	15.33	2.418	7.46	.000*	1.5
<i>n</i>								1

* $p \leq 0.05$

According to Table 10, it could be assumed that the students' overall English reading comprehension improved after receiving the integration of a blended learning and extensive reading instructional model. The students' significant improvement could be observed despite their slightly different scores of pre-test (Mean = 11.48) and post-test (Mean = 15.33).

4.1.1 Literal comprehension skill

As regard the literal comprehension skill, the post-test mean score of the literal comprehension skill was higher than the pre-test mean score. From the total score of 15, the pre-test minimum score was 3 and the maximum was 11. The post-test minimum score was 6 and the maximum was 12. The students' literal comprehension increased with statistical significance with a large effect size (pre-test mean score = 7.68; post-test mean score = 10.00; $p \leq .05$; $d = 1.51$).

Regarding identifying the main idea, the post-test mean score was higher than the pre-test mean score. To explain further, the pre-test minimum score of identifying the main idea was 0 and the maximum score was 4. The post-test

minimum score was 0 and the maximum was 4. The students' literal comprehension skill in identifying the main idea increased with statistical significance with a medium effect size (pre-test mean score = 1.88; post-test mean score = 2.55; $p \leq .05$; $d = 0.71$).

As for identifying the meaning of an explicit word, a phrase, or a sentence, the post-test mean score was higher than the pre-test mean score. To illustrate, the pre-test minimum score of identifying the meaning of an explicit word, a phrase, or a sentence was 1 and the maximum score was 4. The post-test minimum score was 2 and the maximum was 4. The students' literal comprehension skill in identifying the meaning of an explicit word, a phrase, or a sentence increased with statistical significance with a large effect size (pre-test mean score = 2.88; post-test mean score = 3.70; $p \leq .05$; $d = 1.11$).

With regard to guessing the meaning of a word from context, the post-test mean score was higher than the pre-test mean score. To explain further, the pre-test mean score of guessing the meaning of a word from context was 1 and the maximum score was 5. The post-test minimum score was 1 and the maximum was 5. The students' literal comprehension skill in guessing the meaning of a word from context increased with statistical significance with a medium effect size (pre-test mean score = 2.93; post-test mean score = 3.75; $p \leq .05$; $d = .70$).

The pre- and post-test mean scores of literal comprehension skills are presented in Table 11 below.



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Table 11: Pre- and Post-Test Mean Scores of Literal Comprehension Skills

	Total	Pre-test		Post-test		<i>t</i> -test	Sig.	<i>d</i>
		Mean	S.D.	Mean	S.D.			
Identifying the main idea	5	1.88	1.042	2.55	.846	2.93	.006*	.71
Identifying the meaning of an explicit word, a phrase, or a sentence	5	2.88	.883	3.70	.564	4.93	.000*	1.1 1
Guessing the meaning of a word from context	5	2.93	1.071	3.75	1.256	3.44	.001*	.70
Total	15	7.68	1.759	10.00	1.725	6.070	.000*	1.3 3

* $p \leq 0.05$

According to Table 11, it could be assumed that the students' literal comprehension improved after receiving the integration of a blended learning and extensive reading instructional model. Compared with other literal comprehension sub-skills, the students showed significant improvement in 'identifying the meaning of an explicit word, a phrase, or a sentence' with a large effect size after the integration of a blended learning and extensive reading instructional model.

The findings from the opinion interviews indicated that the students improved their literal comprehension skill in identifying the meaning of an explicit word, a phrase, or a sentence after receiving the integration of a blended learning and extensive reading instructional model. Before the treatment, the students had limited vocabulary resulting in difficulties comprehending the text. However, after the treatment, the students gained more knowledge of vocabulary and sentence structures through the extensive reading activity, as can be seen below:

“I think I gained a lot of new vocabulary than before. When I repeatedly read the extensive reading materials, I gradually obtained the same or similar set of vocabulary. It made me read faster because I knew what the words meant.”
(Student #2)

“I increased the vocabulary through the extensive reading activity from this course. I think I could better recognize the words or the sentences from reading the e-graded readers.” (Student #5)

It could be seen that the students increased vocabulary range as well as the knowledge of sentence structures after receiving the integration of a blended learning and extensive reading instructional model. Being extensively exposed to extensive reading materials, the students reported that they could easily recognize the same or similar set of vocabulary and sentence structures, which enabled them to read faster and comprehend the text better.

4.1.2 Inferential comprehension skill

As regards the inferential comprehension skill, the post-test mean score of the inferential comprehension skill was higher than the pre-test mean score. From the total score of 10, the pre-test minimum score was 2 and the maximum was 7. The post-test minimum score was 2 and the maximum was 8. The students' literal comprehension increased with statistical significance with a large effect size (pre-test mean score = 3.80; post-test mean score = 5.53; $p \leq .05$; $d = 1.26$).

As for interpreting the main idea that is not stated explicitly, the post-test mean score was higher than the pre-test mean score. To illustrate, the pre-test minimum score of interpreting the main idea that is not stated explicitly was 0 and the maximum score was 3. The post-test minimum score was 0 and the maximum was 5. The students' inferential comprehension skill in interpreting the main idea that is not stated explicitly increased with statistical significance with a large effect size (pre-test mean score = 1.48; post-test mean score = 2.95; $p \leq .05$; $d = 1.51$).

Regarding drawing a conclusion, the post-test mean score was higher than the pre-test mean score. To further explain, the pre-test minimum score of drawing a conclusion was 0 and the maximum score was 5. The post-test minimum score was 0



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and the maximum was 5. However, there was no statistically significant difference between the pre-and post-test mean scores of ‘drawing conclusion.’ (pre-test mean score = 2.33; post-test mean score = 2.58; $p \leq .05$). The effect size indicated that the difference between the pre- and post-test mean scores of drawing a conclusion was minimal ($d = .36$).

The pre- and post-test mean scores of inferential comprehension skill are presented in Table 12 below.

Table 12: Pre- and Post-Test Mean Scores of Inferential Comprehension Skills

	Total	Pre-test		Post-test		<i>t</i> -test	Sig.	<i>d</i>
		Mean	S.D.	Mean	S.D.			
Interpreting the main idea that is not stated explicitly	5	1.48	.933	2.95	1.011	7.40	.000*	1.5
Drawing a conclusion	5	2.33	.007	2.58	.984	1.06	.298	.36
Total	10	3.80	1.40	5.53	1.339	6.125	.000*	1.2
								6

* $p \leq 0.05$

According to Table 12, it could be assumed that the students’ inferential comprehension improved after receiving the integration of a blended learning and extensive reading instructional model. Considering the total mean score after the integration of a blended learning and extensive reading instructional model, the students’ inferential comprehension skill was still considered at a low level although they showed significant improvement in their inferential comprehension skill. Although the students’ inferential comprehension skill significantly improved, their improvement in ‘drawing a conclusion’ was not significantly different after the treatment.

In conclusion, the students' English reading comprehension improved after receiving the integration of a blended learning and extensive reading instructional model. As could be seen from the findings, the students' literal and inferential comprehension skills increased with statistical significance. When considering each sub-skill of English reading comprehension, it could be seen that four out of five skills of English reading comprehension significantly increased after the integration of a blended learning and extensive reading instructional model. Those skills included identifying the meaning of a word from the context, identifying the meaning of an explicit word, a phrase, or a sentence, interpreting the main idea that is not stated explicitly, and identifying the main idea. However, the students' improvement in drawing a conclusion was not significantly different after the treatment. Interestingly, the findings from the post-test of English reading comprehension showed that guessing the meaning of a word from context had the highest mean score, while identifying the main idea had the lowest mean score. Therefore, based on the overall findings of the English reading comprehension test, it could be concluded that the integration of a blended learning and extensive reading instructional model is proven effective to enhance English reading comprehension of EFL undergraduate students.

4.2 Effects of the integration of a blended learning and extensive reading instructional model on EFL students' learner autonomy

To answer Research Question Two, the quantitative data obtained from the pre- and post-questionnaires of learner autonomy were analyzed to investigate the enhancement of the students' learner autonomy before and after the integration of a blended learning and extensive reading instructional model.

The pre- and post-questionnaires of learner autonomy were aimed to assess the students' learner autonomy for reading on the three categories which included the students' ability to plan their own reading, the students' ability to monitor their own reading, and the students' ability to evaluate their own reading without the intervention of the teacher. Each category of learner autonomy for reading consisted of four items, totaling 12 items.



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As regards the overall learner autonomy, the post-questionnaire mean score of the learner autonomy questionnaire was higher than the pre-questionnaire mean score. From the total score of 5, the pre-questionnaire minimum score was 2 and the maximum was 4.17. The post-questionnaire minimum score was 2.67 and the maximum was 5. Before the treatment, most students' level of learner autonomy was considered at a moderate level. After the treatment, the students' learner autonomy increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.27; post-questionnaire mean score = 4.08; $p \leq .05$; $d = 1.57$), as shown in Table 13 below.

Table 13: Pre- and Post-Questionnaire Mean Scores of Learner Autonomy

	Total	Pre-questionnaire			Post-questionnaire			t-test	Sig.	d
		Mean	S.D.	Level	Mean	S.D.	Level			
Learner autonomy	5	3.27	.552	Moderate	4.08	.474	High	8.20	.000*	1.57

* $p \leq 0.05$

According to Table 13, it could be assumed that the students' overall learner autonomy improved after receiving the integration of a blended learning and extensive reading instructional model. Considering the obtained mean scores, the students showed significant improvement in their level of learner autonomy after the integration of a blended learning and extensive reading instructional model.

4.2.1 Learner autonomy categories

The following section presents each category of learner autonomy in reading which included 'the students' ability to plan their own reading,' 'the students' ability to monitor their own reading,' and 'the students' ability to evaluate their own reading.'

Regarding 'the students' ability to plan their own reading,' the post-questionnaire mean score was higher than the pre-questionnaire mean score. From the total score of 5, the pre-questionnaire minimum score was 2 and the maximum score was 4. The post-questionnaire minimum score was 1.5 and the maximum was 5.



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Before the treatment, most students' level of ability to plan their own reading was moderate. However, after the treatment, 'the students' ability to plan their own reading' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.17; post-questionnaire mean score = 3.86; $p \leq .05$; $d = 1.14$).

Regarding 'the students' ability to monitor their own reading,' the post-questionnaire mean score was higher than the pre-questionnaire mean score. From the total score of 5, the pre-questionnaire minimum score was 1.75 and the maximum score was 5. The post-questionnaire minimum score was 3 and the maximum was 5. Before the treatment, most students' level of ability to monitor their own reading was moderate. However, after the treatment, 'the students' ability to monitor their own reading' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.26; post-questionnaire mean score = 4.24; $p \leq .05$; $d = 1.52$).

Regarding 'the students' ability to evaluate their own reading,' the post-questionnaire mean score was higher than the pre-questionnaire mean score. From the total score of 5, the pre-questionnaire minimum score was 1.75 and the maximum score was 4.50. The post-questionnaire minimum score was 3 and the maximum was 5. Before the treatment, most students' level of ability to evaluate their own reading was moderate. However, after the treatment, 'the students' ability to evaluate their own reading' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.39; post-questionnaire mean score = 4.13; $p \leq .05$; $d = 1.30$).

The pre- and post-questionnaire mean scores of learner autonomy categories are presented in Table 14 below.



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Table 14: Pre- and Post-Questionnaire Mean Scores of Learner Autonomy Categories

	Total	Pre-questionnaire			Post-questionnaire			<i>t</i> -test	Sig.	<i>d</i>
		Mean	S.D.	Level	Mean	S.D.	Level			
Students' ability to plan their own reading	5	3.17	.559	Moderate	3.86	.645	High	7.85	.000*	1.14
Students' ability to monitor their own reading	5	3.26	.705	Moderate	4.24	.581	Very high	6.75	.000*	1.52
Students' ability to evaluate their own reading	5	3.39	.693	Moderate	4.13	.404	High	6.12	.000*	1.30

* $p \leq 0.05$

According to Table 14, the students improved all three categories of learner autonomy in reading after receiving the integration of a blended learning and extensive reading instructional model. Considering the obtained mean scores, all three categories of learner autonomy significantly increased after the integration of a blended learning and extensive reading instructional model. Interestingly, the students rated their improvement in 'the ability to monitor their own reading' at a very high level, followed by 'the ability to evaluate their own reading,' and 'the ability to plan their own reading,' respectively. The following section presents the findings regarding the students' improvement in each category of learner autonomy ranging from the highest to the lowest improvement rate.

4.2.1.1 Students' improvement of monitoring ability

The following section presents each category of monitoring ability in reading which included 'the ability to check the content regularly if it makes sense,' 'the ability to identify what they do not understand when reading,' 'the ability to ask themselves questions when they do not understand when reading,' and 'the ability to rate comprehension by reflecting on how much they understand when reading.'

As regards 'the ability to check the contents regularly if it makes sense when reading' (Item M1), the post-questionnaire mean score was higher than the pre-

questionnaire mean score. To explain further, the pre-questionnaire minimum score was 2 and the maximum was 5. The post-questionnaire minimum score was 3 and the maximum was 5. The students' ability to check the contents regularly if it makes sense' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.26; post-questionnaire mean score = 4.28; $p \leq .05$; $d = 1.45$).

Regarding the ability to identify what they do not understand when reading' (Item M2), the post-questionnaire mean score was higher than the pre-questionnaire mean score. To illustrate, the pre-questionnaire minimum score was 2 and the maximum was 5. The post- questionnaire minimum score was 2 and the maximum was 5. The students' ability to identify what they do not understand when reading' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.25; post-questionnaire mean score = 4.28; $p \leq .05$; $d = 1.32$).

With regard to the ability to ask themselves questions when they do not understand when reading' (Item M3), the post-questionnaire mean score was higher than the pre- questionnaire mean score. To explain further, the pre-questionnaire minimum score was 1 and the maximum was 5. The post-questionnaire minimum score was 3 and the maximum was 5. The students' ability to ask themselves questions when they do not understand when reading' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.08; post-questionnaire mean score = 4.20; $p \leq .05$; $d = 1.41$).

As for the ability to rate comprehension by reflecting on how much they understand when reading' (Item M4), the post-questionnaire mean score was higher than the pre- questionnaire mean score. To illustrate, the pre-questionnaire minimum score was 2 and the maximum was 5. The post-questionnaire minimum score was 3 and the maximum was 5. The students' ability to rate comprehension by reflecting how much they understand when reading' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.40; post-questionnaire mean score = 4.23; $p \leq 0.05$; $d = 1.15$).

The pre- and post-questionnaire mean scores of monitoring ability and its categories are presented in Table 15 below.



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Table 15: Pre- and Post-Questionnaire Mean Scores of Monitoring Ability and Its Categories

	Total	Pre-questionnaire			Post-questionnaire			t- test	Sig.	d
		Mean	S.D.	Level	Mean	S.D.	Level			
I can regularly check whether the content makes sense. (M1)	5	3.26	.797	Moderate	4.28	.599	Very high	5.80	.000*	1.45
I can identify what I do not understand. (M2)	5	3.25	.870	Moderate	4.28	.679	Very High	5.59	.000*	1.32
I can ask myself a question when I do not understand what I read. (M3)	5	3.08	.917	Moderate	4.20	.648	High	6.83	.000*	1.41
I can rate my comprehension by reflecting on how much I understand what I read. (M4)	5	3.40	.778	Moderate	4.23	.660	Very high	5.45	.000*	1.15

* $p \leq 0.05$

According to Table 15, the students improved all four categories of monitoring ability in reading after receiving the integration of a blended learning and extensive reading instructional model. The students significantly improved ‘the ability to check the content regularly if it makes sense,’ ‘the ability to identify what they do not understand when reading,’ ‘the ability to rate comprehension by reflecting on how much they understand when reading,’ and ‘the ability to ask themselves questions when they do not understand when reading’ with a large effect size. Interestingly, the students rated their improvement in ‘the ability to check the content regularly if it makes sense,’ and ‘the ability to identify what they do not understand when reading’ as the highest mean scores, followed by ‘the ability to rate comprehension by

reflecting on how much they understand when reading,’ and ‘the ability to ask themselves questions when they do not understand,’ respectively.

