

การพัฒนาการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือ โดยใช้หนังสือภาพประกอบ  
อิเล็กทรอนิกส์สำหรับนักเรียนประถมศึกษาปีที่ 5

นางสาวกานต์พจี รัตนแสง

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต

สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ

ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2554

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)

เป็นแฟ้มข้อมูลของนิสิตเจ้าของวิทยานิพนธ์ที่ส่งผ่านทางบัณฑิตวิทยาลัย

The abstract and full text of theses from the academic year 2011 in Chulalongkorn University Intellectual Repository(CUIR)

are the thesis authors' files submitted through the Graduate School.

THE DEVELOPMENT OF COLLABORATIVE STRATEGIC READING (CSR)  
INSTRUCTION USING ELECTRONIC CHILDREN'S PICTURE BOOKS  
FOR FIFTH GRADE STUDENTS

Miss Kanpajee Rattanaeng

A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education Program in Teaching English as a Foreign Language  
Department of Curriculum and Instruction  
Faculty of Education  
Chulalongkorn University  
Academic Year 2011  
Copyright of Chulalongkorn University

Thesis Title THE DEVELOPMENT OF COLLABORATIVE  
STRATEGIC READING (CSR) INSTRUCTION  
USING ELECTRONIC CHILDREN'S PICTURE  
BOOKS FOR FIFTH GRADE STUDENTS  
By Miss Kanpajee Rattanasang  
Field of Study Teaching English as a Foreign Language  
Thesis Advisor Pornpimol Sukavatee, Ph.D.

---

Accepted by the Faculty of Education, Chulalongkorn University in  
Partial Fulfillment of the Requirements for the Master's Degree

..... Dean of the Faculty of Education  
(Professor Sirichai Kanjanawasee, Ph.D.)

THESIS COMMITTEE

.....Chairman  
(Assistant Professor Apasara Chinwonno, Ph.D.)

.....Thesis Advisor  
(Pornpimol Sukavatee, Ph.D.)

.....External Examiner  
(Paradee Praphruetkij, Ph.D.)

กานต์พี รัตนแสง: การพัฒนาการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์สำหรับนักเรียนประถมศึกษาปีที่ 5

(THE DEVELOPMENT OF COLLABORATIVE STRATEGIC READING (CSR)

INSTRUCTION USING ELECTRONIC CHILDREN'S PICTURE BOOKS FOR FIFTH

GRADE STUDENTS) อ. ที่ปรึกษาวิทยานิพนธ์หลัก: อ.ดร. พรพิมล สุขะวาที, 171 หน้า.

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อพัฒนาการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์สำหรับนักเรียนประถมศึกษาปีที่ 5 โดยกลุ่มตัวอย่างที่ใช้ในการวิจัยเป็นนักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนสาธิต “พิบูลบำเพ็ญ” มหาวิทยาลัยบูรพา จำนวน 32 คน ที่ลงทะเบียนวิชาภาษาอังกฤษพื้นฐาน ในภาคเรียนที่ 1 ปีการศึกษา 2554 เครื่องมือที่ใช้ในการวิจัย คือ แบบทดสอบความรู้ด้านการอ่านภาษาอังกฤษจากหนังสือภาพประกอบอิเล็กทรอนิกส์ แบบจดบันทึก ความคิดเห็น และ แบบสอบถามความคิดเห็น ของผู้เรียน วิเคราะห์ข้อมูลโดยใช้สถิติภาคบรรยายและการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) องค์ประกอบของการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์นั้นประกอบด้วย 3 องค์ประกอบคือ (1) แผนการจัดการเรียนรู้ด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์ ( 2) ขอบเขตและขั้นตอนของบทเรียน และ(3) การประเมินผล 2) คะแนนเฉลี่ยหลังการทดลองมีค่าประสิทธิภาพของการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์ อยู่ที่ระดับ 86.37/ 85.10 ซึ่งสูงกว่าเกณฑ์ 80 / 80 ตามสมมติฐานที่ตั้งไว้ 3) คะแนนค่าเฉลี่ยจากแบบสอบถามความคิดเห็นต่อการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์มีค่าเฉลี่ย 4.16 (ส่วนเบี่ยงเบนมาตรฐาน = 0.710 ซึ่งแสดงให้เห็นว่านักเรียนมีเจตคติที่ดีต่อการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์

ภาควิชา หลักสูตรและการสอน ..... ลายมือชื่อนิสิต.....  
 สาขาวิชา การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ..... ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก.....  
 ปีการศึกษา 2554.....

# # 528 33092 27: MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE  
KEYWORDS: COLLABORATIVE STRATEGIC READING INSTRUCTION/  
READING ABILITY/ ELECTRONIC CHILDREN'S PICTURE BOOKS

KANPAJEE RATTANASAENG: THE DEVELOPMENT OF  
COLLABORATIVE STRATEGIC READING (CSR) INSTRUCTION  
USING ELECTRONIC CHILDREN'S PICTURE BOOKS FOR FIFTH  
GRADE STUDENTS. ADVISOR: PORNPIMOL SUKAVATEE, Ph.D., 171  
pp.

The objectives of this research were to develop Collaborative Strategic Reading (CSR) instruction using electronic children's picture books. The subjects were 32 fifth graders studying at Piboonbumpen Demonstration School Burapha University and enrolling in an English Foundation Course in semester 1, academic year 2011. The instruments used in this research were the English reading ability tests, students' opinion logs, and opinion questionnaire. The data were analyzed using descriptive statistic and content analysis.

The finding of the study revealed that: (1) the components of Collaborative Strategic Reading (CSR) instruction using electronic children's picture books were consist of 3 components: 1) lesson plans 2) scope and sequences, and 3) evaluation. (2) the effectiveness score of CSR instruction using electronic children's picture books were at 86.37/85.10, which was higher than the hypothesis setting criteria 80/80. (3) the mean score from the questionnaire eliciting students' opinions toward CSR instruction using electronic children's picture books was found positive with the mean score of 4.16 (S.D. = 0.710). These findings confirm that CSR instruction using electronic children's picture books positively affects students' reading ability.

Department: Curriculum and Instruction ..

Student Signature .....

Field of Study: Teaching English as a Foreign Language Advisor Signature .....

Academic Year: 2011 .....

## ACKNOWLEDGEMENTS

I am indebted to many people who provided me with guidance, advice, and support to produce this thesis. I am grateful to Dr. Pornpimol Sukavatee, my advisor, who devoted her time to guide me and gave me encouragement. I also would like to thank the thesis committee, Assistant Professor Dr. Apasara Chinwonno and Dr. Paradee Praphruetkij for devoting their time to read my work and for their valuable suggestions.

I would like to acknowledge great help from these three groups of experts who gave me guidance and academic advice. For advice on the electronic children's picture books, I give my thanks to 1) Assistant Professor Dr. Jintavee Khlaisang 2) Dr. Ruedeerath Chusanachoti 3) Dr. Udom Rattanaumpornsopol. For advice concerning the lesson plans and reading ability tests, I thank 1) Dr. Maneerat Tarnpichprasert 2) Dr. Prannapha Modhiran 3) Dr. Nawarat Siritaratn. Also, I give my thanks to these experts for their advice concerning the questionnaire and students' log eliciting students' opinions: 1) Assistant Professor Dr. Chansongklod Gajaseni 2) Associate Professor Dr. Punchalee Wasanasomsithi 3) Assistant Professor Dr. Arnon Chaisuriya. I would like to thank Ms. Nikki Cox, the president of the New Zealand – Thai Chamber of commerce and Ms. Supisa Williamson who devoted their time to prove English language used in the adapted stories. For recorded voice concerning the electronic children's picture books, I give my thanks to Mr. Piyaphong Ekrangsi, audio engineer at Karma Sound Studios.

I would like to extend my gratitude to all instructors at the TEFL program as well as all staff at the Faculty of Education. My grateful thanks also go to my friends in the TEFL program for many interesting ideas and sincere support. Most importantly, I am also grateful for the support provided by my beloved family. I give my thanks for their understanding, patience and encouragement.

# CONTENTS

	<b>PAGE</b>
Abstract (Thai).....	iv
Abstract (English).....	v
Acknowledgements.....	vi
Contents .....	vii
Lists of Tables.....	xii
List of Figures.....	xiii
Chapter I Introduction.....	1
Background of the study.....	1
Research questions .....	5
Objectives of the study .....	5
Statement of hypotheses .....	5
Scope of the study .....	6
Definition of terms .....	7
Significance of the study .....	8
Chapter II Review of the Literature.....	9
Collaborative Strategic Reading (CSR).....	9
Cooperative learning (CL) .....	9
Cooperative learning in CSR .....	11
Scaffold reading strategy .....	13
Scaffold reading strategy in CSR.....	14

	<b>PAGE</b>
Teacher's role in CSR.....	16
Students' role .....	17
Related research on Collaborative Strategic Reading (CSR) instruction .....	18
Children's picture books .....	20
Defining children's picture books.....	20
Types of children's picture books.....	21
The benefits of children's picture books.....	22
Selecting of the children's picture books.....	22
Related research on children's picture books.....	23
Electronic book (e-book).....	24
What is e-book? .....	24
Developing E- Book.....	25
Related research on electronic book .....	26
Social networks: Facebook .....	27
Facebook .....	29
Related research on Facebook .....	30
Reading ability .....	31
Components of reading abilities.....	33
The lower-level processes.....	33
The higher-level processes.....	33
Model of the reading process .....	34
Bottom-up models .....	34



	<b>PAGE</b>
Top- down models .....	35
Interactive reading models.....	35
Comprehension strategies .....	35
Cognitive reading strategies.....	35
Metacognitive reading strategies .....	36
Compensating reading strategies .....	36
Levels of reading comprehension .....	37
Chapter III Research Methodology.....	39
Research design.....	39
Population and sample.....	39
Research procedures .....	40
Phase I: The Development of Collaborative Strategic Reading (CSR) Instruction using Electronic Children’s Picture Books.....	42
Phase II : The Implementation of CSR using electronic children’s picture books .....	58
Research instruments.....	61
Data collection.....	68
Data analysis.....	70
Summary.....	71
Chapter IV Findings.....	73
Research question 1 .....	73
Research question 2 .....	88
Research question 3 .....	90
Summary.....	94



	<b>PAGE</b>
Appendix J The English reading ability test (Quiz IV).....	154
Appendix K The Item-Objective Congruence Index of the English reading ability test (Quiz IV) .....	155
Appendix L The Level of Difficulty of the Items (p) and the Discrimination Power of the Items (r) of the English reading ability tests (Quiz I,II,III, and IV).....	157
Appendix M Students' opinion log .....	161
Appendix N Opinion questionnaire.....	162
Appendix O Research Instrument Evaluation (For questionnaire and students' log).....	166
Appendix P Sample of Students 'logs .....	169
Appendix Q Lists of Expert Validating the Instruments .....	170
Biography .....	171

## LISTS OF TABLES

	<b>PAGE</b>
Table 3.1 Ranking of the Three Most Interesting Stories and Frequency from the Results of the Needs Analysis Questionnaire .....	45
Table 3.2 The types of electronic instructional media that the students like most ....	46
Table 3.3 The experts' validation of three electronic children's picture books.....	50
Table 3.4 Experts' comments on electronic children's picture books .....	53
Table 3.5 The experts' validation of three lesson plans based on CSR instruction using electronic children's pictures book.....	54
Table 3.6 Experts' comments on lesson plans in CSR instruction using electronic children's picture books.....	57
Table 3.7 The Duration of the Experiment .....	59
Table 3.8 The experts' validation of the student's opinion log and opinion questionnaire .....	66
Table 3.9 The research instruments .....	67
Table 4.1 Scope and sequences of CSR instruction using electronic children's picture books .....	74
Table 4.2 The sample of the English reading ability tests .....	86
Table 4.3 The results of the English reading ability tests .....	89
Table 4.4 Students' opinions toward Collaborative Strategic Reading (CSR) Instruction using electronic children's picture books .....	90
Table 4.5 $\bar{X}$ and S.D. of students' opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books .....	81

**LISTS OF FIGURES**

	<b>PAGE</b>
Figure 3.1 The Development of Collaborative Strategic Reading (CSR)	
Instruction using Electronic Children’s Picture Books.....	41
Figure 3.2 Collaborative Strategic Reading (CSR) Instruction using Electronic	
Children’s Picture Books Model .....	49

# CHAPTER I

## INTRODUCTION

### **Background of the study**

According to Basic Education Core Curriculum of Thailand B.E. 2551, it is stated that one of the important purposes of learning English as a foreign language is for communication. Hence, the learners need to have all four skills which are listening, speaking, reading, and writing, but reading is considered as the most important and necessary in acquiring knowledge in both classroom context and extra curriculum environment (Carrell, 1989 ; Grabe and Stoller, 2011).