In conclusion, it could be assumed that ‘the students’ ability to monitor their own reading’ improved after receiving the integration of a blended learning and extensive reading instructional model. Considering the obtained mean score, all four categories of monitoring ability significantly increased after the integration of a blended learning and extensive reading instructional model. Interestingly, the findings from the post-questionnaire of learner autonomy showed that ‘the students’ ability to check the content regularly if it made sense’ and ‘the ability to identify what they did not understand when reading’ had the highest mean scores, while ‘the ability to ask themselves questions when reading’ had the lowest mean score.

The findings from the interviews regarding the monitoring ability showed that during their reading, the students were able to check the contents regularly if it made sense as well as identify what they did not understand when reading. The findings from the interviews confirmed that the students frequently monitored the reading content during their reading process. Some of them reported that they monitored the content by self-questioning themselves in order to clarify the contents when reading independently, as some of them described:

“I now know that talking to myself while reading enables me to understand the text better. I talked to myself by trying to understand what the story was about and what were the message that the writer wanted to convey.” (Student #1)

Apart from that, some of the students reported that they monitored the reading content by checking their comprehension with peers during online reading activities, as can be seen from the following excerpts:

“I tried to understand the passage by evaluating my understanding paragraph by paragraph first and checked my comprehension by reading my peers’ posts and comments.” (Student #8)



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“When reading, I thought to myself if it happened this way, what would happen next? From the peers’ posts on Facebook, I checked whether my prediction was correct.” (Student #10)

From the interviews, it could be seen that the students usually monitored the reading contents through self-questioning, believed to assist the students’ comprehension while reading. The students reported using self-questioning as a tool to clarify the content of reading. This way, it is believed that the students were aware of what they understood or what they did not in order to make connection between the information in the text with their background knowledge when reading independently. Self-questioning the reading contents together with rechecking them with peers’ should be beneficial in assisting the students towards the comprehension of the text when reading independently.

To sum up, the findings indicated that the students improved the ability to monitor their reading when reading independently. The monitoring steps that the students showed their improvement at a very high level were checking the content regularly if it made sense, identifying what they did not understand, and rating comprehension by reflecting on how much they understood. The findings from the interviews were in line with the findings from the questionnaire in that the students often monitored the reading contents through self-questioning and peers’ posts and comments whether they understood the content correctly or not throughout their reading process.

4.2.1.2 Students’ improvement of evaluating ability

The following section presents each category of evaluating ability in reading which included the ability to make decision on successful strategies or techniques when reading, the ability to think of other strategies that could help when reading, the ability to check whether the reading goal was accomplished, and the ability to assess how well was accomplished the reading task.

As regards the ability to make decision on the successful strategies or techniques when reading (Item E1), the post-questionnaire mean score was higher than the pre-questionnaire mean score. To explain further, the pre-questionnaire minimum score was 2 and the maximum was 5. The post-questionnaire minimum



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score was 3 and the maximum was 5. The students' ability to make decision on the successful strategies when reading' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.45; post-questionnaire mean score = 4.30; $p \leq .05$; $d = 1.36$).

Regarding the ability to think of other strategies that could help when reading' (Item E2), the post-questionnaire mean score was higher than the pre-questionnaire mean score. To illustrate, the pre-questionnaire minimum score was 1 and the maximum was 5. The post-questionnaire minimum score was 2 and the maximum was 5. The students' ability to think of other strategies that could help when reading' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.23; post-questionnaire mean score = 4.00; $p \leq .05$; $d = 1.06$).

With regard to the ability to check whether the reading goal was accomplished' (Item E3), the post-questionnaire mean score was higher than the pre-questionnaire mean score. To explain further, the pre-questionnaire minimum score was 2 and the maximum was 5. The post-questionnaire minimum score was 3 and the maximum was 5. The students' ability to check whether the reading goal was accomplished' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.40; post-questionnaire mean score = 4.18; $p \leq .05$; $d = 1.07$).

Regarding the ability to assess how well was accomplished the reading task' (Item E4), the post-questionnaire mean score was higher than the pre-questionnaire mean score. To illustrate, the pre-questionnaire minimum score was 1 and the maximum was 5. The post-questionnaire minimum score was 3 and the maximum was 5. The students' ability to assess how well was accomplished the reading' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.48; post-questionnaire mean score = 4.05; $p \leq .05$; $d = .84$).

The pre- and post-questionnaire mean scores of evaluating ability and its categories are presented in Table 16 below



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Table 16: Pre- and Post-Questionnaire Mean Scores of Evaluating Ability and Its Categories

	Total	Pre-questionnaire			Post-questionnaire			<i>t</i> -test	Sig.	<i>d</i>
		Mean	S.D.	Level	Mean	S.D.	Level			
I can decide whether the strategies or techniques I used helped me understand. (E1)	5	3.45	.677	High	4.30	.564	Very high	5.67	.000*	1.36
I can think of other strategies that could help. (E2)	5	3.23	.832	Moderate	4.00	.600	High	5.03	.000*	1.06
I can check whether I accomplished my goal for reading. (E3)	5	3.40	.841	Moderate	4.18	.594	High	5.50	.000*	1.07
I can assess how well I have accomplished the reading task. (E4)	5	3.48	.877	High	4.05	.389	High	4.03	.000*	.84

* $p \leq .05$

According to Table 16, the students improved all four categories of evaluating ability in reading after receiving the integration of a blended learning and extensive reading instructional model. The students significantly improved ‘the ability to make decision on successful strategies or techniques when reading,’ ‘the ability to think of other strategies that could help when reading,’ ‘the ability to check whether the reading goal was accomplished,’ and ‘the ability to assess how well was accomplished the reading task’ with a large effect size. Interestingly, the students rated the improvement in ‘the ability to make decision on the successful strategies or techniques when reading’ at a very high level, followed by ‘the ability to check whether the reading goal was accomplished,’ ‘the ability to assess how well was

accomplished the reading task,’ and ‘the ability to think of other strategies that could help when reading,’ respectively.

In conclusion, it could be assumed that the students’ ability to evaluate their own reading improved after receiving the integration of a blended learning and extensive reading instructional model. Considering the obtained mean score, all four categories of evaluating ability significantly increased after the integration of a blended learning and extensive reading instructional model. The findings from the post-questionnaire of learner autonomy showed that ‘the students’ ability to make decision on the successful strategies or techniques when reading’ had the highest mean score, while ‘the ability to think of other strategies that could help’ had the lowest mean score.

The findings from the interviews regarding the evaluating ability showed that at the end of reading, the students were able to make decision on successful strategies or techniques regarding their reading performance when reading independently. The findings from the interviews confirmed that the students performed their self-evaluation on their own reading performance, as some of them described:

“I usually guessed the meaning from context as much as I could. It worked better for me when I skipped some unfamiliar words and read for overall information. If I encountered difficulty using this strategy, I used an online dictionary to help me.” (Student #2)

“I think I did better than last time. I employed the previewing strategy more often in this course. It gave me an idea of what the text would be about.” (Student #5)

“Throughout this course, I evaluated my reading strengths and weaknesses more often. I think I could improve my reading further from my own evaluation.” (Student #7)

From the interviews, it could be seen that the students usually evaluated their own reading performance and strategy use throughout this course. They were able to determine the successful strategies and their own strengths and weaknesses in order to



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raise awareness of their own performance. It is believed that once the students knew the success and failure of their own reading performance and strategy use, they knew what could best tackle their comprehension problems and how to plan to improve their reading for next time.

To conclude, the findings indicated that the students improved the ability to evaluate their own reading when reading independently. The evaluating steps that the students showed their improvement at a very high level was making decision on the strategies or techniques that help them understand. The findings from the interviews were in congruence with the findings from the questionnaire in that the students often evaluated their own reading performance and strategy use through self-evaluation that had been practiced throughout this course.

4.2.1.3 Students' improvement of planning ability

The following section presents each category of planning ability in reading which included the ability to set a goal, the ability to read with the goal in mind, the ability to decide on specific information to look for, and the ability to focus on specific information to look for.

As regards the ability to set their own reading goal (Item P1), the post-questionnaire mean score was higher than the pre-questionnaire mean score. To explain further, the pre-questionnaire minimum score was 1 and the maximum was 5. The post-questionnaire minimum score was 1 and the maximum was 5. The students' ability to set their own reading goal increased with statistical significance with a small effect size (pre-questionnaire mean score = 2.90; post-questionnaire mean score = 3.28; $p \leq .05$; $d = .47$).

Regarding the ability to read with the goal in mind (Item P2), the post-questionnaire mean score was higher than the pre-questionnaire mean score. To illustrate, the pre- questionnaire minimum score was 1 and the maximum was 4. The post-questionnaire minimum score was 1 and the maximum was 5. The students' ability to read with the goal in mind increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.15; post-questionnaire mean score = 4.03; $p \leq .05$; $d = 1.19$).

With regard to the ability to decide on specific information to look for when reading (Item P3), the post-questionnaire mean score was higher than the pre-



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questionnaire mean score. To explain further, the pre-questionnaire minimum score was 2 and the maximum was 5. The post-questionnaire minimum score was 2 and the maximum was 5. The students' ability to decide on specific information to look for when reading increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.43; post-questionnaire mean score = 4.10; $p \leq .05$; $d = .81$).

Regarding the ability to focus on specific information to look for when reading (Item P4), the post-questionnaire mean score was higher than the pre-questionnaire mean score. To illustrate, the pre-questionnaire minimum score was 2 and the maximum was 5. The post-questionnaire minimum score was 1 and the maximum was 5. The students' ability to focus on specific information to look for when reading' increased with statistical significance with a large effect size (pre-questionnaire mean score = 3.20; post-questionnaire mean score = 4.05; $p \leq .05$; $d = 1.06$).

The pre- and post-questionnaire mean scores of planning ability and its categories are presented in Table 17 below.

Table 17: Pre- and Post-Questionnaire Mean Scores of Planning Ability and Its Categories

	Total	Pre-questionnaire			Post-questionnaire			<i>t</i> -test	Sig.	<i>d</i>
		Mean	S.D.	Level	Mean	S.D.	Level			
I can set my own reading goal. (P1)	5	2.90	.810	Moderate	3.27	.751	Moderate	2.64	.012*	0.47
I can read with the goal in mind. (P2)	5	3.15	.670	Moderate	4.03	.800	High	7.31	.000*	1.19
I can decide on specific information to look for. (P3)	5	3.43	.874	High	4.10	.778	High	4.40	.000*	0.81
I can focus on specific information when reading. (P4)	5	3.20	.758	Moderate	4.05	.846	High	6.99	.000*	1.06

* $p \leq .05$

According to Table 17, the students improved all four categories of planning ability in reading after receiving the integration of a blended learning and extensive reading instructional model. The students significantly improved ‘the ability to read with the goal in mind,’ ‘the ability to focus on specific information,’ and ‘the ability to decide on specific information to look for when reading’ with a large effect size. However, ‘the students’ ability to set their own reading goal’ significantly improved with a small effect size after the integration of a blended learning and extensive reading instructional model. Interestingly, the students rated their improvement in ‘the ability to decide on specific information to look for’ as the highest, while ‘the ability to set their own reading goal’ was considered as the lowest.

In conclusion, it could be assumed that ‘the students’ ability to plan their own reading’ improved after receiving the integration of a blended learning and extensive

reading instructional model. Considering the obtained mean score, all four categories of planning ability significantly increased after the integration of a blended learning and extensive reading instructional model. The findings from the post-questionnaire of learner autonomy showed that the students' ability to decide on specific information to look for when reading had the highest mean score, while the ability to set their own goal had the lowest mean score.

The findings from the interviews regarding the planning ability showed that at the beginning of their reading, the students were able to make decision on specific information to look for when reading independently. The findings from the interviews confirmed that the students frequently determined the purpose of the text and selected the reading contents to be learned and focused in order to comprehend the reading contents when reading independently, as some of them described:

“I was able to read faster by using guided questions as a guideline to focus on specific information if I was not familiar with the contents. I think I read faster this way because I concentrated more on the contents.” (Student #3)

“Most of the time before reading, I briefly previewed the title and the questions, if any, to get some clues and to decide what to focus on. Sometimes, I got lost reading my favorite book, but from this course I learned that doing it this way helped me stay focused.” (Student #12)

From the interviews, it could be seen that the students were able to determine the purpose of the text and focus on the reading contents when reading independently. Having the purpose of the text in mind helped the students understand why the writer was writing and what the writer wanted them to do with the text. Such information helped them select what contents should be focused on and how they should comprehend such contents.

Interestingly, some of the students reported that they were able to make prediction about the contents they were about to read independently. Previewing and predicting strategies were claimed as more useful pre-reading strategies employed by the students, as can be seen from the following excerpts:

“When I got a passage, I now know what to do before reading. I started by previewing the genre, then the title. Similar to reading newspapers, I would look at the news headlines to make prediction about the content.” (Student #5)

“I used to start reading with no idea. After taking this course, I found that predicting the content by using clues from the title, pictures, bolded words, or even scanning for words that appeared repeatedly before reading enabled me to easily make sense of the content.” (Student #7)

From the above findings, it could be seen that the students self-initiated the previewing and predicting strategies before reading independently. It is assumed that previewing and predicting strategies were helpful in raising the students’ awareness of the contents and led them to questions that could help them make accurate prediction through reading. It is believed that once the students were able to predict the possibility of the contents before reading, they tended to better understand what they read throughout reading.

Although the findings of the questionnaire indicated that the students did not clearly showed their improvement in the ability to set their own reading goal, the findings from the questionnaire revealed that some of the students were able to set their own goal and keep their own goal in mind before selecting the text to be read, as can be seen below:

“I usually read for enjoyment out of the class time. Before I selected an e-book, I checked if it served my interests and I considered the amount of time I had for reading.” (Student #2)

“Before I selected the online material to read at my own time, I previewed the title and the language to check if it was suitable for me. If the language was too difficult, I stopped and picked a new one.” (Student #5)



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“I skimmed through a couple of paragraphs to assess the difficulty level of the grammatical structures and the vocabulary items because I didn’t want to be frustrated when reading.” (Student #8)

From the above findings, it could be seen that the students planned their reading by setting their own goals and keeping their goal in mind in order to select appropriate texts to read independently to serve their goal. The selection of texts depended on their own reading purpose, the difficulty level of the text, grammatical structures, vocabulary, and the amount of time they could spend on reading.

To sum up, the findings indicated that the students improved their ability to plan their reading when reading independently. The planning steps that the students showed their improvement were reading with the goal in mind and focusing on the specific information when reading. The findings from the interviews were in line with the findings from the questionnaire in that the students often read with the goal in mind, made decision about specific information to look for, and focused on the reading contents when reading independently. Although the findings showed that the students did not clearly improve the ability to set the own reading goal, the findings from the interviews indicated that some of the students improved this ability from the extensive reading activities in this course.

To sum up, most students significantly improved their learner autonomy in reading after receiving the integration of a blended learning and extensive reading instructional model. According to the findings from the post-questionnaire of learner autonomy, the learner autonomy category that the students employed the most was the ability to monitor their own reading, followed by the ability to evaluate their own reading, while the lowest was the ability to plan their own reading. All three categories of learner autonomy for reading significantly improved after the integration of a blended learning and extensive reading instructional model. The findings were confirmed by the qualitative data already presented. Therefore, based on the overall findings from learner autonomy questionnaire and the findings from the learner autonomy interviews, it could be concluded that the integration of a blended learning and extensive reading instructional model is proven effective to enhance learner autonomy of EFL undergraduate students.



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4.3 The opinions of the EFL undergraduate students towards the integration of a blended learning and extensive reading instructional model

To answer Research Question Three, the quantitative data obtained from the opinion questionnaire were analyzed to investigate the students' opinions towards the integration of a blended learning and extensive reading instructional model.

The opinion questionnaire was aimed to assess the students' opinions towards the four categories of contents, materials, online activities, and usefulness of the integration of a blended learning and extensive reading instructional model, totaling 17 items.

4.3.1 Students' opinions towards the contents

The findings regarding the students' opinions towards the course contents focused on the interest of the content, the expectation of the students of the content, the difficulty level of the content, and the usefulness of the content.

As regards the contents of the course, the students in general were satisfied with the course contents (Mean = 3.94; SD .530). The students thought that the contents of the course helped them comprehend the text better (Mean = 4.30; SD = .530). The findings from other items seemed to show equal satisfaction. The students reported that the contents interested them (Mean = 3.90; SD = .591), met their expectation (Mean = 3.80; SD = .648), and suited their English background knowledge (Mean = 3.75; SD = .790). The students' opinions mean scores of course contents are presented in Table 18 below.

Table 18: Students' Opinions towards the Contents

Questionnaire items	Mean	S.D.	Level
1. Course contents are interesting.	3.90	.591	High
2. Course contents meet my expectation.	3.80	.648	High
3. The difficulty level of the contents suits my English background knowledge.	3.75	.742	High
4. Course contents help me comprehend the text better.	4.30	.790	Very High
<i>Overall</i>	3.94	.530	High

The following excerpts yield further evidence that the students were satisfied with the course contents as they helped them improve their reading comprehension as well as other language skills:

“The strategies I learned from the class were very useful in helping me select appropriate books to read out of class especially those of pre-reading strategies. By employing those strategies, I knew more about the books I was going to read.” (Student #2)

“The course improved many skills, such as reading, writing, and analytical skills. I applied the strategies learned in class with non-fiction e-graded readers as well as with the online discussions on Facebook.” (Student #3)

Apart from reading strategies, the students reported that the e-books used in this course served their interests and suited their level of language proficiency, as some of them described:

“The e-books were suitable in terms of the language and the length. I enjoyed reading them more than other reading materials.”(Student #6)

“Good. The vocabulary was not too complex to read and the titles of the e-books were varied.”(Student #4)

However, their recommendations on the contents were also reported. Some of the students suggested that the meaning of difficult vocabulary and technical terms should be provided in the lesson together with their pronunciation. Moreover, they suggested that the contents be categorized based on the difficulty level in each lesson, as shown below:

“The meaning of difficult vocabulary or technical terms should be provided in the online lesson.” (Student #4)



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“I wish the online contents to be categorized based on the level of difficulty in each week.” (Student #9)

To sum up, most of the students were satisfied with the course contents at a high level. The students perceived that they benefited from the contents of the course. They agreed that the contents varied and suited their expectation, interests, and language proficiency. Overall, they viewed that the contents enabled them to comprehend the texts better when they read independently, especially reading comprehension strategies. Moreover, the students recommended that the instruction should include more description of the target vocabulary, as well as the categorization of the online contents in terms of the difficulty level.

4.3.2 Students’ opinions towards the materials

The findings regarding the students’ opinions towards the course materials focused on interesting online reading materials, usefulness of the class website, the use of a strategy workbook, and in-and out-of-class online materials.

As regards the materials of the course, the students were generally satisfied with the materials (Mean = 4.10; SD = .656). The students thought that the class website helped promote independent learning (Mean = 4.28; SD = .847). Most of the students reported that they were very much satisfied with the online website rather than other materials, followed by the online reading materials, such as e-books, and reading websites (Mean = 4.20; SD = .758), and the reading materials used out of class (Mean = 4.13; SD = .822). It could be seen that the students preferred out-of-class reading materials more than in-class reading materials (Mean = 3.90; SD = .841). Moreover, their satisfaction with the reading strategy workbook was also reported (Mean = 3.98; SD = .891). = 3.90; SD = .841). The students’ opinions mean scores of the course materials are presented in Table 19 below.



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Table 19: Students' Opinions towards the Materials

Questionnaire items	Mean	S.D.	Level
5. Online reading materials, such as e-books and reading websites, are interesting.	4.20	.758	High
6. A class website helps promote independent learning.	4.28	.847	Very High
7. A reading strategy workbook helps me comprehend the text better.	3.98	.891	High
8. Online materials used in class motivate me to read more.	3.90	.841	High
9. Online materials used out of class motivate me to read more.	4.13	.822	High
<i>Overall</i>	4.10	.656	High

The following excerpts supported the conclusion that the students were satisfied with the course materials especially the class website and the online reading materials that helped promote independent learning and collaborative learning, as some of them described:

“The class website motivated me to learn individually because it provided interesting resources and activities that enabled me to practice reading by myself. Moreover, we could share and learn from what we read together if we want to.” (Student #1)

“I was motivated to do online reading activities on the class website. I liked the way the class website provided a variety of e-books and reading websites which were easily accessed.” (Student #6)

“The online reading materials were good and trendy. They had been categorized systematically which was easy to be accessed anywhere and anytime.” (Student #8)

Besides, the students offered recommendations on the application of the materials. Some of the students suggested that a direction to the online submission should be clearly stated in order to help them overcome confusion that occurred during the online activity. Moreover, the online texts offered during in-class online activity should contain a feature that enabled the students to highlight the ideas, as some of them described:

“This course provided enough reading materials, both online materials and worksheets. However, the directions to online submission should be adjusted because sometimes they are complicated.” (Student #5)

“I think it would be better if we could highlight the points or ideas on the online reading texts offered during in-class online reading activities. It would be better than just reading and listening alone.” (Student #9)

To sum up, most of the students were satisfied with the course materials at a high level. The students perceived that they gained the benefits from the materials of the course, especially those of the online platform. With the features of the class website designed to promote independent learning, most of the students agreed that they were motivated to practice reading with the online reading activity at their own pace and time. Moreover, the students recommended a clear direction to the online submission and the features, such as drawing and highlighting, be included.

4.3.3 Students’ opinions towards the online activities

The findings regarding the students’ opinions towards the online activities focused on the usefulness of the online activities in terms of promoting independent learning and enhancing reading comprehension.

As regards online activities of the course, the students in general were satisfied with the online activities (Mean = 4.12; SD = .633). The students had satisfaction with the online activities that promoted independently learning (Mean = 4.23; SD = .768). Most of them reported that they were very much satisfied with the usefulness of the online activities. Moreover, their satisfaction with the online activities in terms of enhancing their reading comprehension was also reported at a high level (Mean =

4.08; SD = .797). Therefore, it could be concluded that the students preferred doing online activities as they believed the activities promoted independent learning as well as enhanced reading comprehension.

The students' mean scores of the opinion towards online activities are presented in Table 20 below.

Table 20: Students' Opinions towards the Online Activities

Questionnaire items	Mean	S.D.	Level
10. Online activities help promote independent learning.	4.23	.768	Very High
11. Online activities help me comprehend the text better.	4.08	.797	High
<i>overall</i>	4.12	.633	High

The following excerpts confirmed that the students were satisfied with the online activities as they helped promote self-paced learning. The students reported that the online activities offered them the opportunity and freedom to practice reading by themselves. They were motivated and comfortable to choose the materials, including e-books as well as the activities according to their interests and preference, as could be seen from the following excerpts:

"I could practice reading by myself through the online activities offered in the online platform." (Student #1)

"Reading e-books enhances my knowledge and makes me feel comfortable. I can choose what I would like to read and any genres that I want to read according to my interest and curiosity." (Student #2)

"I was motivated to do online reading activities on a class website. I liked the way the class website provided a variety of e-books and reading websites which were easily accessed." (Student #6)

Moreover, the students were satisfied with the online activities as they helped enhance reading comprehension through researching, sharing, and discussing. Through such activities, they were motivated to read and share their knowledge and opinions with peers, and the students claimed that such activities enhanced their understanding of the topic, as some of them described:

“Online research was better than just doing in-class paper-based activities because we could research on the assigned topics, discuss them, and share them with peers. I think I better understood the topic from this activity.”
(Student #1)

“I learned a lot from the “post and share” activity. We could exchange our opinion with friends. It improved my understanding about that topic and related vocabulary. I think this activity motivated me to research more about the topic.” (Student #4)

“I like the “post and share” activity the most because it allowed the students to search for information from different resources and share it with peers online. I think I could reflect my understanding through this activity.” (Student #7)

“I think I gained a lot from online sharing activity. It enabled me to express my opinions and improved my potential in reading.” (Student #9)

However, their recommendations about the application of the online activities were also reported. Some of the students voiced that the problem with the Internet connection affected the accessibility of the online resources. Moreover, they suggested employing the self-checklist in monitoring their own online reading activities submission because sometimes with a lot of activities offered online, the students could miss some parts of the online activities, as some of them shared their opinions:

“A lot of activities were done online. Sometimes, if there was a problem with the Internet connection, a lot of activities could not be completed.” (Student #1)

“A variety of activities motivated me to learn a lot, but if there were too many, sometimes I forgot to do some of them, so I used the checklist provided to monitor my own online submission.” (Student #6)

“It would be better if the online reading activities contained animations or fun features that could engage the students to do the activities.” (Student #8)

To sum up, most of the students were satisfied with the online activities at a high level. e-books and online reading activities in the platform were reported to promote independent learning of the students. The students were motivated and felt comfortable to choose the materials and activities based on their own interests and preferences. Moreover, the online activities, especially posting and sharing activities, were reported to enhance the students' reading comprehension. The students agreed that through the online activities, they expanded knowledge and vocabulary through researching, discussing, and sharing what they had found with peers. Moreover, the students believed that effectiveness of the Internet connection and the fun features of the online activities should be taken into consideration.

4.3.4 Students' opinions towards the course usefulness

The findings regarding the students' opinions towards the usefulness of the integration of a blended learning and extensive reading instructional model focused on the usefulness of the course on the students' reading comprehension and learner autonomy.

As regards the usefulness of the integration of a blended learning and extensive reading instructional model, the students in general were satisfied with the overall instruction (Mean = 4.03; SD = .641). Most of the students agreed that the course enabled them to manage their own learning (Mean = 4.30; SD = .853). Moreover, they viewed that the course enabled them to read better (Mean = 3.98; SD = .698) and enhanced their ability to learn by themselves (Mean = 3.88; SD = .686).



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Lastly, they believed that they became autonomous readers from this course (Mean = 3.95; SD = .749). The students' mean scores of the opinions on course usefulness are presented in Table 21 below.

Table 21: Students' Opinions towards the Course Usefulness

Questionnaire items	Mean	S.D.	Level
12. I read a lot more because I can select my own reading materials to read at my own pace.	3.90	.841	High
13. I enjoy reading because I can select my own reading materials to read at my own pace.	4.28	.751	Very High
14. I think this course helps enhance my English reading comprehension.	3.98	.698	High
15. I think this course helps enhance my ability to learn by myself.	3.88	.686	High
16. After the course, I know how to manage my own learning.	4.30	.853	Very High
17. After the course, I think I become autonomous readers.	3.95	.749	High
<i>Overall</i>	4.03	.614	High

The following excerpts confirmed that the students were satisfied the course usefulness in terms of enhancing their ability to manage their own learning. The students reported that from this course, they were able to manage their learning by thinking about their own learning in terms of their strengths and weaknesses, planning for their improvement, and evaluating their own learning, as some of them reflected:

“Before, I did not pay attention to thinking about my own learning in terms of my strengths, weaknesses, as well as my plan for improvement. After this course, I was able to search for new information and became responsible for my own learning.” (Student #2)

“I could adapt the course contents in other courses, such as setting the purpose for learning and evaluating my learning.” (Student #1)

Moreover, the students could prioritize the activities as well as time in order to achieve the learning goal from the online activities during independent practice, as one of them described:

“I was able to prioritize the importance of each activity in my learning and manage my time better than in the past through online activities.” (Student #10)

Interestingly, the following excerpts indicated that the students developed the ability to think logically through the posting and sharing activities during independent practice, as could be seen from the following excerpts:

“When doing post and share activities, I had to carefully select the contents to post online as well as think about my experiences towards the content.” (Student #1)

“Through online learning, I could develop my thinking ability which helped me comprehend the text better. Moreover, I could manage my own reading time and pace thorough online activities.” (Student #8)

To sum up, most of the students were satisfied with the course usefulness at a high level. The course provided the online activities which offered the students opportunity to work at their own interests and preferences which led to the development of learner autonomy. Moreover, the students developed their ability to think logically which enabled them to better comprehend the reading contents through collaborative learning via posting and sharing activities.

To conclude, most students were satisfied with course contents, materials, online activities, and usefulness of the integration of a blended learning and extensive reading instructional model. It was found that the students rated their opinions at a high level in every category. Most of the findings from the interviews supported their



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positive opinions. However, some students expressed concerns in terms of the organization of the contents, the clear directions of the online course, the accessibility of online resources, and the fun features integrated into the online reading materials.



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CHAPTER V

DISCUSSION AND CONCLUSION

The final chapter presents a summary of research findings, discussion, conclusion, pedagogical implications, and recommendations for further studies drawn from the findings.

5.1 Summary of the study

This study investigated the effects of the integration of a blended learning and extensive reading instructional model on English reading comprehension and learner autonomy of EFL undergraduate students. The main focus of the integration of a blended learning and extensive reading instructional model was to enhance English reading comprehension and learner autonomy of the EFL students through the online activities and extensive reading activities. The opinions of students towards integration of a blended learning and extensive reading instructional model were also examined.

A 14-week study was conducted at Surathani Rajabhat University during the first semester of the academic year 2017. A blended learning and extensive reading instructional model was integrated into the Reading for Text Interpretation course—a compulsory elective course for fourth-year English major students at the Faculty of Humanities and Social Sciences. This study employed a one-group pre-test post-test design, and the study participants were assigned as an intact group. As regards data collection, five research instruments were employed: 1) the English reading comprehension test, 2) the learner autonomy questionnaire, 3) the learner autonomy interview protocol, 4) the opinion questionnaire, and 5) the opinion interview protocol.

The findings could be summarized according to the research questions as follows:

- 1) The post-test mean score of English reading comprehension was statistically significantly higher than the pre-test mean score after the 14-week integration of a blended learning and extensive reading instructional model. The skills whose pre-test



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mean scores and post-test mean scores were statistically significantly different were identifying the meaning of a word from the context, identifying the meaning of an explicit word, a phrase, or a sentence, interpreting the main idea and important points that are not stated explicitly, and identifying the main idea. The abilities whose pre-questionnaire mean scores and post-questionnaire mean scores were statistically significantly different were planning ability, monitoring ability, and evaluating ability. The skill that had the highest mean score was identifying the meaning of a word from the context, while the skill that had the lowest mean score was identifying the main idea. However, there was no statistical difference between the pre-test and post-test mean scores of the skill of drawing conclusion.

2) The post-questionnaire mean score of learner autonomy was statistically significantly higher the pre-questionnaire mean score after the 14-week integration of a blended learning and extensive reading instructional model. The abilities whose pre-questionnaire mean scores and post-questionnaire mean scores were statistically significantly different were planning ability, monitoring ability, and evaluating ability. The ability that had the highest mean score was monitoring ability, while the ability that had the lowest mean score was planning ability.

3) Students' opinions towards integration of a blended learning and extensive reading instructional model were mostly positive in all categories, namely course contents, course materials, online activities, and course usefulness.

Therefore, based on the aforementioned findings, it could be summarized that the integration of a blended learning and extensive reading instructional model was proven effective to enhance English reading comprehension and learner autonomy of EFL undergraduate students.