However, Thai students show poor reading skill in English (Wisaijorn, 2004). NIETS (National Institute of Educational Testing Service (2009)) reported that the English O-NET mean score of the students were only 31.75 in Pratomsuksa 6, 22.54 in Matthayomsuksa 3, and 23.98 in Mathayomsuksa 6. Moreover, English score is the lowest of all subjects. It indicates that Thai students' English proficiency was lower than other subjects. From this result, it indicates that English proficiency may have an impact on the English reading ability. Therefore, it is possible to say that Thai students with low English proficiency may suffer from reading English.

Moreover, the age of young learners are introduced to English in the school in Thailand has decreased. There has been an increased focus on teaching of English to young learners. Many schools in Thailand implement English to the class in the kindergarten. From this reason, EFL teachers have to consider the material for young learners. Poonpan and Suwanmankha (2005) discovered that students in elementary school and secondary school could not study, discover, and acquire the new lessons or new knowledge by themselves due to the teaching methods in the past. In Thai

classroom context, reading instruction that mostly used as a method to teach in the classroom is translating from English to Thai instead of teaching with reading strategies which would help the students to construct meaning from the text (Soonthornmanee, 2002). Thus, students may be good at translation rather than become fluent readers in English (Chen, 2000).

According to English test score of Piboonbumpen Demonstration School Burapha University in English Foundation course for Pratomsuksa 5, English test score is low especially in the reading part. The mean score of reading part in this test was only 40 percent. It indicates that students' English proficiency was limited.

From the observation by English language teachers at Piboonbumpen Demonstration School Burapha University together with the researcher's working experience at this school during 2006 – 2011, it was found that the role of students in this school is passive learners. They were taught by teacher centered approach especially when they have to read the text or the story in English class, most students will wait for the teacher to explain and interpret the text or the story into Thai language, or they will use dictionary to find the meaning of the words.

From the preliminary interview the students in English Foundation Course for Pratomsuksa 5, they said that when they took the test especially in reading part, they would not read anything in the text or the passage. They were prompt answer. They said that they do not want to read because they do not know the meaning, and the topic is not interesting. As a result, Hudson (2007) stated that students may be reluctant to read as they may be at the beginning or low intermediate reading comprehension levels, as well as they lack of motivation to read. Hence, they are not inclined to explore the world of reading and find the variety topics that interest them (Hidi, 2000).

Therefore, it is important to find more effective reading strategy to teach Thai students in order to improve their reading ability. This study suggests an alternative strategy to teach reading for primary school students. Teachers who believe in cooperative learning and reading comprehension strategy instruction will employ Collaborative Strategic Reading (CSR) which combines those two instructional approaches (Klingner and Vaughn, 1999).

Klingner and Vaughn (2000) stated the effectiveness of CSR with elementary students, and they found that students in CSR group significantly outperformed on comprehension. Students also significantly increased their vocabulary and spent greater amount of time engaged in academic-related strategic discussion and assisted one another while using CSR. In addition, Kongkool (2005) found that after students learned by using CSR, their English reading comprehension were improved. Fan (2009) also investigated CSR on Taiwanese University students. The results indicated that CSR had a positive effect on students' reading comprehension in relation to the comprehension questions on getting the main idea and supporting details at significant level 0.05. Even though, CSR was implemented in many students in order to improve students' reading ability, but there is a few studies that focus on the use of computer technology. With the global growth of multimedia and technology, EFL teachers should exploit its advantages to enhance reading instruction.

Reading the story through the computer can be one of the effective ways. Liaw (1997) stated that computer books are interactive stories that appear on the computer screen as an actual book with texts and illustrations. There are also a variety of interactive choices that students can use to read the story. It is totally different from reading the printed book. The main reason that electronic book change the nature of reading lies in multimedia features such as oral reading, highlighting, animations, and



music/sound effects, all of which are impossible with printed books (Matthew, 1996). As a result, Cheng and Jung (2009) found that electronic books had positive effects on students' attitudinal changes in all dimensions of reading attitudes. Islam (2008) also found that electronic books support students understanding of the text and increase levels of comprehension.

Additionally, Tai (2008) found that both teacher control group and students self- control showed the positive attitude toward the electronic book reading, and also performed significantly better in English vocabulary learning of teacher control than students self control. Moreover, electronic book can develop students' reading comprehension skills and increasing their motivation to read (Matthew, 1996). Korat (2010) also found that electronic book can improve story comprehension and word reading. Therefore, implement CSR using electronic books might improve students' reading ability.

In order to help primary students on language learning, motivated their reading, and boosted their imaginations, children's picture books can be a good material (Chinh, 2009). Children's picture books combine image and text which provides students with aesthetic experience and illustrations reinforce the text therefore; the students will comprehend better (Mallan, 1999). Hence, it is possible to say that young EFL learners who have a difficulty in reading may start to read from children's picture books in order to improve reading ability. The aim of this study will propose the development of CSR instruction using electronic children's picture books for grade five students which helped students to improve their reading ability.

**Research questions**

1. What are the components of Collaborative Strategic Reading (CSR) instruction using electronic children's picture books?
2. To what extent does Collaborative Strategic Reading (CSR) instruction using electronic children's picture books affect English reading ability?
3. What are students' opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books?

**Objectives of the study**

1. To develop the instructional Collaborative Strategic Reading (CSR) using electronic children's picture books.
2. To investigate the effectiveness of Collaborative Strategic Reading (CSR) instruction using electronic children's picture books on reading ability of fifth grade students.
3. To explore students' opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books of fifth grade students.

**Statement of hypotheses**

Previous research on CSR instruction clearly supported the idea that CSR facilitates students' reading comprehension. For instance, Klingner and Vaughn (2000) stated the effectiveness of CSR with elementary students, and they found that students in CSR group significantly outperformed on comprehension. Additionally, Kongkool (2005) found that after students learned by using CSR, their English reading comprehension scores were higher. Moreover, Chinh (2009) stated that

children's picture books help primary students on language learning, motivated their reading and cultivate their imagination.

To determine the effectiveness of CSR using electronic children's picture books and students' opinions toward CSR using electronic children's picture books, the following hypotheses have been formulated:

1. The students' reading ability gained score from the English reading ability tests in Collaborative Strategic Reading (CSR) instruction using electronic children's picture books will achieve the criteria of the effectiveness at 80/80; (E1/E2) which E1 refers to the formative –tests and E2 refers to the summative-test.

2. The students express positive opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books.

### **Scope of the study**

1. The population for this study is fifth grade students from Piboonbumpen Demonstration School Burapha University, Chonburi.

2. The variables in this study are as follows:

Independent variable is Collaborative Strategic Reading (CSR) instruction using electronic children's picture books.

Dependent variables are students' reading ability test scores and student's opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books.

## **Definition of Terms**

1. Collaborative Strategic Reading (CSR) refers to reading strategies instruction that combines reading strategies and cooperative learning in order to improve reading ability. The reading strategies consist of four comprehension strategies which are preview, click and clunk, get the gist, and wrap-up. In this study, all four comprehension strategies were implemented with electronic children's picture books.

2. Electronic children's picture books refer to the electronic books with multimedia of children's picture books that the researcher develops from software called "Adobe Captivate". Students can read and interact through the computer.

3. Collaborative Strategic Reading (CSR) using electronic children's picture books refers to the English reading instruction that integrated the concept of Collaborative Strategic Reading (CSR) instruction and electronic children's picture books. Students can read through the computer screen, and they can do the activities via the computer, the internet, and Facebook as a social network according to the four steps of CSR instruction.

4. The criteria of the effectiveness at 80/80 ; (E1/E2) refers to the scores from the English reading ability tests, which E1 refers to the scores from the formative-tests and E2 refers to the scores from the summative-test (Ruengsuwan, 2004).

5. Students refer to grade five students at Piboonbumpen Demonstration School Burapha University, Chonburi who enrolled in English Foundation course in academic year of 2011.

### **Significance of the study**

The instructional CSR using electronic children's picture books develop in this study in order to support and assist grade five students to improve their understanding reading text. This study is significance because it will encourage and help students to use the reading strategies in their reading which benefit to their reading ability. Moreover, reading through electronic children's picture books can motivate students to read very actively. Once they can read successfully in class, they will have a confident to read out of class. They may become the independent readers, and they will develop life-long reading and learning because reading will guide and provide students to learn and acquire knowledge effectively.

The findings of this study may be used by teachers to develop and implement CSR instruction using electronic children's picture books for their English reading class. Electronic children's picture books can motivate students to read. The features of electronic children's picture books such as oral reading, background music, and pictures also arouse students' attention. Moreover, in this internet era, interacting with the internet and computer can be a tool to encourage students to read the English stories. The internet, computer, and pictures can reverse any negative attitude of the students to be the active reader. From these findings, they may encourage, inspire, and help teachers to look back at the way they teach reading.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This study develops instructional Collaborative Strategic Reading (CSR) using electronic children's picture books for fifth grade students. Related literature and research were reviewed to obtain sufficient background for this study. The topic discussed in this section includes:

1. Collaborative Strategic Reading (CSR)
2. Children's picture books
3. Electronic book (e-book)
4. Social network: Facebook
5. Reading ability

#### **1. Collaborative Strategic Reading (CSR)**

CSR is the reading instruction proposed by Klingner and Vaughn (1998) in order to promote reading comprehension for students with reading, learning, and behavior problems included in general education classroom. CSR derives from scaffold reading strategy and cooperative learning (Klingner and Vaughn (1999, p. 738-747).

##### **1.1 Cooperative Learning (CL)**

CL describes as any form of a small group work in a classroom. The students have to do activities together to accomplish a well defined, shared goal, discuss with each other, help one another understand, and encourage each other to work hard (Johnson and Johnson, 1999). CL has been shown to not only improve student

learning outcomes but also to have positive social, affective, and cognitive benefits as well (Willis, 2007).

In order to employ CL in the classroom effectively, it is necessary to have four essential components of CL activities ( Johnson, Johnson, and Holubec, 1993) :

1) Positive Interdependence, which is the knowledge that students are connected to the others in the group and that the success of the whole group depend on all the members to work and help each other succeed and achieve the goal.

2) Face-to-Face Interaction, which is the interaction of the group members will occur when all the members helping each other, discussing and share the idea.

3) Individual accountability, which is the knowledge that not only will the group's product be assessed, but that individual contributions will be assessed. The members are aware of each other's level of contribution. If one has a problem, the others should assist and support each other.

4) Social skill, where students must use appropriate social skills, taught and positively reinforced by the teacher to enable them to engage in meaningful cooperation. Skills such as leadership, decision making, trust building, communication, and conflict management must be present, as well as social skills that are required for cross cultural interaction and communication.

5) Group processing, which is a metacognitive awareness of the group's goals and progress. Students should focus on the functioning of their group, and how well members are working within the cooperative group structure. Students must be given appropriate time in their groups so that they can focus on the way the group is working and engage in problem solving to enhance the group's productivity. This

time students will acquire the necessary social skills, give and receive feedback, and allow students to have multiple opportunities to enhance their cooperative skills.

Cooperative learning group with well designed will give students opportunity to discuss the topic in a variety of ways from different perspective. This creates multiple opportunities for comprehensible input and output rather than answering questions or engaging in practice dialogue only. Students will have the opportunity to use their target language authentically with each other ( DelliCarpini, 2007).

From the benefit of CL, it was employed to implement in many classrooms at any level since it can help students to develop social skill, contents comprehension, and self esteem (Pattajinda, 2005). CL also promoted reading comprehension because the students can share their idea and brainstorming to help each other understand the text or the story. From this point, students have to integrate their thought in order to explain to others, so they can understand more (Klingner and Vaughn, 1999).

Moreover, Klingner and others, (2001) stated that CL can motivate students to learn and students can get higher score. CL also fits with EFL context and heterogeneous groups of students efficiently.

## **1.2 Cooperative learning in CSR**

Students who are accustomed to working together cooperatively quickly learn to implement CSR in small group (i.e., 4-5 students) once they have developed proficiency applying the comprehension strategies with their teacher's guidance. Within cooperative learning groups students are given two responsibilities: to complete the assigned task and to make sure that all other members of their group do likewise (Johnson and Johnson, 1993). Then, students discuss the material to be learned with one another, help one another to understand it and encourage one another to do their best. The components of cooperative learning described by Johnson and



Johnson are built into CSR: (a) a positive interdependence, (b) considerable face-to-face interaction, (c) individual accountability, (d) learning social skill, (e) post task evaluation.