5.2 Discussion

The following section presents the discussion of the major research findings in accordance with the research questions, focusing on how integration of reading strategy instruction, extensive reading, and online learning in a blended learning environment enhanced English reading comprehension, how integration of reading strategy instruction, extensive reading, and online learning in a blended learning environment enhanced learner autonomy, and what the students' opinions towards



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integration of reading strategy instruction, extensive reading, and online learning in a blended learning environment were like.

5.2.1 How integration of reading strategy instruction, extensive reading, and online learning in a blended learning environment enhanced English reading comprehension

Combined techniques to promote individual reading comprehension

In this study, the researcher combined the strengths of each technique to promote individual development of reading comprehension. The reading strategy instruction was implemented at a very beginning session for the students to learn various reading strategies for text comprehension. The extensive reading activities were promoted for the students to explore the world of words on their own interest and to apply what they had learned from the reading strategy instruction. The online platform was created for the students to practice reading strategies at their own pace and to provide them the opportunity to grow on their own path of learning through online communication and online interaction.

The students' mobility and independent learning were developed through the use of the online platform. The platform allowed the students to interact, perform, plan, monitor, and evaluate their own use of reading strategies and reading performance, which enhancing students' understanding of the text. The students were also assigned to record the reading log every time after they joined the online extensive reading activities. They made records of their own progress and their personal reactions using the prompts given by the instructor as follows: 1) what did you read?, how did you feel about the text you just read?, and what did you learn about the text you just read? According to Lyutaya (2011), the reading logs give students opportunity to express their attitude towards the text, reflect their own thought, and make connection between what the students know and what they are learning. It is also a place for students to take risk, express opinions, and build knowledge, which gives students the ability to grow as strategic readers and independent learners. Dorn and Soffos (2005) also claim that the reading log promotes conscious awareness and deeper comprehension of the readers. Students could activate their background knowledge and introduce strategies to make sense of the text they read.



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The online platform allows the students to report their selected reading strategies they applied with the texts, evaluated the effectiveness of each reading strategy, rated the reading strategies they found useful, and noted the reading problems they encountered during their reading. According to the students' accounts and responses on the online tasks, it could be observed that the students tailor-made their own use of reading strategies as well as kept monitoring their own progress as individuals. In other words, the online platform facilitated the students' ownership of their own learning. The components of the online learning in this study were consistent with what Grabinger and Dunlap (2000) suggest. According to them, the online learning environment offers students greater opportunity for individualization and flexibility as it creates an increased demand for self-directed learning. A set of well-developed lifelong learning skills and strategies, such as goal-setting, action planning, learning strategy selection and assessment, resource selection and evaluation, reflective learning, and time management should be considered when developing an online learning. These elements, as suggested by Savery (1998), are regarded as the components for the development of student ownership for learning. According to Littlewood (1999), learner autonomy involves students continue learning outside the classroom context and take partial or total ownership of their own learning processes.

In addition, the instructor was able to keep track on the students' individual development since she could provide accurate and valid feedback on each student's reading development, based on the information given in the reading logs and from students response to the online tasks. The instructor could provide further supervision as the students performed self-check against the short answers delivered by the instructor. They discussed the difficulties in reading, strengths of each reading strategies, successful and unsuccessful applications of reading strategies on extensive reading, and the possibility of future development. Based on the students' accounts and responses, performing self-check helped students aware of what they learned and allowed them to develop their understanding of the task as well as their plan for the next task. The findings of this study are supported by Pierce (2014) in that self-assessment is more appropriate for reading skills. It is due to the fact that reading process is the internal, hidden, and abstract. The implementation of self-assessment



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helps students better comprehend what they read by making the hidden process more external and visible and allowing them to develop inner measure of progress in their learning.

After 14 weeks of these dynamic activities, the students grew their own path of learning and acquire the ability to learn by themselves. They did not need to wait for the one-fit-all reading instruction as they could plan, monitor, and evaluate their own reading progress. These were all within the context of blended learning environment, in which the students could take responsibility of their own learning on the online platform with the instructor as a facilitator and a feedback provider. Eventually, they could finally reach the goal of learning — in this case, reading comprehension. Such findings were supported by Gaskins' (1994) explanation that the ultimate goal of reading comprehension instruction should emphasize the development of students' reading strategies and ability to be an independent readers. —If children are not spending significant portion of their day engaged in texts that allow them to practice the strategies we are modeling, then we cannot possibly expect them to take on these strategies and use them independently” Johnson & Keier, 2010, p.90).

Opportunity for the students to develop various reading strategies

In this study, the students demonstrated several effective reading strategies which were crucial parts of developing reading skills and reading comprehension. The strategies that the students frequently used to assist comprehension were self-questioning, making prediction, and clarification, which are discussed below:

Self-questioning

In this study, the students frequently showed the step of asking oneself questions before, during, and after reading. They employed the self-questioning strategy as a beginning process of thinking and talking aloud. This strategy facilitated the students to construct the meaning, guide their understanding, find the information, and discover new information from the reading passage. According to Harvey and Goudvis (2000), questioning is the preliminary reading strategy that the readers can employ to direct their own reading. Good readers have an inner conversation in their head when they read. They constantly search for answers to their questions in order to make sense of what they read and better understand the text. The findings of this



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study were consistent with Johnson (2011) that self-questioning strategy is effectively applied before, during, and after reading texts. However, based on Joseph's (2011) study of self-questioning strategy, the application of self-questioning strategy before, during, and after reading does not guarantee that students will comprehend the text better than that applied in one or two stages.

Making prediction

In this study, the students frequently made prediction across the two stages of reading: pre- and while-reading based on the clues in the text, such as reading titles, guessing from pictures and/or key words, and using context clues.

For the pre-reading stage, the students made prediction based on the title of the reading passage and linked their prediction to their background knowledge. For the while-reading stage, students' use of predicting strategy was different from the one in the pre-reading stage as the students could immediately confirm the accuracy of their prediction by reading the passage and matching the information from the text with their prediction. The results of this study were in line with the results of previous studies (Grabe & Stoller, 2002; Lesser, 2007; Pulido, 2007) that confirm remarkable influences of background knowledge on reading comprehension. In addition, it could be observed that the students gained more and more background knowledge as they continued reading their selected topics, resulting in their better use of predicting strategies. In other words, the more the students read their selected topics, the better they could comprehend the new texts. The results were consistent with Lesser's (2007) concept which considers reading as a dynamic process requires that the readers to use their background knowledge to interact with the text. As a result, the readers could construct the coherent mental representation of the selected text. Thus, the results of the present study stressed the significant relationship between background knowledge and reading comprehension as well as revealed the positive impact of the use of extensive reading to promote the students' background knowledge, resulting in better use of the prediction strategy.

Clarification

In this study, clarification or clarifying strategy was found across the three stages of reading. The students often used this strategy whenever they wanted to identify and/or clarify the unclear, unfamiliar, or difficult texts. After they employed



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the clarifying strategy, they ended up rereading and reconstructing their own reading comprehension based on the new clarified ideas from the texts. Often, the students used external resources, such as dictionary or search engine to assist their reading. Some students reported seeking help from friends. The results of this study pointed out that a blended learning and extensive reading instructional model could be used to reinforce the use of clarifying strategy among the students. The students had more time to encounter, rethink, and react with the text, which was unlikely to occur in ordinary classrooms. According to Oczuks (2003), the use of clarifying strategy allows readers more time to comprehend the text. The students also have more time to slow down or fasten their reading in accordance with their own needs. Once the readers encounter the difficulties, they tend to stop and think or rethink about what they have read. They might adjust their reading pace in order to notice the pattern of the text or process the new information. In addition, the results of this study confirm the results of the previous study that readers tend to clarify their own reading when they encountered the difficulties (Doolittle, Hicks, Triplett, Nichols, & Young, 2006). Furthermore, this study employed online tools to provide the extensive reading opportunity to the students, which meant that they could access the Internet to search for new information or look for meaning of new and unknown vocabulary for their own clarification.

To conclude, the results which indicated that a blended learning and extensive reading instructional model enhanced English reading comprehension in the present study implies that the integration of reading strategy instruction, extensive reading activity, and online learning in a blended learning environment had a significant effect on the students' development of English reading comprehension and the ability to become independent readers.

5.2.2 How integration of reading strategy instruction, extensive reading, and online learning in a blended learning environment enhanced learner autonomy

This study was developed based on the belief that autonomy involves –students' capacity to use their learning independently of teachers, then autonomy would appear to be an incontrovertible goal for learners everywhere, since it is obvious that no students, anywhere, will have their teachers to accompany them



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throughout life” (Littlewood, 1999, p.73). The instruction itself was designed to initiate and promote individual development of learner autonomy in three aspects: shifted roles of the students in decision making, constructive interactions between the instructor and the students, among the students, and between the students and the computers, and learner autonomy as process in the independent and classroom learning, which are discussed as follows:

Shifted roles of the students in decision making

The result of this study was consistent to the general approach appointed by Reinders (2010) that the instructor employs several teaching techniques or strategies to promote learner autonomy in the classroom. It was designed to encourage students to explore a sufficient amount of language input and get meaningful learning opportunities in which they could apply the newly learned knowledge into the new tasks independently. The instruction also set the floor for the students to openly discuss their reading purposes, expectations, and problems. Also, the roles in the decision-making process were shifted from the instructor to the students. With these underlying beliefs, the objectives of the instruction aimed at promoting the following abilities of the students.

First, the students were able to make their own choices in selecting reading passages from the various themes of reading provided by the instructor. The students were free to choose the ones that matched their personal interest. This boosted their motivation to involve in their own learning. The students possessed this ability were able to step towards *“autonomous communication,”* which was the initial step of the development of learner autonomy (Littlewood, 1996).

Second, the students were able to select the reading strategies they would use to achieve their learning goals. In out-of-class activities, the students read the reading texts without the presence of the instructor. They were free to choose reading strategies that helped assist their understanding. They could even test the effectiveness of each strategy in the trial- and error-style. Gradually, they tended to have their confidence to reading passages as their reading skills increased.

Third, the students were able to make decisions about reading goals and reading strategies as well as negotiate meaning. In this instruction, the students were indirectly put into the problem-solving situation in which they needed to solve their



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own reading problems. They figured out the cause of the reading problem and tried to solve to the best of their ability. They also had opportunities to discuss with their peers and instructor, so they extend their learning boundaries as they exchanged their views with others. Thus, the students could shape their own learning contexts.

Fourth, the students were able to use the language of their choices with purposes of learning and communication independently outside a classroom setting. They were free to use the language (either L1 or L2) to construct their own knowledge outside the classroom. It was found that some students used their mother tongue to negotiate and scaffold their own use of reading strategies when encountering difficult texts.

Finally, the students were able to determine the learning nature and progress of their own learning through multiple classroom activities and materials. The classroom activities and materials aimed to urge the students learning with the extensive reading activities that gave the students a chance to link a classroom context and out-of-class activities. As the students performed the tasks, some encountered learners' difficulties, some initiated their language learning, some provided assistance to others, and some developed their language competence. It should be noted that each student had their own learning paces. This instruction allowed them to observe their learning progress and nature and became the pioneer of their own learning, rather than being passive learners.

Constructive interactions between the instructor and the students, among the students, and between the students and the computers

In this study, the center of learner autonomy development was around the three types of dialogues: teacher-learner dialogue, student-student dialogue, and student-computer dialogue. At the very beginning of the instruction, the teacher-learner dialogue was very important because it was used to establish the students' understanding of course objectives, course contents, and teaching procedures. Teacher-student dialogue was also frequently observed at the first month of the instruction since the students still relied on the instructors' guidance and support. As part of the teacher-student dialogue, the instructor intentionally asked the students wh-questions without giving exact answers to stimulate their sense of learner autonomy such as "What did you learn from the text?" "How did you find the meaning of the



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text?,” and “What would you do if you did not fully understand the text?.” These questions prompted the students for the upcoming tasks and prepared them for the challenges they might face while performing tasks. In other word, the instructor employed teacher-student dialogue to scaffold the students and created the environment of learner autonomy to be developed.

In addition, the student-student and student-computer dialogues were increasingly found at the mid-instruction to the end of the instruction. As the students began to stand on their own, they started to interact with their peers. For example, the students posted their assignments on the Facebook group, and then received feedback from their peers that they could recheck their own understanding against the others. Thus, the students were able to observe their own progress and others’. Also, the students had interaction with the online platform. In this study, the online platform shifted the students’ roles of passive learners to active learners who could make decisions on their own learning outside the classroom. In fact, it partially acted as e-portfolios for the students to observe their own progress from the very beginning to the very end. The students posted their assignments, self-reflection, and comments on the online platform. They actually had ‘dialogue’ with a computer. They then observed their gradual and continuous development. This type of dialogue connected to their further ability to critically reflect on their own learning as well as evaluate the effectiveness of their learning progress. Finally, it enhanced their confidence and motivation, which were important factors for fostering learner autonomy. This supports the results from Teeler and Gray (2000) who have found that the instructor could use online tools to contribute to the development of students’ reading skills because the tools enhance the students’ motivation to read. In addition, the results from this study also pointed out that the use of an online platform had a positive effect on the struggling students who lacked motivation to read. The students who might have low interaction in classroom could be highly engaged in the reading process once they accessed to the online reading platform and read for themselves. This study also showed that the students practiced the reading strategies voluntarily with their intrinsic motivation to learn outside the classroom setting. The results were consistent with the findings from Ciampa (2012) who claim that using e-books positively influences the students’ motivation to read. It was also consistent with Dickinson



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(1993) who noted that the students with high level of learner autonomy had a certain level of motivation to read. Therefore, it could be concluded that students' motivation to read could be promoted using the online platform which included both online activities and extensive reading activities, which contributed to the development of learner autonomy.

Learner autonomy as a process in the independent classroom learning

It was found that the integration of reading strategy instruction, extensive reading, and online learning in a blended learning environment enhanced learner autonomy because its instructional components promoted the stages in which learner autonomy could be developed. Figure 5.1 presents a proposed cyclical nature of the learner autonomy and its development, as concluded from the results of this study.

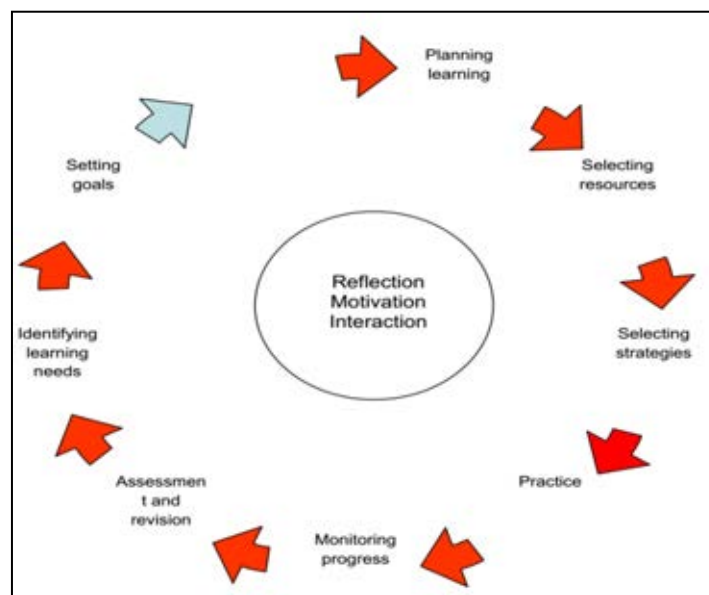


Figure 6: Cyclical nature of the autonomous learning process (Reinders, 2010, p. 51)

The students' developmental stages of learner autonomy in this study were similar to Reinders' (2010) framework, which includes the learners' learning actions which are modeled, encouraged, and monitored by the instructor. The students are led through the eight stages as follows: identifying needs, setting goals, planning learning,

selecting resources, selecting learning strategies, practicing, monitoring progress, assessing and revising.

Identifying needs: In this study, the students' needs were elicited from their preferences. The learning themes were drawn from students' interests and the classroom activities and materials were consistent with their preferences.

Planning: In this study, the students' learning included practicing setting reading goals and possible plans. The students received the information about the time, content, task, and schedule. They were also encouraged to make decisions on out-of-class extensive reading activities for themselves. The findings of this study confirmed Benson's (2013) claim that learner autonomy is the ability that allows learners to gain control over learning and the appropriate instruction that helps promote learner autonomy should allow them to plan their own learning, monitor their own learning progress, and evaluate the outcome of their learning.

Selecting resources: In this study, the students could choose their own reading contents and materials to be read from the extensive reading resources. They could find, produce, and share their assignments of their own choices without interference from the instructor. They could even change their selected reading texts in order to fit their pace of learning and their own situation. In short, they were given choices and they could make their own choices freely and extensively.

Selecting learning strategies: In this study, the students were able to choose reading strategies appropriate for the given assignments and adjust the strategies to solve reading problems. At the very beginning, the students were asked in the teacher-student dialogue about the current reading strategy they used. Then, the instructor delivered them both cognitive and metacognitive strategies. The students' role then turned into the experiencers who tried out the reading strategies while reading extensively. No one commanded them to use or not to use any reading strategies. The students were actually made decisions on their own.

Practice: The students were not only given choices of selecting resources and learning strategies, but they were also given a chance to practice during guided practice and independent practice. In this study, they had 14 classes of reading practices. They were encouraged by the instructor to apply the knowledge learned from the classroom with the assignments. The instructor became the one who



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provided supports if needed in the form of feedback and constructive comments. The students needed to practice reading on their own to increase language input and ensure vocabulary growth as well as to develop reading skills. In this study, the students reported on their increased knowledge of vocabulary in terms of word recognition and retention from the extensive reading activity. Words that appeared in different contexts should be more meaningful than those acquired by means of direct vocabulary instruction where words were presented in the passages. According to Atilgan (2013), extensive reading increases knowledge of vocabulary. With the extensive reading approach, students could write better in terms of vocabulary and content. When they see words constantly and repetitively, students could subconsciously pick up words to write.

Monitoring progress: In this study, the students developed their ability to monitor their own learning progress in terms of their use of reading strategies, language input, and the challenges encountered while reading. As for monitoring, the students who aimed for better results would revise their reading plans. For instance, some students reflected that they did not know enough vocabulary to initiate the meaning of the texts. Consequently, they solved the problem by adopting the use of a dictionary to search for the meaning of the targeted vocabulary. This study was consistent with the study by Maxim (2009) which reports that the self-monitoring strategies have positive effects on students' control over their own learning process. According to Chang (2010), students who employ self-monitoring strategies tend to read faster and have more appropriate control of strategies which can contribute to the success of task completion during learning activities.

Assessment and revision: Upon seeing their records, the students were given opportunity to alternate their practice to achieve the goals set by them. The students were encouraged to assess the effectiveness of their solution and revise their plan to the reading goal. For example, the students who used a dictionary to look for the meaning of the words might also feel that they needed to observe the word family of the word rather than using dictionary every time.

These stages of fostering learner autonomy were connected together by self-reflection, self-motivation, and interactions between the instructor and the students, among the students, and between the students and the online platform. In addition, the



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students' ability to think about their thinking could be promoted when they were given an opportunity to think recursively until they acquired the ability to plan, monitor, and evaluate their own learning. These preferable characteristics reflected the three basic pedagogical norms to promote learner autonomy, as proposed by Little (1991), that the instruction which fosters learner autonomy should include learner involvement, learner reflection, and appropriate target language use.

This study found that the cyclical nature of the autonomous learning process was useful for fostering learner autonomy of Thai EFL students. Whether learner autonomy will develop or not, the activities could at least shift the roles of students from passive learners to active learners. In addition, it was found that the use of online learning could be integrated with the nature of autonomous learning and it could be used to amplify the effectiveness of the stages of planning, selecting resources, selecting strategies, practice, monitoring progress, and assessment and revisions.

5.2.3 The students' opinions towards integration of reading strategy instruction, extensive reading, and online learning in a blended learning environment

Regarding the students' opinions towards integration of a blended learning and extensive reading instructional model, most of the students were satisfied with the online activities and agreed with most of the statements in the questionnaire. Also, the data obtained from the interviews yielded similar findings to the data obtained from the questionnaire. One reason why the students had positive opinions towards integration of a blended learning and extensive reading instructional model was probably because of the three main components of the course which were the course contents, the course materials, and the online activities, as elaborated below.

The finding revealed that the students were satisfied with the course contents, especially those of the reading strategies learned in class during face-to-face reading strategy instruction. The students found that the strategies were useful in helping them when they read the texts on their own. This finding was in congruence with what Shorkaee (2018) found after investigating 55 university students' attitudes towards reading strategies while reading texts of different difficulty levels. Results revealed that the experimental group outperformed the control group in reading performance and attitudes towards reading strategies in reading tests. Interestingly, the results from



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Shorkae's (2018) study also indicated that reading strategy instruction was proven effective in improving both reading performance and attitude towards reading strategies when students read the test at an appropriate difficulty level. In sum, the students in this study were satisfied with the course contents. They believed that the course contents, especially the strategies learned in class, helped them comprehend the text better when they read on their own.

As for the students' opinions towards the course materials, the students had positive opinions in all categories especially the usefulness of the class website and interesting online materials. As the students claimed, both the class website and the online materials promoted independent learning and collaborative learning. The findings of this study yielded support to previous studies which found that students had positive opinions towards the use of the online platform and extensive reading in their learning (Karbalaie, 2011; Takallou, 2011). Moreover, Pekel (2002) investigated 14 students' attitudes towards web-based independent learning at Bilkent University School of English Language. The comparison of the results from the pre- and post-questionnaires revealed that students' attitudes towards web-based independent learning changed positively, and interestingly, their knowledge of how to learn on the Internet increased considerably after receiving web-based independent learning. Most students were satisfied with the course materials especially those of the class website and the online materials. The students seemed to see the contents interesting and motivated them to read.

This study revealed that the students were satisfied with the online activities integrated into the course and they had positive opinions towards them. They agreed that online activities helped promote independent learning as well as comprehension in reading. The reasons were probably because this course emphasized independent learning and collaborative learning through online activities. The online activities which allowed the students to research, share, and discuss the assigned topic were claimed to be beneficial in assisting students' comprehension. Such a finding was consistent with the finding of Ku (2012) who examined attitudes of 197 graduate students regarding their online collaborative experiences. The findings revealed that the three extracted online collaborative factors including team dynamics, team acquaintance, and instructor support from the student attitude survey had moderate to



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high degrees of correlation with teamwork satisfaction. It was also discovered that the three collaborative factors accounted for 53% of the variance in online teamwork satisfaction. Moreover, the findings showed that the students favored working collaboratively in an online environment, and most of the students were satisfied with the online activities. They believed that the online activities, especially that of e-books and online collaborative learning activities helped promote independent learning and comprehension in reading.

However, some students mentioned encountering difficulty in selecting and applying reading strategies to their selected texts. They also mentioned their needs of more guidance and assistance in using online technology in their reading comprehension. It might be a result of the students' limited background knowledge in using technology-assisted learning and their familiarity with teacher-centered instruction. Therefore, the instructor might help the students not only to acquire and accomplish the target English reading comprehension skill, but also to have background in online or technology literacy so that they would be able to cope with this problem when they used online platform as an out-of-class activity. It was believed that the students who could cope with anxiety and difficulty in using an online platform when doing extensive reading tended to earn more language input. Beside this, they were allowed to take some responsibility in their own learning, not only reading comprehension but also learner autonomy would be enhanced.

5.3 Implications

Based on the findings of the study, it could be concluded that integration of a blended learning and extensive reading instructional model enhanced students' English reading comprehension and learner autonomy and the students were satisfied with the treatment. As a result, integration of a blended learning and extensive reading instructional model is promising to be integrated into other reading courses. Several classroom implications drawn from the findings of the present study are as follows:

First, instructors and institutions need to actively improve students' ability to manage ones' own reading by means of explicit reading strategy instruction supplemented by metacognitive reading strategy activities. In this study, once the students were actively involved in their own reading process, they became self-



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regulated readers who were able to plan their reading contents and activities, monitor their comprehension, and evaluate their comprehension and performance. The present research further supports the claim that such abilities facilitate students' reading comprehension and play a powerful role in the learning process by assisting students to be independent and strategic readers. Therefore, it is recommended that instructors should create various class experiences to increase the growth of metacognitive skills, such as designing metacognitive reading activities for students to plan, monitor, and evaluate their own reading comprehension, modeling and training the strategies explicitly during classroom period and observing students when applied the strategies with the new tasks.

Second, online extensive reading activities could be offered as part of classroom reading instruction. In this study, the students agreed that extensive reading activities increased their language input, expanded their vocabulary range, and reinforced the reading skills which led to their reading comprehension and learner autonomy. In this study, the instructor encouraged the students to participate in the online extensive reading activities in a blended learning environment. The students, hence, explored the new learning resources online and were able to direct their own learning. Moreover, there should be different assessment tools apart from online observation and reading logs to observe students' participation and performance in extensive reading activity.

Third, the instructor should allow students to use social network applications, both synchronous and asynchronous tools, to interact with the instructor and their peers in order to create meaningful learning environment. The instructor should also be involved in a blended classroom by giving guidance and meaningful feedback to the students in need. For example, when the students encounter problems and need online support, they could use a manual or ask for assistance from the instructor. Another way to provide appropriate support is to train the students on how to use the online platform effectively before the beginning of the instruction so that the students will be familiar with the online activities.



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5.4 Limitations

A number of limitations were identified in this study. First, this study employed an intact group of students assigned by the Department of English with lack of randomization in sample selection. Therefore, the context of the study might apply to a group of students who share similar contexts and characteristics. Second, since the study employed a one-group pre-test and post-test design, the results revealed only the enhancement of English reading comprehension and learner autonomy of the students who received the treatment. Therefore, a comparison between two different groups of samples should be investigated in order to compare the effect of the treatment on two different groups. Lastly, as the present study was conducted for 14 weeks, it was possible that the students might remember the reading passages and test items from the pre-test when they did the post-test at the end of the treatment. The issue of test maturity might reside in the students' results of reading comprehension.

5.5 Recommendations for future research

As the findings of this study suggested that integration of reading strategy instruction, online learning, and extensive reading in a blended learning environment contributed to the students' English reading comprehension and learner autonomy, more qualitative investigation is needed into the cognitive and metacognitive processes that the students employ when they interact with the online platform and the online extensive reading activities since the findings of this study shed light on the possibility that these processes could be developed or emerged when the students interact with the online platform and online activities. Further studies should also emphasize how cognitive and metacognitive enhance the students' development of learner autonomy and reading ability.

In addition, this study shed light on the implementation of an extensive reading program in an EFL higher education classroom setting. It is recommended that there should be more time for the longitudinal studies to examine the effects of the integration of a blended learning and extensive reading instructional model on different aspects of learner autonomy, such as the cognitive component, affective and motivational components, and the social component. Furthermore, the students' learner autonomy should be further investigated to better understand ongoing



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development of their learner autonomy over time. In this study, it may not be possible to assess all aspects of students' learner autonomy. Therefore, it is recommended the future research be undertaken to explore different assessment tools or methods to assess learner autonomy, such as self-reports, diaries, or self-evaluation sheets to more effectively investigate the changes in students' language learning performance over time in relation to learner autonomy.



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APPENDICE



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Appendix A
English Reading Comprehension Test



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Passage 1

Deep in the tropical forests of Southeast Asia, there may be thousands of species waiting to be discovered. Each year, researchers from around the world travel to the Greater Mekong region hoping to find an unknown type of animal or plant. According to a recent report from the World Wildlife Fund (WWF), 2015 was an especially successful year. Explorers discovered 163 new species in the region. A rainbow-headed snake and a dragon-like lizard are among 163 species that recently discovered in the Greater Mekong Region.

The Greater Mekong region includes all or parts of six countries. The area is known for its rich biodiversity. Scientists have discovered more than 2,000 new plant and animal species there since 1997.

One of these scientists is Olivier Pauwels from the Royal Belgium Institute of Natural Sciences. He and his team explored the jungles of Phuket Island in Thailand in 2015. There, they discovered a new lizard, nicknamed the Phuket dragon.

“Seeing this little dragon at night in the middle of the jungle was just magic,” Pauwels says. “We immediately realized we were dealing with a new species.”

It’s not all good news for the region. An increase in construction projects has destroyed the **habitats** of many species. The discoveries of a gecko with pale blue skin in Laos and a rare banana species in the northern Thailand are critically endangered because of increasing deforestation.

Pauwels says it’s important to find and document new species because they can’t be protected if we don’t know they exist.

“There will be many more cool species for kids to discover, as long as we protect the forests and waters that they call home,” Pauwels says.



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1. Which of the following would be the most appropriate title for the passage? *

- a. Spotting New Species
- b. How to Deal with New Species
- c. Animal Diversity in Southeast Asia
- d. Endangered Plants and Animals in Southeast Asia

2. Which of the following animal is NOT mentioned in the passage? *

- a. a rainbow-headed snake
- b. the Phuket dragon
- c. a horned lizard
- d. a gecko

3. The word "habitat" in paragraph 5 could be best replaced by _____. *

- a. organism
- b. dwelling
- c. existence
- d. conservation



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4. It can be inferred from the passage that _____.*

- a. The newly-discovered species are impacted by the loss of their habitats.
- b. Scientists are particularly concerned about the new species.
- c. Human civilization has a negative impact on biodiversity.
- d. New plants and animals should be observed and recorded.

5. It can be concluded from the first paragraph that_____*

- a. Species were discovered in The Greater Mekong Region more than ever.
- b. In Southeast Asia, animals are still exiled from their homeland.
- c. Researchers are planning to explore the extraordinary species this year.
- d. Every year the researcher travel to this region to discover newly species.



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Passage 2

A combination of sewage, salt, air pollution, sun, sand and wind may destroy the huge statue on the outskirts of Cairo. This statue of the Sun God has the body of a lion and the face of a human being. It is five thousand years old, but it is too badly damaged to be completely saved.

The statue had already been dug out of the sand three times. However, the latest problems are much more serious. First, there are no proper drains and water pipes in the neighborhood and the underground **passages** round the statue have become blocked. Too much water has been running into the stone statue for several years. As a result, tiny pieces of salt have been left on the stone and have damaged it.

Secondly, air pollution from the increasing amount of traffic in Cairo is also destroying the ancient statue. The air is so full of poisonous gases that it is making the stone crumble and decay even faster.

Thirdly, the statue is being damaged by extremes of temperature for example. Although the air is very cold at night, during the day the stone of the statue becomes very hot under the strong sun. Other natural forces, such as severe sandstorms, also attack the statue.



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6. The following are caused of damage to the statue EXCEPT _____.*

- a. the rain
- b. the air pollution
- c. the natural forces
- d. the high temperature

7. What is the main purpose of the passage? *

- a. To convince
- b. To inform
- c. To describe
- d. To criticize

8. The word "passages" in paragraph 2 could be best replaced by _____.*

- a. systems
- b. caves
- c. paths
- d. holes

9. It can be inferred from the passage that _____.*

- a. the statue looks like a lion.
- b. the statue of Sun God was incompletely saved.
- c. the statue was built for religious reasons.
- d. tiny pieces of salt have been put on the statue to prevent damage.



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10. It can be concluded from the passage that _____ *

- a. The statue had been reconstructed for several times.
- b. The population of Cairo wants the statue to be repaired after damage.
- c. The statue had affected by the forces of nature.
- d. Archeologists discovered the statue of Sun God under water.



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Passage 3

For the second year in a row, American competitive eater Joey Chestnut defeated his Japanese rival Takeru Kobayashi at the annual Nathan's Hot Dog Eating Contest in New York City, after a tie forced a five-hot-dog eat-off to be held.