For the students who do not have experience working in cooperative learning group will need to learn the social skills essential for working collaboratively prior to implement CSR. Learning group was not productive unless the members were skilled in cooperating with one another. The social skills will be taught through a three steps process whereby we first define the target behavior, next model the behavior, and finally provide opportunities for the students to practice the behavior, using simulation and role- playing. The social skills will be taught only one at a time, posing each behavior on a chart for reference as it is learned. Students learn how to listen attentively, ask clarifying questions, take turn speaking, provide positive feedback, and resolved conflicts.

Within cooperative groups, each student performs a designated role. Roles are an important aspect of CSR because cooperative learning seem to work best when all group member have a meaningful tasks. Roles rotate so that students can experience a variety of roles so that everyone takes a turn being a leader. A cue sheet and encouragement will be provided to help students successfully in leading their group. Students can perform more than one role at a time if necessary. CSR roles include as follows:

Leader: Lead the group in the implementation of CSR by saying what to read next and what strategy to apply next. Ask the teacher for assistance if necessary.

Clunk expert: Use clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

Gist expert: Guide the group toward the development of a gist and determines that the gist contains only the most important ideas.

Announcer: Calls on different group members to read or share the ideas. Make sure everyone participates and only one person talks at a time.

### **1.3 Scaffold reading strategy**

Scaffold reading strategy is a set of pre-reading, during-reading, and post-reading. Graves and Graves (2003) has expanded the definition of scaffold reading that is to help students complete tasks that they could not complete by themselves, scaffolding can aid students by helping them to better complete a task, to complete a task with less stress or in less time, or to learn more fully than they would have. Schmitt (1990) classified the reading strategy into three steps which are pre-reading, during reading, and after reading as follows:

1. Pre-reading: the reader will try to think about what they are going to read, and already knew about the text or the story. They will use the title, key words, or picture to predict the text or the story.

2. During reading: the reader will try to check their understanding whether they understand or not, then try to find the strategy to help them such as using context clues, get the main idea, aware of reading structure in order to understand the text or the story.

3. After reading: the reader will try to sum up what they have read, review, and interpret it. Therefore, the reading strategies are used as a tool to comprehend the text or the story in order to utilize or apply the information from it.

Durham (1999) also stated that teaching reading strategy to the readers or the students, teachers should train the students to use the strategy directly in order to make them aware of the importance of using the strategy and apply it.

#### 1.4 Scaffold reading strategy in CSR

Scaffold reading strategy in CSR involves with the coherence of background knowledge of the readers with the story, the prediction of the readers to the story, guessing the meaning of the unknown vocabulary by using context clues, summary the main idea with their own words, questioning about the story, also review and summarize what they have learned.

Thus, reading strategy and cooperative learning were developed to CSR, which reading comprehension can be promoted and reinforced through peer collaboration and the application of reading strategies (Vaughn et al., 2001). In CSR, four reading strategies are taught by Klingner and others, 2001):

1) Preview. Which is a pre- reading strategy introduced for students to predict what they will read to activate their background knowledge about the text or the story. Students' background knowledge is one of the most important factors to affect reading comprehension (Pressley, 2006). In this step, the group leader will lead the group member to survey through the text or the story roughly. Then they will note and discuss with others in group. Note- taking strategy will be employ to help students identify key facts and important detail.

2) During the reading, "Click and clunk" is the reading strategy implemented to help students deal with "clunk", which are the unknown words or expression. Students will be taught several vocabulary strategies to help them tackle comprehension obstacles arising from difficult clunk. In this step, the group leader will distribute the text to the group member, then each of them will read and write the "click", the words or expression that they already knew the meaning. Also they will find the clunk words or expression, and discuss about them. They may use "fix-up" strategy to figure out the clunks (Klingner and Vaughn, 1998). Reread the sentence

without the clunk, and think about what information provided in the text or the story would help to understand the meaning of the words. Reread the sentence with the clunk and reread the sentence before and after the clunk. Also, looking for clues such as pictures, prefix, suffix, and break the word apart and look for smaller words that know the meaning. The vocabulary group leader will summarize about what they discussed.

3) ~~Get the gist~~, which help students to identify the most important idea of the text or the story and exclude unnecessary details. However, finding the gist is not an easy task. It is suggested that this strategy should be taught explicitly through reading instruction (Lin, 1991). Teaching students how to find the topic sentence and how ideas are connected can help them distinguish the gist from the supporting information (Fan, 2009). Summarizing strategy will be employed to help students to identify the central or main ideas by locating key words and identify supporting factual information (NICHD, 2000). Therefore, re-state in students own words can also prompt students to get the gist easily (Klingner and Vaughn, 1998). In this step, the group leader will lead the group member the find the main idea. Students have to read very carefully then share and summarize in group. The most important thing in this step is students have to write in their own words.

4) After reading, students will use the wrap – up strategy to summarize what they have learnt from the text or the story and generate questions to check the understanding of the whole story. Klingner et al. (1998) suggest that students can generate ~~five W's and one H~~ (who, what, when, where, why, and how) questions about the crucial information in the text or the story to help them check their reading comprehension.

To sum up, in all four steps, students will take an individual note to assist them keeping track about what they learnt in Collaborative Strategic Reading Learning Logs which divided into 6 steps as follows:

- 1) To write about what students already know about the topic.
- 2) To write about what they predict that they will learn from the text or the story.
- 3) To write click and clunk words or expression.
- 4) To write the main idea or the gist of the text or the story.
- 5) To write the questions about the important ideas in the text or the story.
- 6) To write about what they have learned.

In CSR, students will be trained before implement this strategy to the class by the teacher. The teacher will teach students about what they have to do and practice strategies in each step. Once they can handle or run the steps by themselves, teacher will implement CSR and let students work in their group of four. Each student will be assigned a defined role to scaffold their content learning and reading comprehension. Therefore, the teacher plays an important role in implementing CSR to the classroom.

### **1.5 Teacher's Role in CSR**

Vaughn, Klingner and Schumm (2002) stated that teacher's role in CSR will change from a lecturer to be a facilitator to help students understand reading strategy and apply to use it by themselves. Before implement CSR to the classroom, teacher will teach reading strategy and how to adapt or make use of it by demonstrate the process of CSR in front of the lass. Then, teacher will let students practice and give suggestion. Once they are ready, teacher let students work in a group of 4-5 which are heterogeneous group and observe them. If students need helps, teacher should assist them by demonstrate the strategy used and encourage them to think and share

the beneficial idea. After that, teacher should review all the things that students have done and make sure that every student understands the CSR process before implement it to the real classroom.

Once the teacher trains the students to use CSR effectively, the students should be aware of their roles when do the CSR in the classroom.

### **1.6 Students' Role**

Students will be assigned the duty that they are in charge when doing CSR as follows:

1. Leader, the duty of the leader is to lead the group members run in the process and encourage them to share and discuss the idea. Also lead the group member to discuss the preview and wrap up step.
2. Clunk Expert, the duty of the clunk expert is to lead the group members to discuss the unknown words and suggest the strategy in order to find the meaning of the clunk words.
3. Gist Expert, the duty of the gist expert is to lead the group members to discuss and share idea about the main idea that got from each member. Then summarize the final idea of the group.
4. Announcer, the duty of the announcer is to encourage the group members to share and discuss their idea and mediate between other groups and the teacher.

In conclusion, CSR encourage and support students to learn and share their idea in a small group. Every student will play an important role in leading the group to achieve the goal together. Students can get the opportunity to use the reading strategy in a cooperative way which students can learn with their friends. Therefore, they will know how to interact with people in the social life. Klingner and others

(2001) indicated that the students who use CSR can improve their reading comprehension, increase motivation and self-esteem. Students can also use their background knowledge to help them understand the text or the story easily, use the clink words to explore the meaning and try to find the clunk words by using strategy on their own. Then, they can get the gist or the main idea very easily and apply the knowledge from the text or the story read because they can use wrap up strategy to review what they already known. Once they can make use of CSR fluently, they can apply to use it on their own independently.

Moreover, Klingner, Vaugh, and Schumm, (1998) reported that CSR can also effect students in grade four to improve reading comprehension. Also, Bryant and others, (1999) stated that they implement CSR to grade seven students, and the score of reading comprehension test is higher than the prior implementing CSR. As a result, CSR instruction can improve students' reading ability.

The review above showed that Collaborative Strategic Reading (CSR) instruction can help students to improve reading ability effectively.

### **1.7 Related research on Collaborative Strategic Reading (CSR)**

#### **instruction**

At present, Collaborative Strategic Reading (CSR) instruction is used to improve students' reading ability in many classroom contexts. There are many research studies related to the use of Collaborative Strategic Reading (CSR) instruction in teaching ESL/ EFL that are reviewed below.

Kuttiya (2001) compared students' reading comprehension and students' social skills before and after taught with CSR on Mathayomsuksa 4 students. The finding found that students' reading comprehension score and social skill level were higher than prior to the experiment.

Kongkool (2005) investigated the use of CSR to develop English Reading comprehension, vocabulary learning and summary writing ability of monk students. The finding indicated that after students learned by using CSR, their English reading comprehension scores were higher than those prior to the experiment. Moreover, students' vocabulary learning scores and English summary writing ability score were also higher than those prior to the experiment.

Klingner, Vaughn, and Schumm (1999) investigated the effectiveness of CSR on heterogeneous fourth-grade classrooms. The result indicated that students in experimental condition made greater gains in reading comprehension.

Klingner, Vaughn, et al (2004) examined teachers' yearlong implementation of CSR. Five intervention and five control teachers from five schools participated along with their students. The finding indicated that students in CSR classroom improve significantly in reading comprehension when compare with students in control classroom. Teacher case studies reveal that with the exception of one teacher, students' comprehension gains were associated with the quality of CSR implementation.

Fan (2009) investigated the impact of CSR on Taiwanese university students' reading comprehension explore the process of how they collaborate for text comprehension, and examine their perspectives of the CSR intervention. The finding indicated that CSR had a positive effect on the Taiwanese university learners' reading comprehension in relation to the comprehension questions on getting the main idea and supporting details.

Xiao (2010) investigated the effectiveness of CSR on reading comprehension ability of university EFL learners in Macau. The results indicated that CSR is more effective than conventional method of teaching English reading comprehension.



The previous research clearly supported the effects of Collaborative Strategic Reading (CSR) instruction on teaching English reading. It was found that CSR instruction was very useful in many aspects. In this study, CSR would help grade five students in Piboonbumpen Demonstration School Burapha University to improve their reading ability. In order to teach CSR effectively with the students in grade five, choosing texts is very important. Chinh (2009) stated that children's picture books helped primary students on language learning, motivated their reading and boosted their imagination. Therefore, children's picture books will suit students in this level.

## **2. Children's picture books**

Due to the introduction of English language to EFL young learners in Thailand, EFL teachers have to consider the material for those young learners. In teaching reading, it is important to identify the types of materials that best prepare students for learning English language. Children's picture books can broaden students' views of worlds from the rich context and cultural information as well as enhance students' confidence in learning English (Tyan and Shen, 2003; Lin 2003).

### **2.1 Defining children's picture books**

Children's picture books are the books that tell a story or demonstrate a concept through a unique combination of the text and art meaning (Cullinan and Galda, 1998). Also, Glazer (1997) reported that children's picture books are the text and pictures that equally important to cooperatively tell the story. Therefore, children's picture books can facilitate or support the students to comprehend, understand, and infer the plot or the main idea of the story from both pictures and texts.

## 2.2 Types of children's picture books

Generally, children's picture books can be classified as four major types (Matulka, 1999):

a) Toy books, which include board books, pull-tab books, flap books, pop-up books, cloth books, and plastic books. Toy books can be simple or very complex, but they are still attractive to children, because they are quite fun when incorporating into story time; so it is a good introduction to children's literature.

b) Concept books, which can promote visual literacy and language development for children. Concept books introduce children to shapes, colors, the alphabet, counting, and more difficult concepts such as principles of grammar and time. Concept books are often used in an instructional capacity.

c) Wordless books are useful tools to help children develop language and narrative skills. In wordless books, the text is absent or minimal, so the children can apply their own meanings to the story. Many teacher regard wordless books are the materials that can cultivate students' imagination while conducting students' own stories.

d) Easy readers or beginning books which are transition books for children moving from picture books to chapter books. They are designed to read with minimal or no assistance from the adults and the illustration in the book become the supports for the readers to understand the text. Easy readers are suitable for the readers who have basic literal skill.