After ten minutes of hot dog eating, two shorter than in previous years, Chestnut and Kobayashi were tied at 59 frankfurters. But after the rare tiebreaker, 24-year-old Chestnut emerged as the winner, claiming a \$10,000 prize and a mustard-yellow belt. "It was crazy," he said. "I'm just a normal guy eating hot dogs on the Fourth. You can't overcomplicate it."

Kobayashi, whose loss last year shattered a six-year winning streak, said that a sore jaw and a tooth problem may have **altered** his performance. "If I put one more mouthful in, I could have won", the 30-year-old Nagano native said through a translator. "I lost because I wasn't quick enough in the rematch."

This year, the 22 competitors were under a 10-minute time limit, unlike the 12 minutes used for previous contests. The reason for this, according to Nathan's, was the discovery of a document from 1916, which revealed that the original competition was 10 minutes long.

Thousands gathered at Coney Island to watch the annual event, which has become one of the more colorful traditions of America's Independence Day.



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11. According to the passage, who won the contest last year? *

- a. Nagano
- b. Takeru Kobayashi
- c. Joey Chestnut
- d. The text does not say.

12. How long was the competition last year? *

- a. 6 minutes
- b. 8 minutes
- c. 10 minutes
- d. 12 minutes

13. Which of the following can be inferred from Kobayashi? *

- a. He didn't speak English.
- b. He said the contest wasn't fair.
- c. He had won the contest for six years.
- d. He had health problems during the contest.

14. The word "altered" in paragraph 3 means _____.

- a. affected
- b. concerned
- c. maintained
- d. declined

15. What can be concluded from the passage? *

- a. Chestnut had won the competition for a couple of years.
- b. Kobayashi lost due to some poor medical treatment.
- c. It was surprised that Chestnut won the competition this year.
- d. The Nathan's Hot Dog Eating Contest was held in New Year Day.



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Passage 4

The blooming of the cherry trees around the Tidal Basin in Washington, D.C. has come to symbolize the natural beauty of our nation's capital city. The famous trees, a gift of Japan in 1912, signal Washington's beginning of spring with an explosion of life and color that surrounds the Tidal Basin in a sea of pale pink and white blossoms.

The first cherry trees were presents as a gift of friendship from Mayor Yoskio Ozaki of Tokyo to the city of Washington, D.C. in the early twentieth century. The gift and annual celebration honor the lasting friendship between the United States and Japan and the continued close relationship between the two countries.

3,020 cherry trees of different varieties were planted in March 1912 with just over half of the trees being Yoshino cherry trees. In Japan, the cherry tree, or Sakura is a plant which is valued highly. It is a powerful symbol which represents the transformation of Japanese culture through the ages.

In 2012, the 100-year anniversary of the gift was marked with a five-week celebration. Today, the festival spans four weekends and welcome more than 1.5 million people to enjoy the trees. Over the years, millions have participated in the annual event that heralds spring in the nation's capital.

Cherry blossom peaks anywhere from mid-March to mid-April depending on weather conditions. This year, the **optimal** time to see cherry blossoms along the D.C. has been pushed back several days because of a predicted cold snap this weekend. Cold temperatures have the potential to damage the cherry trees enough to lesson the impact of full bloom when it finally does arrive.

16. When does the Cherry Blossom Festival take place? *

- a. In winter
- b. In summer
- c. in autumn
- d. in spring

17. Which of the statement is TRUE about the cherry trees? *

- a. The trees were planted in Japan in the 19th century.
- b. The trees were gifted from people in Japan.
- c. The trees peak from mid-March to mid-May.
- d. The trees bloom every other year.

18. According to the passage, the word "optimal" in paragraph 5 means *

- _____.
- a. feasible
 - b. suitable
 - c. available
 - d. favorable

19. What can be inferred from the passage? *

- a. Cherry blossom is the symbol of friendship.
- b. Over 3,000 cherry trees were gifted to the United States.
- c. The festival is an international event, not the local one.
- d. A long-duration cold snap causes damage to the blossom.



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20. It can be concluded from the passage that _____ *

- a. The cherry blossoms symbolized a time of renewal.
- b. The cherry trees were grown with the cold temperature.
- c. Million people enjoyed Sakura blooming for a couple of months.
- d. USA sent the trees to Japan to represent goodwill.



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Passage 5

It is hard to say what is normal and what is weird where food is concerned – it all depends on the taste of the individual and which part of the world you come from. One person’s nightmare is another person’s delicacy. Here are a few of the strangest types of food from around the world.

Haggis (Scotland) – A world famous dish, haggis is made from the parts of a sheep many people would throw away. The heart, lungs and liver are mixed together with onion, spices and oatmeal, then put inside a sheep’s stomach and boiled for three hours.

Insects (Asia, Africa, South America) – Many insects are high in protein and contain important fatty acids and vitamins. In Thailand, it is common to find fried grasshoppers, crickets, scorpions, and worms on sale in the street. In Cambodia, a fried tarantula is delicacy: people eat the legs too at a time.

Sannakji (Korea) - Now that Japanese sushi is popular all over the world. Many people are used to eating raw fish. But this Korean delicacy is quite different since the food isn’t dead. Sannakji consists of baby octopus which are sliced up while alive: the tentacles are still wriggling about when the dish is served. If you don't chew the octopus carefully, there’s a real danger that the tiny suction cups can stick to your mouth and throat and choke you.

Fugu (Japan) - Fugu is the famous Japanese puffer fish filled with enough of the poison tetrodotoxin to be **lethal**. Chefs have to be trained for two to three years before they can prepare the fish. Fugu actually tastes quite bland. The excitement is in surviving the experience of eating it.

Casu Marzu (Italy) – More live food, this time from Sardinia in Italy. Casu Marzu is a cheese made with fly larvae, or maggots, to promote a level of fermentation that is close to decomposition. It is traditionally served with live insect larvae inside. The tiny, translucent worms can jump 15 cm if disturbed, so many people prefer to brush them off before trying the smelly cheese.

21. Which part of the world eats an animal which is cut up into pieces while still alive? *

- a. Korea
- b. Italy
- c. Scotland
- d. Asia, Africa, South America

22. It can be inferred from the passage that _____. *

- a. Food likes are so personal.
- b. Strange food often offers poor nutrition.
- c. Asia is the only continent with lots of weird food.
- d. Emotions play a huge role in eating behavior.

23. The following are true about the passage EXCEPT _____. *

- a. Fugu is dangerous if it is not prepared right.
- b. Haggis is traditionally cooked in a sheep's stomach.
- c. An undercooked-live octopus can be highly poisonous.
- d. Some people prefer not to eat live worms in Casu Marzu.

24. The word "lethal" in paragraph 5 could be replaced by _____. *

- a. shocking
- b. dreadful
- c. frightened
- d. hazardous

25. It can be concluded from the passage that _____. *

- a. Most people in Asia still favor strange food.
- b. Weird food is actually delicious for some people.
- c. Weird food has negative effects on the brain and the body.
- d. Raw food is famous in many Asian and European countries.



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Appendix B
Learner Autonomy Questionnaire



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Instruction

The questionnaire was constructed to investigate students' learner autonomy. Please rate each item according to the fact applied to you. Total information confidently will be assured. Besides, your answers will not have any effect on your grades.

คำชี้แจง

แบบทดสอบชุดนี้จัดทำขึ้นเพื่อสำรวจการเรียนรู้ด้วยตนเองของนักศึกษา ขอให้นักศึกษาตอบแบบสอบถามตามข้อมูลที่เป็นจริง ข้อมูลทั้งหมดจะถือเป็นความลับไม่เปิดเผยเป็นรายบุคคล และจะไม่มีผลกระทบใดๆ ต่อคะแนนวิชาภาษาอังกฤษของนักศึกษา

Name (ชื่อ):..... Student ID (เลขประจำตัว).....

Age (อายุ).....years Gender (เพศ)Male (ชาย)....Female (หญิง)

Directions: Making a tick (✓) under the number for each of the following items.

คำแนะนำ: กรุณาตอบว่าท่านเห็นด้วยกับข้อความข้างล่างมากน้อยเพียงใด โดยทำเครื่องหมาย (✓) ในช่องที่มีความหมายดังต่อไปนี้

- 5 = Very high (มากที่สุด)
- 4 = High (มาก)
- 3 = Moderate (ปานกลาง)
- 2 = Low (น้อย)
- 1 = Very low (น้อยมาก)

		1	2	3	4	5
Before reading ก่อนอ่าน						
1.	I can set my own reading goal. ฉันสามารถกำหนดเป้าหมายในการอ่านของฉัน					
2.	I can read with the goal in mind. ฉันสามารถอ่านตามเป้าหมายที่ตั้งไว้					
3.	I can decide on specific information to look for. ฉันสามารถเลือกข้อมูลเฉพาะที่ต้องการอ่าน					
4.	I can focus on specific information when I read. ฉันสามารถมุ่งเน้นไปที่ข้อมูลเฉพาะเมื่อฉันอ่าน					
While reading ขณะอ่าน						
5.	I can regularly check whether the content is making sense to me. ฉันสามารถตรวจสอบอย่างสม่ำเสมอว่าฉันเข้าใจเนื้อหาหรือไม่					
6.	I can identify what I don't understand in the reading. ฉันสามารถระบุสิ่งที่ฉันไม่เข้าใจในการอ่าน					

7.	I can ask myself a question when I don't understand the reading. ฉันสามารถถามคำถามตนเองเมื่อฉันไม่เข้าใจในการอ่าน					
8.	I can rate my comprehension by reflecting on how much I understand what I read. ฉันสามารถประเมินความเข้าใจของฉัน โดยการสะท้อนคิดว่าฉันเข้าใจสิ่งที่ฉันอ่านมากแค่ไหน					
After reading หลังอ่าน						
9.	I can decide whether the strategies or technique I used help me understand. ฉันสามารถตัดสินใจได้ว่ากลวิธีหรือเทคนิคการอ่านต่างๆ ที่ฉันใช้ช่วยทำให้ฉันเข้าใจหรือไม่					
10.	I can think of other strategies that could help reading. ฉันสามารถนึกถึงกลวิธีอื่นๆ ที่จะช่วยในการอ่าน					
11.	I can check whether I accomplished my goal for reading. ฉันสามารถตรวจสอบว่าฉันบรรลุเป้าหมายในการอ่านหรือไม่					
12.	I can assess how well I have accomplished the reading task. ฉันสามารถประเมินได้ว่าฉันทำได้แค่ไหนในงานอ่าน					

Suggestion ข้อเสนอแนะ



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Appendix C
Learner Autonomy Interview Protocol



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แบบสัมภาษณ์การเรียนรู้ด้วยตนเอง

1. In a few words, how would you describe the characteristics of an autonomous language learner? อะไรคือลักษณะสำคัญของผู้เรียนที่สามารถเรียนรู้ด้วยตนเอง
2. To what extent do you think this course improve learner autonomy? and how? นักศึกษาคิดว่าวิชานี้ช่วยส่งเสริมการเรียนรู้ด้วยตนเองระดับไหน อย่างไร
3. What are some activities that promote learner autonomy? and how? กิจกรรมที่ช่วยส่งเสริมการเรียนรู้ด้วยตนเองคืออะไร อย่างไร
4. What do you usually do before reading independently? ก่อนเริ่มอ่านด้วยตนเอง นักศึกษามักจะทำสิ่งใดก่อน
5. Have you encountered any problems while reading independently? How do you solve those problems? ขณะอ่านด้วยตนเอง นักศึกษาพบปัญหาอะไรบ้างและแก้ไขปัญหานั้นอย่างไร
6. After reading independently, do you evaluate yourselves? and How? หลังจากอ่านด้วยตนเองเสร็จเรียบร้อยแล้ว นักศึกษาได้ประเมินตนเองหรือไม่ อย่างไร
7. Do you think becoming autonomous learner help you read better? How? นักศึกษาคิดว่าการเป็นผู้เรียนที่สามารถเรียนรู้ด้วยตนเองช่วยทำให้นักศึกษาอ่านได้ดีขึ้นหรือไม่ อย่างไร



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Appendix D

Opinion Questionnaire



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แบบสอบถามความคิดเห็นที่มีต่อวิชา

Instruction

The questionnaire was constructed to explore students' opinion toward the course. Please rate each item according to the fact applied to you. Total information confidently will be assured. Besides, your answers will not have any effect on your grades.

คำชี้แจง

แบบทดสอบชุดนี้จัดทำขึ้นเพื่อสำรวจความคิดเห็นของนักศึกษาต่อวิชา ขอให้นักศึกษาตอบแบบสอบถามตามข้อมูลที่เป็นจริง ข้อมูลทั้งหมดจะถือเป็นความลับไม่เปิดเผยเป็นรายบุคคล และจะไม่มีผลกระทบต่อคะแนนวิชาภาษาอังกฤษของนักศึกษา

Name (ชื่อ):..... Student ID (เลขประจำตัว).....

Age (อายุ).....years Gender (เพศ)Male (ชาย)....Female (หญิง)

Directions: Making a tick (✓) under the number for each of the following items.

คำแนะนำ: กรุณาตอบว่าท่านเห็นด้วยกับข้อความข้างล่างมากน้อยเพียงใด โดยทำเครื่องหมาย (✓) ในช่องที่มีความหมายดังต่อไปนี้

- 5 = Strongly agree (เห็นด้วยมากที่สุด)
- 4 = Agree (เห็นด้วย)
- 3 = Uncertain (ไม่แน่ใจว่าเห็นด้วยหรือไม่เห็นด้วย)
- 2 = Disagree (ไม่เห็นด้วย)
- 1 = Strongly disagree (ไม่เห็นด้วยมากที่สุด)

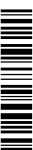
		1	2	3	4	5
Course contents เนื้อหาวิชา						
1.	Course contents are interesting. เนื้อหาวิชานี้ที่น่าสนใจ					
2.	Course contents meet my expectation. เนื้อหาวิชานี้ตอบสนองความคาดหวังของฉัน					
3.	The difficulty level of the contents suits my English background knowledge. ระดับความยากของเนื้อหาเหมาะสมกับพื้นฐานความรู้ภาษาอังกฤษของฉัน					
4.	Course contents help me comprehend the text better. เนื้อหาวิชานี้ช่วยให้ฉันเข้าใจบทอ่านมากขึ้น					
Course materials สื่อการสอน						
5.	Online reading materials, e.g., E-books, reading websites are interesting. สื่อการอ่านออนไลน์ในวิชานี้ที่น่าสนใจ					

		1	2	3	4	5
6.	A class website helps promote independently learning. เว็บไซต์ของห้องช่วยส่งเสริมการเรียนรู้ด้วยตนเอง					
7.	A reading strategy workbook helps me comprehend the text better. เอกสารประกอบการสอน กลวิธีในการอ่าน ช่วยให้ฉันเข้าใจบทอ่านมากขึ้น					
8.	Online materials used in class motivate me to read more. สื่อออนไลน์ที่ใช้ในห้องเรียนกระตุ้นให้ฉันอยากอ่านมากขึ้น					
9.	Online reading materials, e.g., E-books, reading websites are interesting. สื่อการอ่านออนไลน์ ในวิชานี้ น่าสนใจ					
Online activities กิจกรรมออนไลน์						
10.	Online activities and exercises help promote independent learning. กิจกรรมและแบบฝึกหัดออนไลน์ช่วย ส่งเสริมการเรียนรู้ด้วยตนเอง					
11.	Online activities and exercises help me comprehend the text better. กิจกรรมและแบบฝึกหัด ออนไลน์ช่วยให้ฉันเข้าใจบทอ่านมากขึ้น					
Course usefulness ประโยชน์ที่ได้จากวิชา						
12.	I read a lot more because I can select my reading materials to read at my own pace. ฉันอ่าน มากขึ้นเพราะฉันสามารถเลือกเนื้อหาการอ่านด้วยตนเองเพื่ออ่านตาม อรรถาศัย					
13.	I enjoy reading because I can select my own reading materials to read at my own pace. ฉันสนุกกับการอ่านเพราะฉันสามารถเลือกเนื้อหาการอ่านด้วยตนเองเพื่อ อ่านตามอรรถาศัย					
14.	I think this course helps enhance my English reading comprehension. ฉันคิดว่าวิชานี้ช่วยเพิ่มความเข้าใจ ในการอ่านภาษาอังกฤษของฉัน					
15.	I think this course helps enhance my ability to manage my own learning. ฉันคิดว่าวิชานี้ช่วยเพิ่ม ความสามารถในการจัดการเรียนรู้ของฉัน					
16.	After the course, I know how to manage my own learning. หลังจากจบวิชานี้ ฉันรู้วิธีการจัดการเรียนของ ตนเอง					
17.	After the course, I think I become autonomous reader. หลังจากจบวิชานี้ ฉันคิดว่าฉันสามารถเป็นผู้ที่สามารถอ่านได้ ด้วยตนเอง					



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Appendix E
Opinion Questionnaire Protocol



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แบบสัมภาษณ์ความคิดเห็นต่อวิชา

1. What do you think about the contents in this course? นักศึกษาคิดอย่างไรเกี่ยวกับเนื้อหาในวิชานี้
2. What do you think about the materials in this course? นักศึกษาคิดอย่างไรเกี่ยวกับสื่อในวิชานี้
3. What do you think about the activities in this course? นักศึกษาคิดอย่างไรเกี่ยวกับกิจกรรมในวิชานี้
4. What do you think about the overall instruction in this course? นักศึกษาคิดอย่างไรเกี่ยวกับการสอนโดยรวมในวิชานี้
5. Do you think this course is different from other reading course? How? นักศึกษาคิดว่าวิชานี้แตกต่างจากวิชาการอ่านอื่นๆ ไหม อย่างไร
6. What are your suggestions about the contents in this course? นักศึกษามีข้อเสนอแนะอะไรบ้างเกี่ยวกับเนื้อหาในวิชานี้
7. What are your suggestions about the materials in this course? นักศึกษามีข้อเสนอแนะอะไรบ้างเกี่ยวกับสื่อในวิชานี้
8. What are your suggestions about the activities in this course? นักศึกษามีข้อเสนอแนะอะไรบ้างเกี่ยวกับกิจกรรมในวิชานี้
9. What are your suggestions about the overall instruction in this course? นักศึกษามีข้อเสนอแนะอะไรบ้างเกี่ยวกับการสอนโดยรวมในวิชานี้
10. What is your overall impression about this course? โดยรวมแล้วประทับใจอะไรในวิชานี้

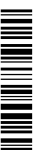


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Appendix F

Scope and Sequences



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Unit 1: Travel	IN CLASS	ONLINE	EXTENSIVE READING
Preparation	T scaffolding students' background knowledge and introducing the topic about travel and technology		
Presentation	T presenting reading strategies and vocabulary <i>Reading strategies:</i> scanning, making prediction <i>Target vocabulary:</i> add up, genuine, navigate, personalize, potential, route, spare, treasure		
Guided practice	T guiding students' practice on reading passage <i>Reading passage:</i> Travel and Technology web article		
Independent practice		Ss doing follow-up exercises independently and collaboratively via a class website <i>Independent practice reading passage:</i> Selling India's Rainy Season	

		reference article <i>Collaborative practice:</i> Serving the Internet about other places where a weak point could become a selling point and how to advertise the place and sharing via class Facebook	
Self-evaluation		Ss performing self-check on their past reading experience and difficulties, and giving suggestions for improving their reading performance via Google Doc	
Expansion			Ss serving e-book library and recommending their peers to read over their vacation on reading logs Ss reading e-books of their choices and recording their reading on reading logs
Unit 2: Fashion			EXTENSIVE READING
Preparation	T scaffolding students' background knowledge and introducing the topic about the effect of colors on fashion		ONLINE

	industry T presenting reading strategies and vocabulary <i>Reading strategies:</i> skimming, identifying the main idea <i>Target vocabulary:</i> abundant, convince, facility, lush, palace, sanctuary, vast		
Guided practice	T guiding students' practice on reading passage <i>Reading passage:</i> The Color of Fashion web article		
Independent practice		Ss doing follow-up exercises independently and collaboratively via a class website <i>Independent practice reading passage:</i> The Globalization of Fashion magazine article <i>Collaborative practice:</i> Serving the Internet about the fashion industry in Thailand that is impacted by fast fashion and sharing via class Facebook	

Self-evaluation			Ss performing self-check on their difficulties and evaluating whether they achieved the goal set in the past lesson via Google Doc	
Expansion				Ss serving e-book library and noting the points from their selected book that interested and impressed them via reading logs Ss reading e-books of their choices and recording their reading on reading logs
Unit 3: Disappearing Animals		IN CLASS		EXTENSIVE READING
Preparation			T scaffolding students' background knowledge and introducing the topic about endangered species	
Presentation			T presenting reading strategies and vocabulary <i>Reading strategies:</i> guessing meaning from context, identifying main idea within paragraphs <i>Target vocabulary:</i> critically, exploit, destroy, victim	

Guided practice	T guiding students' practice on reading passage <i>Reading passage:</i> Endangered Species reference article		
Independent practice		Ss doing follow-up exercises independently and collaboratively via a class website <i>Independent practice reading passage:</i> Animal Success Stories web article <i>Collaborative practice:</i> Serving the Internet and creating a conservation campaign about stopping the poaching of wildlife for the tourist torturing in Thailand and sharing via class Facebook	
Self-evaluation		Ss performing self-check on their reading improvement compared with the previous lesson via Google Doc	
Expansion			Ss writing their reading including a number of books or an amount of time they plan to spend reading on each week on reading logs Ss reading e-books of their

	IN CLASS	ONLINE	choices and recording their reading on reading logs
Unit 4: Big Money			EXTENSIVE READING
Preparation	T scaffolding students' background knowledge and introducing the topic about what a million dollars can buy		
Presentation	T presenting reading strategies and vocabulary <i>Reading strategies:</i> guessing meaning from context, previewing <i>Target vocabulary:</i> fulfill, investment, property, investment, in reality		
Guided practice	T guiding students' practice on reading passage <i>Reading passage:</i> What does a Million Dollars Buy? reference article		
Independent practice		Ss doing follow-up exercises independently and collaboratively via a class website <i>Independent practice reading</i>	

		<p><i>passage:</i> Lottery Winners: Rich...but Happy? magazine article <i>Collaborative practice:</i> Serving the Internet about a local or national social problem in Thailand that could benefit from charitable contributions and creating a new charity, and sharing via class Facebook</p>	
Self-evaluation		Ss performing self-check on their reading improvement in terms of strategy use compared with the previous lesson via Google Doc	
Expansion			Ss writing their reading plan which include their topic preference and serving e-books library whether they have found ones that match their preference Ss reading e-books of their choices and recording their reading on reading logs
Unit 5: Celebrations around the World	IN CLASS	ONLINE	EXTENSIVE READING
Preparation	T scaffolding students'		

	background knowledge and introducing the topic about wedding customs		
Presentation	<p>T presenting reading strategies and vocabulary</p> <p><i>Reading strategies:</i> guessing meaning from context, using sub-heading to predict content</p> <p><i>Target vocabulary:</i> custom, tradition, appropriate, worship, legend</p>		
Guided practice	<p>T guiding students' practice on reading passage</p> <p><i>Reading passage:</i> Wedding Customs magazine article</p>		
Independent practice		<p>Ss doing follow-up exercises independently and collaboratively via a class website</p> <p><i>Independent practice reading passage:</i> Travel Diary: Yanshuei Fireworks Festival journal entry <i>Collaborative practice:</i> Serving the Internet about a</p>	

			celebration or a tradition that might be unsafe, and sharing via class Facebook	
Self-evaluation			Ss performing self-check on their reading performance and self-learning in the first half of the semester via Google Doc	
Expansion				Ss creating their top-picks list by explaining why they like the books or articles on reading logs Ss reading e-books of their choices and recording their reading on reading logs
Unit 6: It's a Mystery		IN CLASS	ONLINE	EXTENSIVE READING
Preparation		T scaffolding students' background knowledge and introducing the topic about the lost world of South America		
Presentation		T presenting reading strategies and vocabulary <i>Reading strategies:</i> Making inferences, identifying main ideas within paragraphs <i>Target vocabulary:</i>		

	explore, villagers, researchers, explorer, diversity		
Guided practice	T guiding students' practice on reading passage <i>Reading passage:</i> The Lost World of South America magazine article		
Independent practice		Ss doing follow-up exercises independently and collaboratively via a class website <i>Independent practice reading passage:</i> Natural Mysteries research article <i>Collaborative practice:</i> Serving the Internet about mysteries places provided and creating a tour to the site, and sharing via class Facebook	
Self-evaluation		Ss performing self-check on the reading strategies they use in this lesson and whether they are successful or not via Google Doc.	
Expansion			Ss doing research about related topics to the lesson and writing a brief conclusion on reading logs

			ONLINE	Ss reading e-books of their choices and recording their reading on reading logs
Unit 7: Health and Fitness	IN CLASS			EXTENSIVE READING
Preparation	T scaffolding students' background knowledge and introducing the topic successful dieting			
Presentation	T presenting reading strategies and vocabulary <i>Reading strategies:</i> scanning, predicting <i>Target vocabulary:</i> alternate, portion, veteran, struggle			
Guided practice	T guiding students' practice on reading passage <i>Reading passage:</i> Successful Dieting web forum			
Independent practice			Ss doing follow-up exercises independently and collaboratively via a class website <i>Independent practice reading passage:</i>	

			Barefoot Running reference article <i>Collaborative practice:</i> Serving the Internet about unhealthy dieting and giving a piece of advice, and sharing via class Facebook	
Self-evaluation			Ss performing self-check about what they learn from the lesson via Google Doc	
Expansion				Ss doing research about related topics to the lesson and writing a brief conclusion on reading logs Ss reading e-books of their choices and recording their reading on reading logs
Unit 8: Space and Flight		IN CLASS	ONLINE	EXTENSIVE READING
Preparation		T scaffolding students' background knowledge and introducing the topic about human adaptation to space		
Presentation		T presenting reading strategies and vocabulary <i>Reading strategies:</i> identifying main idea and		

	supporting ideas, making inferences <i>Target vocabulary:</i> mars, mission, duration, blood, fluid, gravity		
Guided practice	T guiding students' practice on reading passage <i>Reading passage:</i> Human Adaptation to Space reference article		
Independent practice		Ss doing follow-up exercises independently and collaboratively via a class website <i>Independent practice reading passage:</i> Pioneers of Flight reference article <i>Collaborative practice:</i> Serving the Internet about facts in outer space, and sharing via class Facebook.	
Self-evaluation		Ss performing self-check on their reading performance via Google Doc.	
Expansion			Ss doing research about related topics to the lesson and writing a

	IN CLASS	ONLINE	brief conclusion on reading logs Ss reading e-books of their choices and recording their reading on reading logs
Unit 9: The Changing Family			EXTENSIVE READING
Preparation	T scaffolding students' background knowledge and introducing the topic about changing roles of family members from the past		
Presentation	T presenting reading strategies and vocabulary <i>Reading strategies:</i> recognizing facts and opinions, previewing <i>Target vocabulary:</i> self-esteem, siblings, extended family, stressful, personality		
Guided practice	T guiding students' practice on reading passage <i>Reading passage:</i> Changing Roles: The Rise of Stay-at-Home Dads newspaper article		

Independent practice		<p>Ss doing follow-up exercises independently and collaboratively via a class website</p> <p><i>Independent practice reading passage:</i></p> <p>Is an Only Child a Lonely Child?</p> <p>Magazine article</p> <p><i>Collaborative practice:</i></p> <p>Serving the Internet about birth order and how it influences on personality, and sharing via class Facebook.</p>	
Self-evaluation		<p>Ss performing self-check on their difficulties encountered when reading research articles via Google Doc.</p>	
Expansion			<p>Ss doing research about related topics to the lesson and writing a brief conclusion on reading logs</p> <p>Ss reading e-books of their choices and recording their reading on reading logs</p>
Unit 10: The Future of Education	IN CLASS		EXTENSIVE READING
Preparation	T scaffolding students'		

	background knowledge and introducing the topic about Internet learning		
Presentation	<p>T presenting reading strategies and vocabulary</p> <p><i>Reading strategies:</i> guessing meaning from context, identifying main ideas</p> <p><i>Target vocabulary:</i> reliable, supplement, educators, specialize</p>		
Guided practice	<p>T guiding students' practice on reading passage</p> <p><i>Reading passage:</i> Internet Learning: The Future? web article</p>		
Independent practice		<p>Ss doing follow-up exercises independently and collaboratively via a class website</p> <p><i>Independent practice reading passage:</i></p> <p>Plagiarism and the Internet newspaper article</p> <p><i>Collaborative practice:</i> Serving the Internet about the impacts of social media on</p>	

			children, adolescents and family, and sharing via class Facebook.	
Self-evaluation			Ss performing self-check on their overall reading performance and improvement via Google Doc.	
Expansion				Ss doing research about related topics to the lesson and writing a brief conclusion on reading logs Ss reading e-books of their choices and recording their reading on reading logs

Appendix G
Weekly Lesson Outline



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Face-to-face reading strategy instruction

UNDERSTANDING SUBHEADINGS TO PREDICT CONTENT

Sometimes reading passages are divided into paragraphs or sections that have subheading. We can use our existing knowledge of the topic and these subheadings to predict some of the ideas that may be in the reading.

Lesson 6: Celebrations

A: Read the title and the four subheadings. Fill in the blank below with your prediction on what will be in each paragraph.

Wedding Customs	
Marriage is a part of nearly every culture in the world, but marriage traditions vary greatly from place to place.	
The Wedding Dress	Idea: <u>colors, styles, fabrics</u>
The Rings	Idea: _____
Flowers	Idea: _____
Gifts	Idea: _____

IN CLASS

Online reading activities

Read

1 I just returned from the most amazing experience of my life at the Yanshuei Fireworks Festival!

After spending some time with my family in Taipei celebrating Chinese New Year, I'm staying the weekend with friends in Tainan, in the south of Taiwan. Last night my old roommate Lin invited me to a fireworks festival in the city of Yanshuei. Since we were going to fireworks festival, I assumed that I should pack a blanket and maybe some snacks for a picnic while we watched the fireworks. Naturally, I was surprised when Lin gave me an old sweatshirt, gloves, a towel, and a motorcycle helmet. When I ask why I needed these old clothes he smiled and said, "You'll see."

According to the first paragraph, why do you think Lin had to prepare Michael the old clothes for the festival? How do you know? Any clues? *

Your answer

Page 1 of 1

SUBMIT

Read

I just returned from the most amazing experience of my life at the Yanshuei Fireworks Festival!

After spending some time with my family in Taipei celebrating Chinese New Year, I'm staying the weekend with friends in Tainan, in the south of Taiwan. Last night my old roommate Lin invited me to a fireworks festival in the city of Yanshuei. Since we were going to fireworks festival, I assumed that I should pack a blanket and maybe some snacks for a picnic while we watched the fireworks. Naturally, I was surprised when Lin gave me an old sweatshirt, gloves, a towel, and a motorcycle helmet. When I ask why I needed these old clothes he smiled and said, "You'll see."



1 of 2

Was your prediction right?

- If yes, how do you know that your prediction was right?
- If no, what parts in the passage do you find the answers to your prediction?

Your answer

Page 1 of 1

SUBMIT

Online reading activities

Check

Answer the following questions.