In this study, the researcher used the beginning books to implement in the class for grade five students.

### **2.3 The benefits of children's picture books**

Originally, children picture books were created for reading aloud to children (Tomlinson and Lynch-Brown, 1996), and it is a common phenomenon in western countries that parents read picture books aloud to their children at the bedtime. Since, picture books can not only build an intimate relationship with children, but also enhance children's language learning. Therefore, this concept is adapted to EFL context. The benefits of children's picture books are as follows (Marriot 1991):

- a) Children's picture books can help children to develop their intellectual abilities and provides the raw material for children's meaning making.
- b) Children's picture books can enhance children's motivation of reading and help them become mature and fluent readers.
- c) Children's picture books can promote children's language abilities such as reading, speaking and listening.
- d) Children's picture books can expand children's social abilities of cooperation.
- e) Children's picture books can cultivate children's aesthetic sense.

According to the benefits of children's picture books, it is possible to state that children's picture books can be suitable material for literacy development.

### **2.4 Selecting of the children's picture books**

Selecting of children's picture books is very important. Children's picture books with rich and authentic examples of the language are the priority when choosing the books for children and high quality of illustration are also another concern because books with good and varied illustrations can synchronize with the text and support children's understanding by the visual literacy (Ellis, 2002).

Basically, an appropriate children's picture books in classroom, first, needs to have original, appealing ideas that could enhance children's curiosity or interests that can connect to their own life experience. Second, teachers should take students' background knowledge, motivation to read as well as levels of reading proficiency into consideration. Third, the books needs to have various writing styles and repeated sentences for children to understand the structure of language. Fourth, the content should contain authentic and accurate cultural knowledge and avoid the racial, ethnic, or sexual stereotyping. Finally, the book should have the potential to arouse different activities and themes for children to discuss with parents and teachers (Liaw, 1998).

As a result, children's picture books can motivate students to read, and help students to understand the text easily.

### **2.5 Related research on children's picture books**

Chang (2002) has investigated the feasibility of using picture books as the main material in the elementary EFL classroom in the study, and the result reported that picture books were good alternative materials to enhance students' learning motivation and attention during the class.

Chinh (2009) reported the results of a study with a group of primary school students in Taiwan which indicated that reading English picture books helped with their language learning, motivated their reading and stimulated their imaginations.

In this study, the researcher chose the appropriate picture books according to Basic Education Core Curriculum of Thailand B.E. 2551 for foreign language standard and students; needs. However, students live in a digital age in this day; the teacher should offer the students a language- rich environment that students can engage in language activities. Moreover, electronic book has proved particularly beneficial to young learners that it can improve reading and motivation (Chera and

Wood, 2003). Since the features of electronic book such as oral reading, music, sound effects may reinforce their reading attitude and motivation (Cheng and Jung, 2009). In this present study, the researcher offered children's picture books in electronic format.

### **3. Electronic book (e-book)**

In the Internet era, students have high computer literacy and keen interest in multimedia. It inspired EFL teachers to consider the possibility of converting their traditional teaching setting into e- setting which students are constantly exposed to (Chu, 1995). EFL teachers are further encouraged to use the computer technology as an intervention strategy to reverse students' negative attitudes toward reading in EFL context (Adam and Wild, 1997). Moreover the appearance of texts with multimedia support or e-books may consider for the changes (Cheng and Jung, 2009).

#### **3.1 What is e-book?**

Sosinsky and Parker (1996) stated that e- book is a book in the electronic form and transferred to CD-ROM. The reader can read e- book via computer. It can support the interaction between the reader and computer while the book which is a paper book cannot. It can present in many way such as text, number, animation, or sound. Text or number in e- book called Hypertext, and animation or sound called hypermedia (Malaiwong, 1997). Barker (1996) classified e-book based on the basic quality into:

1. Text Books, which has only text or message. Normally, it needs search engine to search the information such as Oxford Textbook of Medicine on CD-ROM
2. Picture Books which has only the pictures such as Atlas, World Atlas on CD-ROM
3. Talking Books, which has a sound on description or music. Normally, it use for blind person.

4. Moving Picture Books, which has lively pictures or V.D.O
5. Multimedia Books, which combines text, sound, and pictures.
6. Poly Media Books, which combine CD-ROM or paper.
7. Hypermedia Books, which almost the same with multimedia, but the data can be linked for example, Hypertext Hands-on!
8. Intelligent Electronic Books, which can analyze the need or behavior of the reader
9. Tele media Books, which need the internet to send the message such as Teleshopping Catalogues.
10. Cyber Books, which use technique –Virtual Reality”. The reader will experience virtually from the real scene.

In this paper, the researcher developed in multimedia Books in order to attract fifth grade students which are the participants of the study to have a virtual reality experience about what they are going to read and motivate them to read efficiently.

### **3.2 Developing E- Book**

Ruengsuwan (2005), stated how to development e-book into 5 steps:

- 1) Analyze
  - 1.1) Course Analysis, which is the most important to design e-book. Teacher has to analyze the content or the lesson, and set the objective. Then list the contents and make the connection.
  - 1.2) Tutorial Objectives, the teacher should specific the terminal objects and enabling objectives.
  - 1.3) Content and activities Analysis, the teacher should give specific detail of the content or activities.
- 2) Design, the teacher should design lesson plan, flow chart, story board,

and narration voice script.

3) Develop, the teacher will input content, picture, sound, and animation. In this step, the teachers will get an e-book.

4) Implement / try out , teachers should try out to test whether e-book is complete or not.

5) Evaluate and Revise, teacher should evaluate e-book and revise if there are any mistake.

In this study, the researcher designed e- book as a material of implementing CSR in the classroom of fifth grade students. First, the researcher created needs analysis questionnaire to obtain the students' most interesting three children's picture stories, and preferred electronic instructional media also. Then employed the Adobe Captivate program version 5.0 which is the software to help produce e- book. Finally, evaluate by the experts and revise before implement to the classroom.

As a matter of fact, McKenna (1998) stated that e-books increase motivation to read as well as promote comprehension and word recognition. In this study, electronic children's picture books as a material together with CSR instruction may help grade five students of Piboonbumpen Demonstration School Burapha University improve their reading ability.

### **3.3 Related research on electronic books**

Cheng and Jung (2009) investigated the affects of using e-books in an extensive reading program (ERP) on EFL learners' attitudes toward reading in English. The finding showed that e- book had positive effects on students' attitudinal changes in all dimensions of reading attitudes.

Zucker, Moody, and McKENNA (2009) studied the efficacy of e-books with comprehensive review method, including a systematic literature search. The results suggested that some interactive e- book features support comprehension (multimedia).

Islam (2008) explored how various features of e-book captures students' attention and built their confidence and knowledge base, and to what extent if any reading e-book supported critical thinking skills and understanding of the text of students in grade K-12. The results indicated that e-book support students understanding of the text and increase levels of comprehension

Doty, Popplewell& Byers (2001) also indicated that e-book can help the young learners with reading difficulties to improve their reading comprehension.

Electronic book has proved particularly beneficial to young learner with reading difficulties (Chera& Wood,2003) in supporting the developing literacy in children with reading difficulties (Labbo,2000), helping them improve reading comprehension (Doty, Popplewell & Byers, 2001), and encouraging reluctant students to read (Adam & Wild, 1997).

In order to encourage students to comprehend the story, reading activities and reading tasks are also important. Nowadays, social network is very popular, and has an influence on the students in terms of expressing their opinions, photos, or tasks, Therefore, social network might motivate students to do their tasks.

#### **4. Social networks**

A social network is a collection of individuals linked together by a set of relations which in the online environment, incorporates their common interests, affinities and the possibility of producing, collecting, sharing and re-mixing artifacts



(eg. posts, comments, photos, stories, films, songs...). A new generation of social media (blogs, wikis, podcasts, and photo sharing and social networking sites) and a set of "harvesting" technologies such as syndication (RSS, Atom), aggregation, folksonomies and mash-ups are available for users to house this production, share it, collect information on others and collaborate more efficiently.

Contrary to traditional media like radio and television, which distribute their messages one-way from a sender to a receiver, social media are two-way, distributed, and part of a shifting internet-wide social network. This enables individuals to communicate their own viewpoints and negotiate meaning with many others, creating their own content and constructing their own "spaces" to network according to their own choices, not controlled by media owners. There is a shift in paradigm from a passive "read-only century, totalitarian, centralizing, controlling" to the participatory 21st, a "return to read-write". (Lessig 2006)

Moreover, blog and other social networking platforms give learners the opportunity to build a presence online through interactive spaces where they can display their different aptitudes and talents. Belonging to different networks, sustaining a large number of loose ties with individuals from diverse backgrounds and skills, reading what they have to say, reacting to it through comments or posts can all help learners develop their inter-cultural and inter-linguistic competencies. They have access to content in the target language and opportunities to acquire the critical engagement necessary to better understand their own and other people's personal, social and academic/professional contexts.

Kern and Warschauer (2000) characterize it: "network-based language teaching does not represent a particular technique, method or approach. It is a

constellation in which students communicate via computer networks and interpret and construct on-line texts and multimedia documents, all as part of a process of steadily increasing engagement of new discourse communities". Blogging and social networking platforms help develop multiliteracy skills and underpin critical nodes in this constellation.

#### **4.1 Facebook (www.facebook.com)**

Facebook is a popular social network site. It is originally designed for college students, but now allows any user with an email address to join networks based on schools, companies and regions (Barbara Dieu and Vance Stevens,2007). Users can create profile pages listing interests, favorite books and movies, employment and education information, and relationship status. Facebook allows for users to search for people with similar interests and is very useful in reconnecting with old friends. In addition, other features include a photo sharing utility, which allows friends in uploaded photo to be tagged so that photos of tagged users, uploaded by other users, are viewable from the tagged user's profile page. Friends can also comment on each other's photos. Also, users can publish notes, which is similar to a blog.

As a result, Facebook is a powerful learning tool that has transformed learning and extended the reach of the communicative tools. Just like a regular email program, Facebook allows its users to exchange private messages. In addition, Vander Veer (2008) indicated that in an effort to imitate the various interaction patterns observed in real life. Research suggests that Facebook can also be used as a language- learning tool in and outside of the ESL classroom (White, 2009). Teachers can set up a discussion group for the students, and teachers are able to create a high level of motivation and allow the opportunity to engage in multi-level interaction. Students

can use a greater level of complexity in their written compositions, benefit from instant feedback, reduce mistakes and express opinions they would usually not be able to do orally. Larkin-Hein found that “the use of online discussion groups offers a relatively new avenue through which the learner can take an active role in the learning process” (Larkin-Hein, 2001). Also, Thomas (Thomas, 2002) suggested online discussions promoted high levels of cognitive engagement and critical thinking. The electronic literacy approach has also been found to allow students to contribute to their learning at their own pace and not get interrupted by learners who have greater competence (Shetzer and Warschauer, 2000).

Using Facebook as one of the activities increased the level of effort of the students. Students became more motivated in terms of in-class discussion and offered opinions in ways that were atypical for this level of learners (White, 2009). In addition, Facebook like any new technology can incite interest and enjoyment in learning, and has tremendous potential as a tool for collaborative or cooperative learning as it promotes the setting up of a community of learners, academic reading, and thinking abilities. In this study, Facebook might encourage students to do their tasks effectively and improve their reading ability.

#### **4.2 Related research on Facebook**

White (2009) found that after students used Facebook as a homework activity, they became more motivated in terms of in-class discussion and offered opinions. Using Facebook also increased the amount of homework submitted, reduced the level of mistakes, and increased the level of effort of the students.

Abdullah et al. (2011) stated that Facebook as a social network has set out to enhance students' opportunity for using the English language in an informal setting. Facebook can provide opportunities for language interaction. Students also claimed that Facebook provide them with a forum for language use.

As a result, using Facebook as a tool to enhance students' motivation to read and learn language was suitable for the students' in this internet era. Also, students can interact with their friends and present their pictures or works that they might do in reading class. Therefore, students' reading ability in EFL context was improved and encouraged.

## **5. Reading Ability**

Reading ability is one of the purposes that encourage people or students to read. Comprehending a text is the common and basic purpose in reading, and it is complicated than other kinds of reading (Grabe and Stoller, 2011). It needs interactive between the readers' background knowledge and the text. Therefore, the readers play an important and active role in constructing meaning based on the purpose in reading, background knowledge, and the overall setting ( Carrell,1989).

According to Grabe and Stoller (2011), there are ten purposes involved in fluently reading comprehension which are as follow:

- 1) Fluent reading is a rapid process in almost any context. The more rapidly a text is read, the better the various processing components are likely to operate.
- 2) Fluent reading is an efficient process. Therefore, the various processes involved in comprehension must be coordinated and certain processes need to be carried out automatically.
- 3) Fluent reading is an interactive process. The linguistic information from

the text interacts with information activated by the readers from long- term memory, as their background knowledge. Thus, linguistic and background knowledge are essential for building the reader's interpretation of the text.

4) Fluent reading is a strategic process. There're many skills need for reading comprehension, so balancing skills is very important. In order to comprehend the text, the readers must be strategic. The reader needs to recognize processing difficulties, address imbalances between text information and readers knowledge, and make decision for monitoring comprehension and shifting goals for reading.

5) Fluent reading is a flexible process. Being fluent and strategic reader means being able to read flexible in line with changing purposes and the ongoing monitoring of comprehension.

6) Fluent reading is an evaluating process. The reader must decide if the information being read is coherent and matches the purpose for reading. This evaluation also involves with readers' motivation for reading, the readers' attitudes toward the text and topic, the feeling of likely success or failure with text comprehension, and the reader's expectation that the information from the text will be useful.

7) Fluent reading is purposeful process. The readers read in different ways based on differing reading purposes and that any motivation to read a given text is triggered by some individual purpose on task, whether imposed internally or externally.

8) Fluent reading is a comprehending process. It is obvious that understanding a text is the purpose for reading and such understanding must be carried out by the reader.

9) Fluent reading is a learning process. The reading is the most common way

for students to learn new information.

10) Fluent reading is a linguistic process. In this aspect, readers discuss or interpret a text while engaging with it linguistically. If readers cannot understand any words, they are not going to comprehend the text.

It is suggested that no one process defines reading comprehension by itself, but together the processes provide an accurate account of what is required for fluent reading comprehension (Alderson, 2000).

### **5.1 Components of Reading Abilities**

Grabe and Stoller (2011) outlined the way that reading comprehension processes are likely to work for fluent readers by diving the explanation into two parts: lower-level processes and higher- level processes. The lower-level processes represent the more automatic linguistic processes and typically viewed as more skill-oriented. The higher-level processes generally represent comprehension, involving interpretation of the texts, combination of reading strategies, making inferences and drawing extensively on background knowledge (Grabe,1999).

#### **The lower-level processes**

The most fundamental requirement for fluent reading comprehension is rapid and automatic word recognition or the calling up of the meaning of a word as it is recognized. These skills are difficult to develop without exposure to print through many hours of reading practice. Fluent L1 readers can recognize almost all of the words they encounter, at least at some basic meaning level.

#### **The higher-level processes**

The higher-level processes more closely represent what we typically think of as reading comprehension. As good readers, we form a summary model of what the

text is likely to mean. We also construct a more elaborated interpretation, establish purpose of reading, draw on background knowledge, monitor comprehension, form attitudes about the text and critically evaluate the information being read.

In sum, the lower- level and the highest-level processes are components of able readers, which help them to cope with reading effectively. These two levels of reading abilities are consistent with skills of fluent readers including recalling word meanings, drawing inferences about the meaning of a word in context, finding answers to questions answered explicitly or in paraphrase, weaving together ideas in the content, drawing inferences from the content, recognizing a writer's purpose, attitude, tone, and mood, identifying a writer's technique, and following the structure of a passage (Davis, 1968).

## **5.2 Model of the Reading Process**

Reading is a mental process that works in the brain to comprehend written text (Barnett, 1989). A reading model is a graphic attempt to depict how an individual perceives a word, processes a clause and comprehends a text (Singer and Ruddell, 1985). First language learning researchers categorized into the three following groups:

### **1) Bottom-up models**

Bottom-up models hypothesize that reading is the analytical process from the text to the brain. The readers can understand the meaning from parts of language; letter. Then, decode the text with vocabulary knowledge, grammar, and structure to make sense of the text (Alderson, 2000; Grabe and Stoller, 2011). The readers should have enough knowledge about linguistics, then they can decode the text or understand it.

## **2) Top- down models**

Top- down models is focus on the readers' background knowledge. When the readers read the text, they try to understand the meaning by using their background knowledge to help them understand the meaning of the whole text or main idea (Alderson, 2000).

## **3) Interactive reading models**

Interactive reading models refer to a combination of bottom-up and top-down model. The interactive reading theory is greatly influences EFL reading. It can answer the question of how vocabulary skills relate to comprehension (Worakitsawat, 2007). The level of reader comprehension of the text is determined by how well the reader variables such as their background knowledge, attitude, and motivation interact with the text variables such as text type, structure, syntax, and vocabulary.

## **5.3 Comprehension strategies**

Pressley (2006) defined comprehension strategy as “deliberate actions that learner select and control to achieve desired goals or objectives”. According from this definition the readers need to learn how to make use of reading strategies to achieve desired goals. According to Anderson (1999), comprehension strategies are as follow:

### **Cognitive reading strategies**

1. Predicting the content of an upcoming passage of the text.
2. Concentrating on grammar to help you understand unfamiliar constructions.
3. Understanding the main idea to help you comprehend the entire reading.
4. Expanding your vocabulary and grammar to help you



increase your reading comprehension.

5. Guessing the meaning of the unknown words or phrase from what you already know about English.
6. Analyzing theme, style, and connections to improve your reading comprehension.
7. Distinguishing between opinions and facts when you read.
8. Breaking down the larger words or phrase into smaller part to help you understand the text.
9. Linking what you already know in L1 with words in English.
10. Creating a map or drawing an ideas to help you understand the main idea.
11. Writing a short summary in your own words

#### **Metacognitive reading strategies**

12. Setting goals for yourself to help you narrow down to the important ideas.
13. Making list of relevant vocabulary to prepare for new reading.
14. Working with your classmates to help you develop your reading skill.
15. Practicing what you already know to keep your progress.
16. Evaluating what you have learned and how well you are doing to help you focus on your reading.

#### **Compensating reading strategies**

17. Relying on what you already know to improve your reading comprehension
18. Taking notes to help you recall the important details.

19. Trying to remember from what you understand to help you improve and develop better on comprehension skill.
20. Reviewing the purpose and tone of the text, so you can remember better.
21. Picturing scene in your mind to help you understand effectively
22. Reviewing key ideas and details to help you remember.
23. Using physical action to help you remember information
24. Classifying words into meaningful groups or category to help you remember.

#### **5.4 Levels of Reading Comprehension**

There are three levels of reading comprehension that are (a) literal comprehension (b) interpretive comprehension (c) applied comprehension. (Alderson, 2000).

The first level is literal comprehension which the readers have to know the meaning by “reading the lines”. They also have to understand, remember, or recall the information explicitly contained in the passage. The questions in this level can be answered directly and explicitly from the text such as name, feeling, scene, the time the story take place, a single action or event.

The second level is interpretive comprehension which the readers have to know the meaning by reading “between the lines”. Therefore, the readers have to think and go beyond what they have read. They must critic or analyze what they read.

The third level is applied comprehension which the readers have to know the

meaning by reading “beyond the lines” The readers have to understand the unstated in the text which means that they have to see the relationship between the information in the text and their background or prior knowledge.

As the subjects of this research were grade five students, therefore the researcher focused on the literal comprehension level.

In this study, CSR instruction using electronic children’s picture books were implemented in English foundation course for grade five students of Piboonbumpen Demonstration School Burapha University in order to improve students’ reading ability and motivate them to read.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This research is a research and development. This chapter describes: (1) research design, (2) population and samples of the study, (3) research procedure, (4) research instruments. Also, data collection and data analysis were provided at the end of the chapter. The research objectives of this study are:

1. To develop the instructional Collaborative Strategic Reading (CSR) instruction using electronic children's picture books.

2. To investigate the effectiveness of Collaborative Strategic Reading (CSR) instruction using electronic children's picture books on English reading ability of fifth grade students.

3. To explore students' opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books of fifth grade students.

#### **Research Design**

The design of this research was divided into two major phases. Phase I involved the development of Collaborative Strategic Reading (CSR) instruction using electronic children's picture books material. Phase II was the experiment phase using single group, posttest- only- quasi – experimental design (Gliner and Morgan, 2000).

#### **Population and Sample**

The setting chosen for this study was Piboonbumpen Demonstration School Burapha University, in Chonburi province which is located in the east of

Thailand. Piboonbumpen Demonstration School Burapha University provides an education ranking from kindergarten level to upper secondary level.

### Population

The population involved in this study was 160 fifth grade students at Piboonbumpen Demonstration School Burapha University, Chonburi province, Thailand. They were studying in the first semester of the academic year 2011.

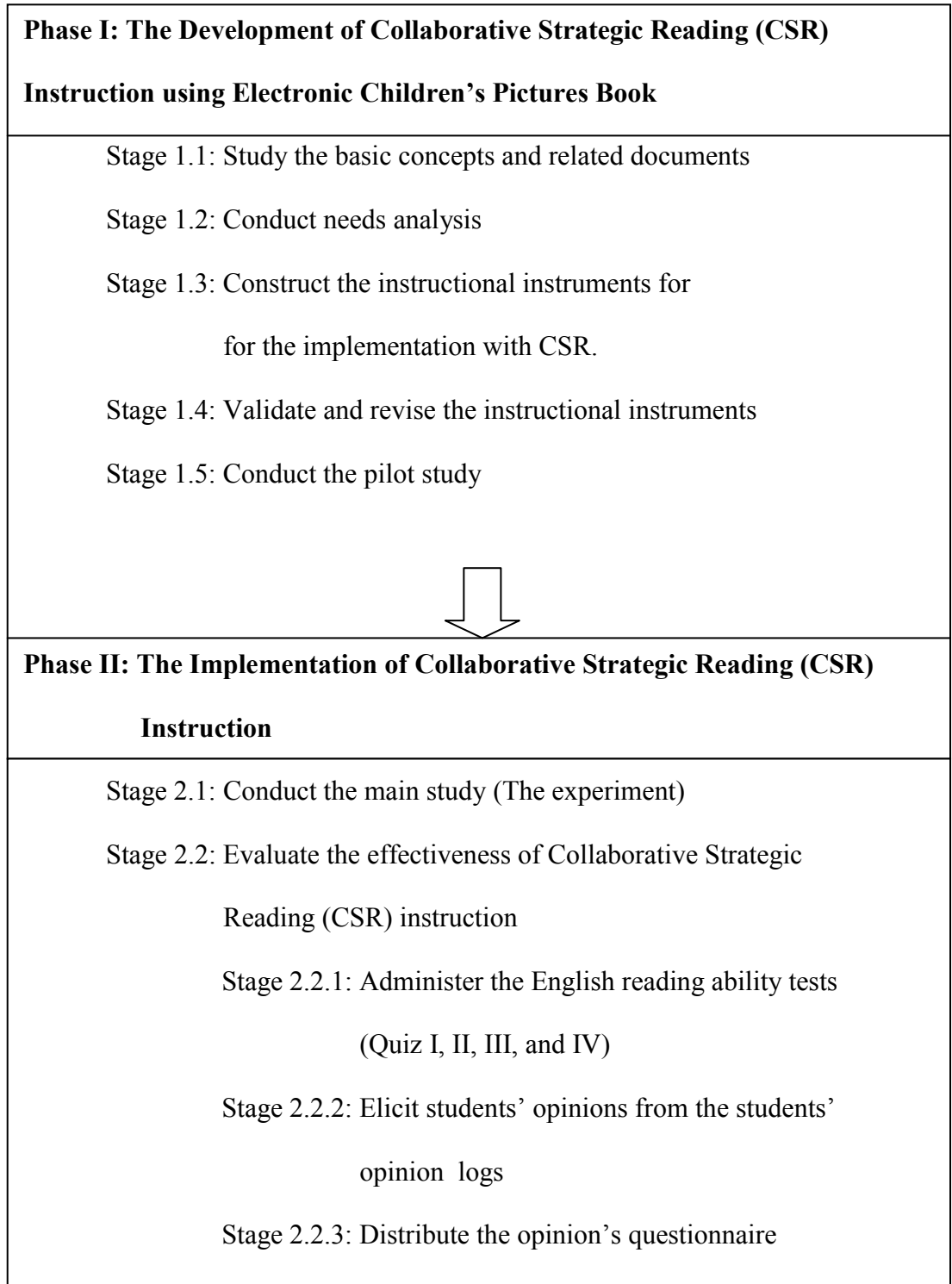
### Sample

The samples in this study were 32 fifth grade students room 3, Piboonbumpen Demonstration School Burapha University. They enrolled in English Foundation course in the first semester of the academic year 2010. There were 32 students consisted of 17 females and 15 males between the ages of 10 and 11. Most of them were born in Chonburi. They were selected by purposive sampling.