How did Michael's idea of a fireworks festival differ from Lin's? *

Your answer

Page 1 of 2

NEXT

Did Micheal enjoy the festival? Why do you think so? *

Your answer

Page 2 of 2

BACK

SUBMIT



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Online reading activities

Share


Share: Celebrations

You are going to work in a small group and research about a celebration or tradition that might be unsafe from the following websites provided or from your own choice. After you have done, post it on your Facebook group. You may include

- The picture or the video clip
- The facts about the celebration or tradition
- Your opinion whether you would participate it or not
- References

Websites

- <https://www.festivalsherpa.com/7-most-dangerous-festivals-of-the-world/>
- <http://www.abc.net.au/news/2014-07-10/ten-dangerous-festivals-around-world/5579080>
- <http://firsttoknow.com/most-dangerous-festivals-in-the-world/>
- https://www.mazech.com/weird_festivals_around_the_world
- <http://www.placestoseeinyourlifetime.com/top-10-celebrations-around-the-world-1937/>

 **Jariya Olakit** is with Natthakron Yotmek.
August 9, 2017 · Add Topics

Jariya Olakit 5707053001108
Natthakron Yotmek 5707053001116
<https://www.youtube.com/watch?v=H9hb2bE0OKk>

The International Highline Meeting Festival, Monte Piana, Italy (เทศกาลผานมเปลือยผานบนเหล็กขาแอลป์)

This festival is the most chill festival in the world, but it also is the higher danger.


This festival is in September and it has a short time approximately 8-9 days or depending on climate.

The participants must lay, sit, sleep, play music instruments or open Yoga workshop in the hammocks which was hung with robes, so it is very challenging and dangerous like to throw the life tied with yarn.

We think this festival is very dangerous, but if we save alive from a festival that means we have a great experience adventure.

Think about this!
If you want to fight with danger, you will try.
If you want to save alive, you will stay at home.


Reference: <https://board.postjung.com/859446.html>


 YOUTUBE.COM
TICKET TO THE MOON - Hammock Sunshine Rainbow in Monte Piana... for PEACE
About this video: The idea to sleep in a hammock...


You, Yuvadee Sutikerd and 8 others · 3 Comments · Seen by 34

Like Comment

View 1 more comment

 **Pae Palale** This is a very dangerous thing I've seen before and I will never join in this activity. It would be heaven for brave people but I am not. I'm afraid of high and it doesn't have any safety security at all. I respect for people who did that. I'm too coward to do such things.
Like · Reply · 1y

 Jariya Olakit replied · 1 Reply

 **พาส ปาลาละ** ฉันรักคุณเพราะฉันชอบความท้าทาย แต่ฉันคิดว่าอันตรายอาจถึงแก่ชีวิตและฉันกลัวมาก
Like · Reply · 1y

OUT OF CLASS

Extensive reading activities

Out of class: Celebrations

By this time, you may find your *favorite* book(s) or article(s) you have read throughout the first half of the semester. Create your own "Top Picks" list by writing a few sentences to explain why you like the book(s) or article(s), and post it below. You may include

- The name of the books or article(s)
- The reasons you like the book(s) or article(s). You may use some phrases to express your opinion towards the contents in the book(s) or articles

JOL1108

August 9, 2017 at 9:46 pm

I love the book has all of emotions like the Heroes of Olympus because this book gave many principles such as relationship with friends, harmony, survival, critical thinking, losing and death include family problems between parents with childrent. I can pick the good principle for adept with mylife such as critical thinking use for my study daily.

★ Like

Reply →

Adapted from Day and Bamford (2004)

SELF-CHECK

What do you think you have improved in the first half of the semester in terms of reading and self-learning. How do you know? Explain

In terms of reading (before reading, while reading, after reading)

Your answer

In terms of self-learning (planning, monitoring, evaluating)

Your answer

SUBMIT

8/9/2017 13:45:20	0/2	1152	I realize that I can read & I work properly and have plan what do I have to do in everyday. I also have reading books timetable. I read 2 bo
8/9/2017 14:19:17	0/2	SMA1150	I still do not understand it I can learn more. Better understanding Before reading I don't ur while reading I know sor
8/9/2017 14:58:56	0/2	YSU1134	Now when I read I feel I plan to read a book or text on the time that I set if there are some difficult vocabulary I will pass it and then I will
8/11/2017 11:29:51	0/2	SSA1141	I try to find a picture of th I keep practicing my English every time. In reading part I will read it at least 1 time. If I don't understand I'll pass
8/15/2017 1:04:21	0/2	Yus1121	Before I read very slow. I think when I read with myself every day it's very good for me and it's help me about reading
8/14/2017 9:41:01	0/2	MRA1133	Sometimes in the text th I can choose how to read, such as scanning to get the information you need quickly and reliably
8/14/2017 10:35:16	0/2	1112	I think I have improved I learned from reading the articles. And I like watching movies and will practice reading books from subtitles in E
8/14/2017 11:38:39	0/2	PPR1122	In the first reading I do n Since I have learned myself I have become more understanding. And I keep developing
8/14/2017 12:19:54	0/2	OPR1154	Before reading I can pr On self-learning I myself like finding out what I want to know like this week I want to cook Korean food, then I see Before reading I have pr Planning I will read books of Oxford bookrooms in this time to help develop reading skills While reading I use read Monitoring. Books of Oxford bookrooms will have questions in the story to test the reader's understanding
8/14/2017 18:34:41	0/2	1116	After reading There are Evaluating I have more an understanding of reading text or report
8/14/2017 19:42:26	0/2	KTE1181	I believe that have to dev I learn plan to read such as read to easy understand
8/14/2017 21:11:56	0/2	NSA1119	I very numb when I read I have improved. I know because I can read it fast and know many vocabulary more than first
8/14/2017 23:19:54	0/2	1108	Before I'm reading I have plan that I must read the academic passage and text for collecting vocabulary, because I think the academic te
8/14/2017 23:27:13	0/2	JPU1195	I think I read faster after I think I read longer than before because I read what I interested
8/15/2017 9:59:22	0/2	1144	Before reading I will ha When I learn by myself I have to plan what I have to do. After learning I will also review how much I benefited fr
8/15/2017 9:35:54	0/2	PAE1126	I can understand what I Can focus more on reading
8/15/2017 12:36:33	0/2	1147	As first reading I still do I My reading practice is reading newspapers in which there is a difficult vocabulary I learned by translating words
8/15/2017 17:36:14	0/2	1148	In the past I read book a I like to read book a lot because I began to understand reading principles. And I try to choose the book that is a

Appendix H


Examples of 'sharing' activity via Facebook




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CU Theses 5687766420 dissertation / recv: 06082562 12:24:11 / seq: 26

Example 1:


 **Yuwadee Suttikerd** is with Siriporn Saret and 2 others. September 13, 2017 · Add Topics

Hi JudyGirl,
 In the past we used to diet by went to fitness centre, ate healthy foods, avoid unnecessary foods and thought of the good shape image in the future. From your problem, you can't eat the same food day after day. We would like to recommend you to create your schedule eating, take a moderation for eating and do workout . Each one of your meals should include a protein source, a fat source and low-carb vegetables. Constructing your meals in this way will auto... [See More](#)








 **Usarat Hamrak** I absolutely agree with your suggestion. I believe that JudyGirl can lose her weight if she create schedule for eating and exercise. Do not skip some meal in the day, Do not eating same food day after day, just eating 5 nutrients and don't eating too ... [See More](#)

Like · Reply · 1y · Edited

 **สุวิมล บุญชัย** I think this good way to lose weight for Judy.I agree with your recommend about lose weight to control for eating each meal and workout.And to eat healthy food such as vegetables and drinking water to important for Judy because benefit of water such as drinking water helps maintain the balance of body fluids,water helps keep skin looking good. The recommend able to help Judy to success for lose weight.

Like · Reply · 1y


 Write a comment...    

Example 2:

Pedr Prayoad is with Pete Thongnork and พลุโต ที่รัก.
September 24, 2017 · Add Topics

Ms. Patinya Prasong 5707053001122
Mr. Peerasak Thongnork 5707053001127
Mr. Opad Prayoad 5707053001154

1. What does it feel like in space?
I imagine that going out to space is such a fabulous travelling ever; I could dependently fly from one star to another meeting several of space-creatures. But actually, at being out there isn't just a series of breathtaking moments. It's a mix of the transcendence and deeply boring. It can be crowded, noisy, and occasionally uncomfortable d... See More



Na Chanthap In no.3, do you think it's the same process as in the spacecraft?
Like · Reply · 1y

Pedr Prayoad Of course not, because all spacecraft use the radio wave from the planet which is has a power more than 30,000 Watt. And when those spacecrafts are sent into the space, this power will extend to brillion times of itself. So, even when they are far away from the earth, they could communicate with the organize.
Like · Reply · 1y

Write a reply...

Gle Rattikorn I agree with your suggestion, you imagine that out to space is such a fabulous traveling ever. If I were you, I feel like bird that without weight just float. I feel unhappy because I don't like darkness.
Like · Reply · 1y

Write a comment...

Appendix I
Example of Google Doc Response Sheet



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2	9/20/2017 19:56:20		1144	Astronauts have problems adjusting t
3	9/23/2017 13:40:58	JPU1105		Most astronauts are suffer from phys
4	9/23/2017 13:52:43		1152	Gagarin and Armstrong had made his
5	9/23/2017 16:28:19		1108	I think the main idea of this paragra
6	9/23/2017 23:26:35	YSU1134		Many astronauts suffer physical prob
7	9/24/2017 10:01:06	MRA1133		There are many sickness astronauts
8	9/24/2017 14:02:33	OPR1154		There is some factor which causes t
9	9/24/2017 15:03:44	CSA1110		Many astronauts suffer physical prob
10	9/24/2017 19:39:54	CKU1114		For me, I think many astronauts suffe
11	9/25/2017 10:54:18	PKU1130		Many astronauts found problems fron
12	9/25/2017 13:13:37	SSA1141		There are some problems which astr
13	9/25/2017 15:12:31	RSR1136		I think problem of astronaut.because
14	9/25/2017 15:33:22	SCH1148		The astronauts suffer physical proble
15	9/25/2017 15:33:23	SPO1145		Many astronauts they will have probl
16	9/25/2017 17:59:44		1137	Many astronaut suffer severe physica



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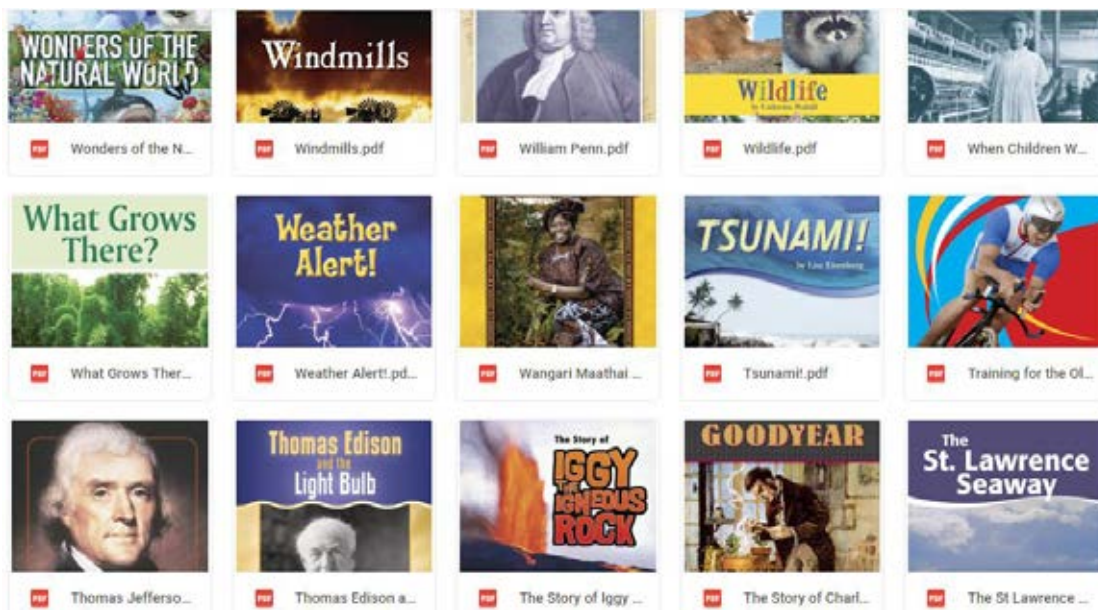
Appendix J

E-library



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Appendix K

Weekly Reading Logs



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Week 9

Nattanit Nukhong
5707053001115

Date	Time	What did you read? (news/ article/ book title)	How did you feel? (your feeling/ thought/ opinion)	What did you learn? (interesting points/contents)
Monday				
Tuesday		article (Water as Energy)	I think energy and water are intricately connected. All sources of energy require water in their production processes.	Energy availability is the pillar for social and economic progress in a society.
Wednesday				
Thursday		article (Digestive System)	I think it's important to keep drinking, especially water. It encourages the passage of waste through your digestive system and helps soften stool.	Many people love spicy food and it doesn't bother their digestive system. Others find their tummies upset when they have spicy food.
Friday				
Saturday		News (Thai teenagers with internet)	I think teenagers currently use the internet for wrong purposes.	- Pornography is not appropriate - Exaggerated Opinions
Sunday				

Appendix L
Lists of Experts Validating Research Instruments



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Instructional Manual

- 1) Asst. Prof. Maneerat Ekkayokkaya, Ph.D. (Chulalongkorn University)
- 2) Asst. Prof. Melada Sujit-apa, Ph.D. (Thammasat University)
- 3) Ajarn Denchai Prabjandee, Ph.D. (Burapha University)

Reading Comprehension Test

- 1) Asst. Prof. Maneerat Ekkayokkaya, Ph.D. (Chulalongkorn University)
- 2) Asst. Prof. Melada Sudajit-apa, Ph.D. (Thammasat University)
- 3) Asst. Prof. Supalak Nakhonsri, Ph.D. (King Mongkut's University of Technology North Bangkok)

Learner Autonomy Questionnaire

- 1) Asst. Prof. Maneerat Ekkayokkaya, Ph.D. (Chulalongkorn University)
- 2) Asst. Prof. Melada Sudajit-apa, Ph.D. (Thammasat University)
- 3) Ajarn Denchai Prabjandee, Ph.D. (Burapha University)

Learner Autonomy Interview Protocol

- 1) Asst. Prof. Maneerat Ekkayokkaya, Ph.D. (Chulalongkorn University)
- 2) Asst. Prof. Melada Sudajit-apa, Ph.D. (Thammasat University)
- 3) Ajarn Denchai Prabjandee, Ph.D. (Burapha University)

Opinion Questionnaire

- 1) Asst. Prof. Supalak Nakhonsri, Ph.D. (King Mongkut's University of Technology North Bangkok)
- 1) Asst. Prof. Paweena Channuan, Ph.D. (Barr & Chinwonno)
- 2) Ajarn Rin Cheep-Aranai, Ph.D. (Silpakorn University)

Opinion Interview Protocol

- 1) Asst. Prof. Maneerat Ekkayokkaya, Ph.D. (Chulalongkorn University)
- 2) Asst. Prof. Paweena Channuan, Ph.D. (Barr & Chinwonno)
- 3) Ajarn. Denchai Prabjandee, Ph.D. (Burapha University)



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VITA

NAME	Naruethai Chanthap
DATE OF BIRTH	24 August 1986
PLACE OF BIRTH	Chumphon, Thailand
INSTITUTIONS ATTENDED	Chulalongkorn University, Thailand
HOME ADDRESS	133/68 Sukaprachasan 1 Soi 1, Pakkret, Nonthaburi 11120
PUBLICATION	Chanthap, N., & Wasanasomsithi, P. (2019). The effect of integration of a blended learning and extensive reading instructional model on Thai EFL undergraduate students' learner autonomy, 12(2), 76-96.



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