### **Research Procedures**

The research procedure consisted of two main phases: the development of Collaborative Strategic Reading Instruction (CSR) using electronic children's picture books and the experiment. The details of the research procedures in each stage are illustrated in Figure 3.1.

Figure 3.1: The Development of Collaborative Strategic Reading (CSR) Instruction using Electronic Children's Picture Books



Phase I: The Development of Collaborative Strategic Reading (CSR) Instruction using Electronic Children's Picture books.

**Stage 1.1 Study the basic concepts and related documents**

This phase aimed at studying and exploring the basic concepts and related documents. The related documents were (1) CSR instruction, (2) electronic children's picture book, (3) reading ability, and (4) Thai Basic Education core curriculum B.E. 2551 for foreign languages.

1.1 CSR instruction

Collaborative Strategic Reading (CSR) refers to reading strategies instruction that combines reading strategies and cooperative learning in order to improve reading ability. The reading strategies consist of four comprehensions strategies which are preview, click and clunk, get the gist, and wrap-up. First, preview (before reading) students will preview the entire passage before they read each section. The goals of previewing are to activate students' background knowledge and help them to make a prediction about what they will learn. Second, click and clunk (during reading) students click and clunk while reading each section of the passage. The goals of click and clunk are to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Click refers to the words that make sense to the students while clunk refers to the words that do not make sense to the students. Then, the students will use fix-up strategies to figure out the clunks. The fix-up strategies are reread the sentence without the word, reread the sentences with the clunk and the sentences before or after the clunk looking for clues, look for a prefix or suffix in the word, and break the word apart and look for smaller words that students know. Third, get the gist (during reading), students learn to get the gist by identifying the most important idea in a section of

text. The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they read. Finally, wrap-up (after reading), students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

### 1.2 Electronic children's picture books

Electronic children's picture books can be defined as the books that tell the story through the text and pictures equally (Glazer, 1997) in electronic. Therefore, students can be highly motivated and understood the main idea of the story from pictures and texts with multimedia support.

### 1.3 Reading ability

Reading ability is one of the purposes that encourage students to read. In order to comprehend a text, it needs interactive between the readers' background knowledge and the text. There are three levels of reading comprehension that are (a) literal, (b) interactive, (c) applied comprehension (Alderson, 2000).

Since the present study was conducted with young learners in elementary level, the researcher paid attention to only the first level of reading comprehension namely literal comprehension.

### 1.4 Thai Basic Education core curriculum B.E. 2551 for foreign languages

In order to develop CSR instruction using electronic children's picture books, Thai Basic Education core curriculum B.E. 2551 for foreign language of upper primary levels was studied to provide information. The students use foreign language to communicate about themselves, their families, schools, the environment, foods,



beverages, free time and recreation, health and welfare, selling and buying, and climate with vocabulary of around 1050- 1,200 words (concrete and abstract words). Also, the students are required to use simple and compound sentences to communicate meaning in various contexts.

### **Stage 1.2: Conduct needs analysis**

In order to obtain the students' most interesting three electronic books and electronic instruction media, the researcher used needs analysis questionnaire (see Appendix A) The students were asked to choose three most interesting stories under the question –Which stories do you want to read?” The researcher chose the story from the website and used the grade levels as a criteria to select the stories. There were nine stories which were The music Box, Snow White and Rose Red, Guppy Goop &The Adventure of the big Bad Fish, The Bear and the Bees, Sour Grapes, The Man and His Two Wives, The City Zoo, A Genie at Work, and Andrew's Amazing Monsters. In addition, the students were asked about the types of electronic instructional media that they liked most. The range of scores was rated using a Likert scale from (5) for strongly agree to (1) for strongly disagree. Then the data from the questionnaire was analyzed in percentage and  $\bar{X}$ . The researcher conducted needs analysis with 160 fifth grade students. The results of needs analysis questionnaire were presented in Table 3.1

Table 3.1: Ranking of the Three Most Interesting Stories and Frequency from the Results of the Needs Analysis Questionnaire.

<b>Rank</b>	<b>Stories</b>	<b>Frequency</b>	<b>Percentages</b>
1.	Guppy Goop and The Adventure of The Big Bad Fish	120	75.00
2.	The City Zoo	95	59.37
3.	The Music Box	60	37.50
4.	Snow White and Rose Red	40	25.00
5.	The Bear and the Bees	40	25.00
6.	Andrew's Amazing Monsters	35	21.87
7.	Sour Grapes	30	18.75
8.	The Man and His Two Wives	30	18.75
9.	A Genie at Work	30	18.75

Note N=160

Also, the types of electronic instructional media that the students like most are illustrated in Table 3.2

Table 3.2: The types of electronic instructional media that the students like most

<b>Rank</b>	<b>The types of electronic instructional media</b>	$\bar{X}$
1.	The internet	5.00
2.	Audio media such as songs and oral reading	4.59
3.	Visual media such as colorful pictures	4.34
4.	Colorful text	3.53
5.	Clip V.D.O. or CD-ROM	3.21
6.	Moving picture	3.03

In conclusion, the findings from the needs analysis questionnaire were used to develop CSR instruction using electronic children's picture books. The finding revealed that the students interested in the stories of Guppy Goop & The Adventure of The Big Bad Fish, The City Zoo, and the Music Box. Also, they interested in the internet, Audio media, and visual media.

### **Stage 1.3: Construct the instructional instruments for the implementation with CSR**

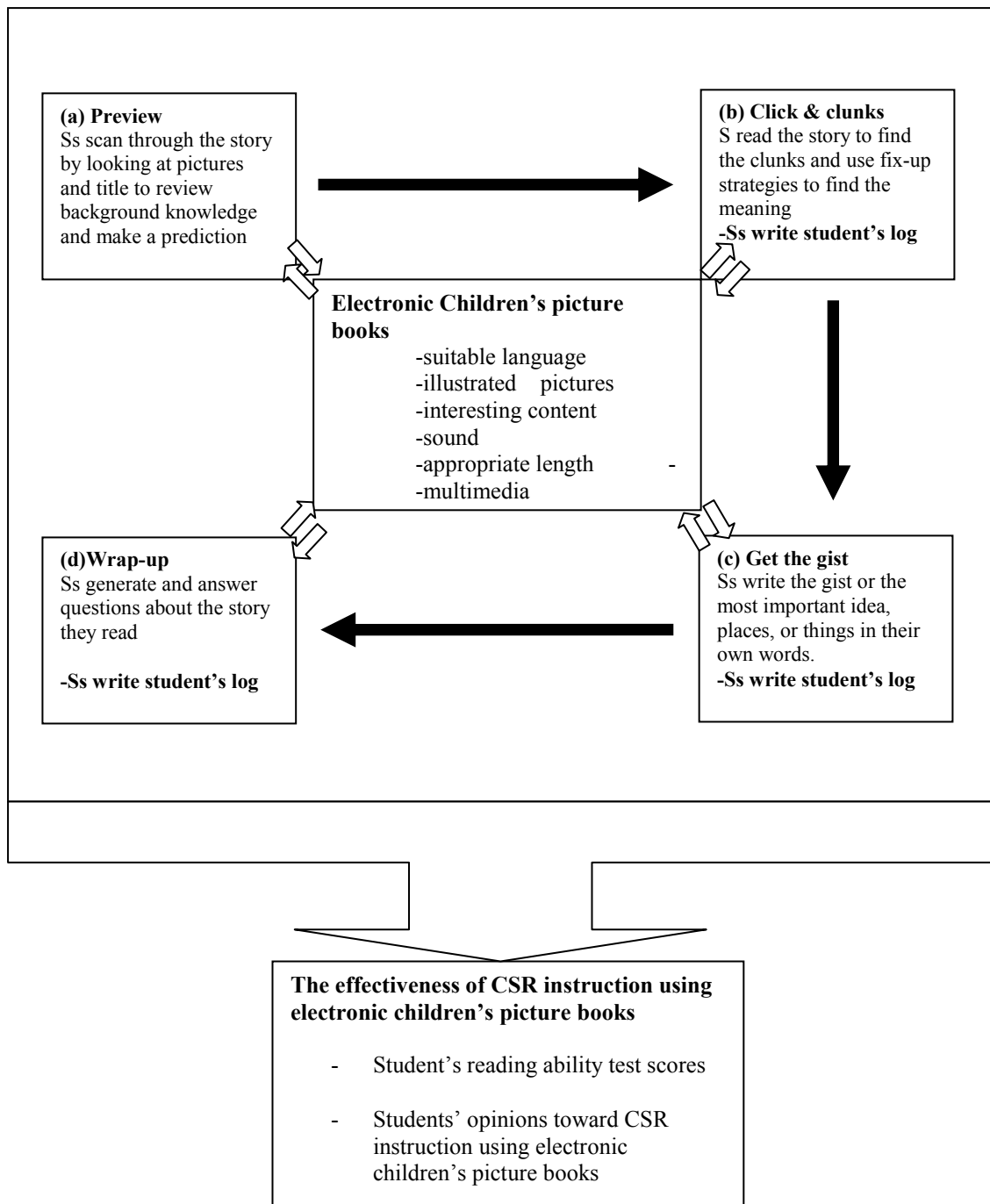
Based on the data from the needs analysis, the three most interesting stories were selected to develop lesson plans namely (a) Guppy Goop& The Adventure of The Big Bad Fish, (b) The City Zoo, and (c) The Music Box which were selected from the website including the title of the story, terminal objectives, enabling objectives, material and resources, evaluation, and teaching procedures. Each lesson plan lasted 60 minutes for ten lessons. The teaching steps in the procedures for each lesson plan were developed based on Collaborative Strategic Reading (CSR) instruction included (a) preview, (b) click and clunk,(c) get the gist, and (d) wrap-up.

The first step was preview, (before reading), students preview by take a look through the electronic children's picture books. They will see the title and the pictures to activate prior knowledge and make a prediction about the story. Then, they will brainstorm in group and type in the preview chart in electronic format that appear at the end of the story as a hyperlink and upload to the group's Facebook that already created. Second, click and clunks (during reading), students will read through electronic children's picture books to find the clunks or the words that they don't know the meaning. Then, type in the clunks chart in electronic format that appear at the end of the story as a hyperlink and upload to the group's Facebook. Students will discuss about the clunks of each member and use fix-up strategies to figure out the words. Also, students will upload to the group's Facebook. Third, get the gist (during reading), students read through electronic children's picture books to find the gist or the main idea of the story. Then, brainstorm to summarize the idea and type in the gist chart in electronic format that appear at the end of the story as a hyperlink. Also upload to the group's Facebook. Finally, wrap-up (after reading), students work in group to generate 4 questions and type in the wrap-up chart in electronic format that appear at the end of the story as a hyperlink, and upload to the group's Facebook. Then other group can answer the questions via their Facebook. Wrap-up can help students review the story.

For the electronic children's picture books, the teacher used Adobe Captivate version 5.0 Program to develop the three stories from the website. The students can read on computer screen and click to open to the next page. Moreover, the teacher provided oral reading, useful pictures, background music, exercises and quizzes which the students can do via the computer and the internet. In addition, the students can find the meaning of the words by pointing their mouse to the words. Then, the

clues will pop up in order to help students make sense with the words easily. However, the students can also work in group to use fix-up strategies to make sense with the words in case of they don't understand the clues. The electronic children's picture book manual was illustrated in Appendix B. Also, a sample electronic children's picture book was illustrated in Appendix C.

The instruction model was presented in Figure 3.2



**Figure 3.2 Collaborative Strategic Reading (CSR) instruction using electronic children's picture books model**

### Stage 1.4: Validate and revise the instructional instruments

The Item-Objective Congruence Index (IOC) were constructed and three experts in computer education evaluated the electronic children's picture books. (see Appendix D) In addition, three experts in English language teaching evaluated and commented on the lesson plans.

#### 1.4.1 Electronic children's picture books

Three experts in computer education evaluated and suggested on the electronic children's picture books.

##### 1.4.1.1 Revise the electronic children's picture books

After three electronic children's picture books had been validated, language, content, vocabulary, audio system, narrator's voice, illustrations, and lesson plan were revised according to the experts' suggestion. The experts' validation of three electronic children's picture book was illustrated in Table 3.3

Table 3.3: The experts' validation of three electronic children's picture books

	Story 1	Story 2	Story 3
1. Language	1	0.67	0.67
2. Content	1	1	1
3. Vocabulary	1	0.33	0.67
4. Audio system	1	1	1
5. Narrator's voice	1	1	1
6. Illustration	0.67	0.67	1
7. Lesson plans	1	1	1
<b>Grand Mean Score</b>	0.95	0.81	0.90

Note: Story1= Guppy Goop & The Adventure of The Big Bad fish, Story2= The City Zoo

Story 3= The Music Box.

1= Yes, 0= Not Sure, -1= No

\*Acceptable (IOC > 0.5): Acceptable for measuring the electronic children's picture book.

\*Unacceptable (IOC < 0.5): Unacceptable for measuring the electronic children's picture book.

In Table 3.3, the Grand Mean Score from IOC were 0.95, 0.81, and 0.90 which indicated that the overall of the electronic children's picture books were acceptable.

However, experts provided very useful suggestions to develop electronic children's picture books to be more effective. Experts' suggestions in each story were as follows:

#### Guppy Goop & The Adventure of The Big Bad Fish

The results of expert validation indicated the Grand Mean Score of all items was 0.95. It implied that the electronic children's picture book was acceptable. Some suggestions for further revision were as follows:

Expert A suggested that the font size was quite small to read. Therefore, the researcher adjusted the bigger size in order to make it easier to read.

Expert B suggested that the background music was too loud. As a result, the researcher turned the volume down for the balancing illustration.

#### The City Zoo

The results of experts' validation indicated the Grand mean score of all items was 0.81. It implied that the electronic children's picture book was acceptable. Some suggestions for revision were as follows:



Expert A suggested that the background of each page should be the same. Therefore, the researcher inserted only the same background.

Expert B suggested that some vocabularies were too difficult for the students. As a result, the researcher adjusted the story by changing some difficult vocabularies and asked native speaker to approve the vocabularies that were changed and the whole story. Also, the background music was too loud. Therefore, the researcher turned the volume down to make the balance of the illustration.

Expert C suggested that the result of the quiz that shown in the quiz session was not correct. For example, if the students fell the test, the results showed –“Congratulations, you passed”. In addition, on the last page of the quiz session should link to the story in order to give the opportunity to the students to read again if they want to. As a result, the researcher added some link to the story and corrected the words that showed in the result page whether the students passed or fell.

#### The Music Box

The results of expert validation indicated the Grand mean score was 0.90. It implied that the electronic children’s picture book was acceptable. Some suggestions for the further revision were as follows:

Expert A suggested that the font in the worksheets from Microsoft Word files should be the same font, so the students will not get confused. As a result, the researcher adjusted the font in all documents in the same font.

Comments and suggestion from the experts were useful to revise the electronic children’s picture books with Collaborative Strategic Reading (CSR) instruction. Table 3.4 was concluded experts’ comments on electronic children’s picture books.

Table 3.4: Experts' comments on electronic children's picture books

<b>Stories</b>	<b>Topics</b>	<b>Comments</b>
Guppy Goop and The Adventure of The Big	Illustration	-The background music was too loud
Bad Fish	Audio System	-The font size was quite small.
The City Zoo	Illustration	-The background of each page should be the same. -The results of the quiz that shown in the quiz session was not correct. -After students have done the quiz, the researcher should provide some link to go back to the story.
	Audio System	-The background music was too loud.
	Vocabularies	-Some vocabularies were too difficult for the students.
The Music Box	Illustration	-The font size in the worksheets from Microsoft Word files should be the same font.

### 1.4.2 Lesson plans

Three experts in English language teaching evaluated and suggested on three lesson plans. There were two parts of the evaluation form: 15 four- point attitude scale questions. (appropriate, not sure, not appropriate) and additional comments. The responses of the first part of the evaluation form obtained from the three experts were calculated by IOC.

#### 1.4.2.1 Revise the lesson plans according to the experts' suggestions

After three lesson plans had been validated, content objectives, teaching procedure, material used in the lesson plan, and evaluation used in the lesson plans were revised according to the experts' suggestions. In addition, the results of experts' validation of three lesson plans are illustrated in Table 3.5 .

Table 3.5: The experts' validation of three lesson plans based on CSR instruction using electronic children's pictures book

	<b>Lesson plan 1</b>	<b>Lesson plan 2</b>	<b>Lesson plan 3</b>
<b>1. Content Objective</b>			
1.1 Terminal Objective	1	1	1
1.2 Enabling Objectives			
1) Objective 1	0.33	0.33	0.33
2) Objective 2	1	1	1
3) Objective 3	1	1	1
4) Objective 4	1	1	1
<b>2. Teaching Procedure</b>			
1) Preparation	1	1	1

	Lesson plan 1	Lesson plan 2	Lesson plan 3
2) Preview	1	1	1
3) Click and Clunk	1	1	1
4) Get the Gist	1	1	1
5) Wrap-up	1	1	0.67
<b>3. Material used</b>			
3.1) Preview Chart	0.33	0.33	0.33
3.2) Clunk Chart	1	1	1
3.3) Gist Chart	0.33	0.33	0.33
3.4) Wrap-up Chart	1	0.33	1
<b>4. Evaluation</b>			
	1	1	1
Grand Mean Score	0.86	0.82	0.84

**Note:** Note: Lesson plan 1= Guppy Goop & The Adventure of The Big Bad fish, Lesson plan 2 = The City Zoo, Lesson plan 3= The Music Box.

1= Yes, 0= Not Sure, -1= No

\*Acceptable (IOC > 0.5): Acceptable for measuring the electronic children's picture book.

\*Unacceptable (IOC < 0.5): Unacceptable for measuring the electronic children's picture book.

In Table 3.5, the Grand Mean Score were 0.86, 0.82, and 0.84 which indicated that overall of lesson plans were acceptable.

However, experts provided very useful suggestions to develop lesson plans to be more effective. Experts' suggestions in each lesson plans were as follows:

#### Lesson 1: Guppy Goop & The Adventure of The Big Bad Fish

The results of experts' validation indicated the Grand Mean score of all items was 0.86. It implied that this lesson was acceptable. Some suggestions for revision were as follows:

Expert E suggested that the expected answers from the students should be shown in the lesson plan. Therefore, the researcher provided the expected answer in each step of the procedure.

#### Lesson plan 2: The City Zoo

The results of experts' validation indicated the Grand Mean score of all items was 0.82. It implied that this lesson was acceptable. Some suggestions for revision were as follows:

Expert D suggested that the format of Preview Chart should be the same as it was shown in other stories. As a result, the researcher adjusted the format of the Preview Chart.

Expert F suggested that the vocabularies were too difficult. Therefore, the researcher changed some difficult vocabularies and adjusted the story. Then the story was proved by native speaker in order to make it is correct and suitable for the fifth grade students.

#### Lesson plan 3: The Music Box

The results of experts' validation indicated the Grand Mean score of all items was 0.84. It implied that this lesson was acceptable. Some suggestions for revision were as follows:

Expert F suggested that the vocabularies were too difficult. Therefore, the researcher changed some difficult vocabularies and adjusted the story. Then the story was proved by native speaker in order to make it is correct and suitable for the fifth grade students.

Comments and suggestions from the experts were very useful to revise CSR instruction using electronic children's picture books. Experts' comments on three lesson plans were summed up in the Table 3.6

Table 3.6: Experts' comments on lesson plans in CSR instruction using electronic children's picture books

<b>Lessons</b>	<b>Topics</b>	<b>Comments</b>
Lesson 1: Guppy Goop and The Adventure of The Big Bad Fish	Procedure	-The expected answers from the students should be shown in the teaching procedure
Lesson 2: The City Zoo	Material used	-The format of Preview Chart should be in the same as it was shown in other stories.
	Vocabulary	-The vocabularies were too difficult for fifth grade students
Lesson 3: The Music Box	Vocabulary	-The vocabularies were too difficult for fifth grade students

### **Stage 1.5: Conducting the pilot study**

After the revision of the electronic children's picture books and lesson plans, a pilot study was carried out before the experiment was undertaken. The pilot study was conducted with all three lesson plans. The purposes of the pilot study were to prepare

the teacher and CSR instruction using electronic children's picture books for the instruction and to find out any potential problems necessary for the implementation stage of the experiment. The pilot study was conducted with 16 students who had the same characteristics in terms of educational background as the sample group of the study. The problems occurred in the pilot study. Based on the results gained from the pilot study, the electronic children's picture books and the lesson plans were revised.

The electronic children's picture books and lesson plans were altered according to the results of the pilot study. The results stated that there were too many activities in one class period, so some activities were omitted. Another problem found in the pilot study was the directions in worksheets did not clearly state the objectives of the worksheets. As a result, some students were not able to follow the directions and keep asking the teacher about how to do the worksheet again and again. Also, the students were not familiar to use Blog as a space to show their works and it took a long time for them. Therefore, the directions were changed and some examples were also given. Since Facebook was very popular and familiar with the students, it was used as a space to show the students' works instead of the Blog.

#### Phase II: The Implementation of Collaborative Strategic Reading (CSR) Instruction using Electronic Children's Picture Books

The duration of the experiment (see Table 3.7) was ten periods with three lesson plans from three stories. Each stories lasted for one week with three periods per week and each period lasted for 60 minutes.

Table 3.7: The Duration of the Experiment

Lesson 1:Guppy Goop&	Period 1: Group Work	60 minutes
The Adventure of	- Preview	
The Big Bad Fish	-Click and clunk	
	Period 2: Group Work	60 minutes
	-Get the Gist	
	Period 3: Group Work	60 minutes
	-Wrap – up	
	Individual work	
	-English reading ability test	
	(Quiz I)	
	-Students’ opinion logs	
Lesson 2:The City Zoo	Period 4: Group Work	60 minutes
	- Preview	
	-Click and clunk	
	Period 5: Group Work	60 minutes
	-Get the Gist	
	Period 6: Group Work	60 minutes
	-Wrap – up	
	Individual work	
	-English reading ability test	
	(Quiz II)	
	-Students’ opinion logs	
Lesson 3:The Music Box	Period 7: Group Work	60 minutes
	- Preview	



---

-Click and clunk	
Period 8: Group Work	60 minutes
-Get the Gist	
Period 9: Group Work	60 minutes
-Wrap – up	
Individual work	
-English reading ability test	
(Quiz III)	
-Students’ opinion logs	

---

Period 10: Individual Work	60 minutes
-English reading ability test	
(Quiz IV)	
-Opinion questionnaire	

---

The details in each stage of the experiment were as follows:

### **Stage 2.1: Conduct the main study**

From period 1 to period 9, the students participated in CSR instruction using electronic children’s picture books. They were engaged in four steps of CSR instruction using electronic children’s picture books namely Preview, Click& Clunk, Get the Gist, and Wrap-up.

### **Stage 2.2 Evaluate the effectiveness**

#### **Stage 2.2.1 Administer the English reading ability tests (Quiz I, II, III, and IV)**

In period 3, 6, 9, and 10, the students had to do the English reading ability tests (Quiz I, II, III, and IV) in order to examine the effectiveness of CSR

instruction using electronic children's picture books. To evaluate the effectiveness of the instruction, the data obtained from the English reading ability tests were statistically analyzed by the criteria of the effectiveness at 80/80, (Ruangsawan, 2004) in order to determine the effectiveness of CSR instruction using electronic children's picture books on English reading ability after the students participated in the experiment.

### **Stage 2.2.2 Elicit students' opinions from students' opinion logs**

In period 3, 6, and 9 the students had to write their opinions towards the instruction in students' opinion logs. The data obtained from students' opinion logs were transcribed and analyzed qualitatively in order to explore students' opinions toward CSR instruction using electronic children's picture books.

### **Stage 2.2.3 Distribute the opinions questionnaire**

In period 10, the students had to do the questionnaire for eliciting their opinions toward CSR instruction using electronic children's picture books. The data from the questionnaire were statistically analyzed by  $\bar{X}$  and S.D in order to elicit students' opinions after they participated in the experiment.

## **Research Instruments**

### **The English reading ability tests**

The English reading ability tests (Quiz I, II, and III) based on the stories; (a) Guppy Goop& The Adventure of The Big Bad Fish, (b) The City Zoo, and (c) The Music Box (see Appendix H), and the summative-test (Quiz IV) (see Appendix J) which aimed to assess literal level of reading comprehension. There were multiple-choice questions. The students had to do the English reading ability tests at the end of

each lesson as an online test. Then, the students sent their scores to the teacher's e-mail.

#### Validity and reliability of the English reading ability tests

The content validity of the test items was evaluated by three experts. Three experts were asked to rate each item whether it was congruent with the objectives using the evaluation form constructed by the researcher. As a result, the Index of Item-Objective Congruence (IOC) was calculated by assigning scores to answer as follows:

Congruent = 1

Questionable = 0

Incongruence = -1

IOC could be interpreted in two ways; with a score higher than 0.5 ( $>0.5$ ) an item was considered acceptable to measure the objective and with the score less than 0.5 ( $<0.5$ ) was considered unacceptable to measure the objective. Then, the items must be revised.

The data taken from three experts were interpreted. The item assessed the IOC value higher than 0.5 ( $>0.5$ ) was accepted; however, the item was lower than 0.5 ( $<0.5$ ) must be revised. The value of IOC for the English reading ability tests (Quiz I, II, and III) was presented in Appendix I, and the value of IOC for the English reading ability test (Quiz IV) was presented in Appendix K.

For the English reading ability test (Quiz I) based on "Guppy Goop & The Adventure of The Big Bad Fish", the results from the IOC calculation indicated that the Grand Mean Score was 0.96.

For the English reading ability test (Quiz II) based on "The City Zoo", the results from the IOC calculation indicated that the Grand Mean Score was 1.

For the English reading ability test (Quiz III) based on “The Music Box”, the results from the IOC calculation indicated that the Grand Mean Score was 1.

For the English reading ability test (Quiz IV) based on three stories as a summative-test, the results from the IOC calculation indicated that the Grand Mean Score was 0.79.

However, there were additional comments given by the expert as follow:

Expert D suggested that some questions were ungrammatical. Therefore, the researcher adjusted the questions in order to make them accurately.

After the revision of the English reading ability tests, a pilot study was carried out before the experiment was undertaken with 16 students who had the same characteristics in terms of educational background as the sample group of the study. In order to ensure the reliability of the English reading ability tests, all four tests were calculated by Kuder-Richardson-20 formula (KR-20) after the pilot study. The results were; Guppy Goop & The Adventure of The Big Bad Fish= 0.87, The City Zoo = 0.85, The Music Box= 0.84, and three stories final quiz =0.84 which can be interpreted that all four tests had high reliability. Then, the tests were analyzed for difficulty index and discrimination index of the test. The criteria for the difficulty index and the discrimination index were set as follows:

The difficulty index (p):

$p < 0.20$	means the item was difficult.
$p = 0.20-0.80$	means the item was good in terms of its difficulty
$p = 0.81-0.94$	means the item was easy

$p \geq 0.95$	means the item was very easy
	The discrimination index (r):
$r = 0$	means the item had no discrimination ability
$r \geq 0.19$	means the item had a low discrimination ability
$r = 0.20-0.29$	means the items had a fair discrimination ability
$r = 0.30-0.39$	means the item had a high discrimination ability
$r \geq 0.40$	means the item had a very high discrimination ability

According to the criteria, the test items of which difficulty indices (p) ranged between 0.20 and 0.80, and discrimination indices (r) were equal or higher than 0.20 were chosen for the experiment. It means that all the items of the tests were satisfactory (see Appendix L).

For the students' opinion log, the students would be asked to write their opinions toward CSR instruction using electronic children's picture books on students' opinion log at the end of each story (see Appendix M). It was as a qualitative data to confirm quantitative data. The researcher provided two guided questions for students to answer to avoid missing the important points. Since the subjects of the study were young learner (grade 5), the researcher asked students to answer in Thai so that the students could express their opinions fully without any language barrier. The results of the students' log were analyzed using content analysis and the data was used to help to confirm with the data from the questionnaire to find out student's opinions toward CSR instruction using electronic children's picture books.

For opinion questionnaire, the opinion questionnaire for eliciting students' opinions was used to examine students' opinions toward CSR instruction using

electronic children's picture books (see Appendix N). It was a 5-point scale questionnaire. The five options were 1) strongly disagree, 2) disagree, 3) neutral, 4) agree, 5) strongly agree. The questionnaire was designed to collect students' opinions towards CSR instruction using electronic children's picture books. The questionnaire consisted of two parts. The first part, which was about personal information, consisted of two questions: gender and age of the respondents. The other part, which was about information related to students' opinions toward CSR instruction using electronic children's picture books consisted of 5 Likert scales 10 questions.

The researcher distributed the questionnaire at the end of the instruction as a quantitative instrument to examine the students' opinions toward CSR instruction using electronic children's picture books.

## 2. Validity of the students' opinion log and opinion questionnaire for eliciting students' opinions

The opinion questionnaire and students' opinion log were validated by three experts in English language teaching and suggested on the questionnaire and students' log.

### 2.1 Revise the students' opinion log and opinion questionnaire for eliciting students' opinions

After the students' opinion log and opinion questionnaire had been validated, some items were revised according to the experts' suggestion. The experts' validation of the students' opinion log and opinion questionnaire were illustrated in Table 3.8

Table 3.8: The experts' validation of the students' opinion log and opinion questionnaire

<b>Experts' opinions</b>				
<b>Items</b>	<b>Appropriate</b>	<b>Not sure</b>	<b>Not Appropriate</b>	<b>IOC</b>
	<b>(1)</b>	<b>(0)</b>	<b>(-1)</b>	
<b>Students' log</b>				
1.	2	1	-	0.67
2.	2	-	1	0.33
<b>Questionnaire</b>				
1.	3	-	-	1
2.	2	1	-	0.67
3.	3	-	-	1
4.	1	2	-	0.33
5.	2	1	-	0.67
6.	3	-	-	1
7.	-	3	-	0.00
8.	2	1	-	0.67
9.	2	1	-	0.67
10.	2	1	-	0.67

Grand Mean Score = 0.64

Note n = 3

In Table 3.8, the results from the students' opinion log and opinion questionnaire for eliciting students' opinions toward CSR instruction using electronic children's picture books indicated that the Grand mean score of all items was 0.64. It

implied that the students' opinion log and opinion questionnaire were acceptable. However, there were additional comments given by the experts as follows:

Expert G suggested that the questions were quite long. The students may not read the questions before they answer. As a result, the researchers adjusted the questions in order to make them short and suitable for the students.

Expert I suggested that the language used were ungrammatical. Therefore, the researcher adjusted the language used.

Table 3.9: The Research Instruments

<b>Research Instruments</b>	<b>Objectives</b>	<b>Time of distribution</b>	<b>Statistics</b>
The experts' validation of electronic children's picture books and lesson plans	To examine the validity of the instruction	Before the experiment	IOC Scores
English reading ability test (Quiz I)	To study the effects of the instruction on reading ability of the students	The end of Lesson 1	The criteria of the effectiveness at 80/80 (Ruangsuan,2004)
English reading ability test (Quiz II)	To study the effects of the instruction on reading ability of the students	The end of Lesson 2	The criteria of the effectiveness at 80/80 (Ruangsuan,2004)



<b>Research Instruments</b>	<b>Objectives</b>	<b>Time of distribution</b>	<b>Statistics</b>
English reading ability test (Quiz III)	To study the effects of the instruction on reading ability of the students	The end of Lesson 3	The criteria of the effectiveness at 80/80 (Ruangsuan,2004)
English reading ability test (Quiz IV)	To study the effects of the instruction on reading ability of the students	After the instruction	The criteria of the effectiveness at 80/80 (Ruangsuan,2004)
Students' log	To explore students' opinions toward the instruction	The end of each lesson	The criteria of the effectiveness at 80/80 (Ruangsuan,2004)
Questionnaire	To elicit students' opinions toward the instruction	After the instruction	The criteria of the effectiveness at 80/80 (Ruangsuan,2004)

### **Data Collection**

Collaborative Strategic Reading (CSR) instruction using electronic children's picture books was launched in the first semester of the academic year 2011. It was

designed for fifth grade students who enrolled in English Foundation Course. The duration of the instruction lasted ten periods. Each period lasted sixty minutes.

The data collection method that was used to assess the students' reading ability was single group, posttest- only- quasi- experimental design (Gliner and Morgan, 2000). The students' reading ability in this study was assessed by the English reading ability tests. The data were collected in two phases; during the instruction and after the instruction.

#### During the instruction

##### 1. The English reading ability tests (Quiz I, II, and III)

During the instruction, CSR instruction using electronic children's picture books were taught to 32 fifth grade students for ten periods. At the end of each story (period 3, 6, and 9) they had to do the English reading ability tests based on the story. Therefore, the students had to do three tests based on the stories.

##### 2. Students' log

At the end of each story of CSR instruction using electronic children's picture books, students had to write in the students' log to express their opinions according to the guided questions that the researcher provided.

#### After the instruction

##### 1. The English reading ability test (Quiz IV)

The students had to do the English reading ability test (Quiz IV) as a summative-test in period ten.

##### 2. Opinion questionnaire

The students had to do the opinion questionnaire which was a five Likert Scale to express their opinion toward the instruction. In conclusion, the data was collected in two phases: during and after the instruction.

### **Data Analysis**

Research Question 1: What are the components of Collaborative Strategic Reading (CSR) Instruction using electronic children's pictures book?

This research question aimed to develop Collaborative Strategic Reading (CSR) Instruction using electronic children's pictures book. Therefore, the research instruments used to answer research question 1 were the experts' validation of three electronic children's pictures books and three lesson plans.

The data obtained from IOC validation were statistically analyzed by using IOC score.

Research Question 2: To what extent does CSR instruction using electronic children's picture book affect English reading ability?

The research instrument used to answer research question 2 was the English reading ability quizzes based on the stories constructed by the researcher. The independent variable was CSR instruction using electronic children's picture books. The independent variables were students' reading ability and students' opinions toward CSR instruction using electronic children's picture books.

The data obtained from the English reading ability quizzes was statistically analyzed by using the criteria of effectiveness at 80/80. The analyses yielded a result which determined whether CSR instruction using electronic children's picture books affect English reading ability of fifth grade students.

Research questions 3: What are students' opinions toward CSR instruction using electronic children's picture books?

The research instruments used to answer the research question 3 were questionnaire and students' log. The data obtained from the questionnaire for eliciting students' opinions toward CSR instruction using electronic children's picture books were analyzed by using  $\bar{X}$  and S.D. The data from students' logs were analyzed qualitatively by content analysis in order to collect students' opinions.

### **Summary**

This study was the quasi- experimental research. The research has been conducted in two phases as follows:

Phase I: The Development of Collaborative Strategic Reading (CSR) Instruction using Electronic Children's Picture Books.

The electronic children's pictures books were validated by three experts. Also, the three lesson plans were validated by another three experts in order to examine whether Collaborative Strategic Reading (CSR) Instruction using electronic children's picture books had a validity or not.

Phase II: The Implementation of Collaborative Strategic Reading (CSR) Instruction

The study was conducted with 32 fifth grade students for ten periods with three lessons and three stories. During and after the experiment, the scores from English reading ability tests were calculated whether what extent does CSR instruction using electronic children's picture books affect English reading ability of fifth grade students.

Also, the students' opinions toward CSR instruction using electronic children's picture books were elicited by students' opinion log and opinion questionnaire. Both students' opinion log and opinion questionnaire were utilized to confirm the results and to collect the data of the students' opinions toward CSR instruction using electronic children's picture books using content analysis,  $\bar{X}$ , and S.D.

## CHAPTER IV

### FINDINGS

This chapter reports both quantitative and qualitative results based on three research questions. The first question was to develop the instructional Collaborative Strategic Reading (CSR) Instruction using electronic children's picture books, the second question was to investigate the effectiveness of Collaborative Strategic Reading (CSR) instruction using electronic children's picture books, and the last question was to explore students' opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books. Therefore, this chapter was divided into three parts. The first part was to answer the research question 1, the second part was to answer the research question 2, and the last part was to answer research question 3.

#### **Research question 1**

What are the components of Collaborative Strategic Reading (CSR) Instruction using electronic children's pictures book?

The research instruments used to answer research question 1 were the experts' validation of three electronic children's pictures book, and three lesson plans in order to examine the validity of the instruction.

The first research question focused on developing Collaborative Strategic Reading (CSR) Instruction using electronic children's pictures book. Therefore, the components of the instruction were as follows;

- 1) Lesson plans

Lesson plans were created according to Collaborative Strategic

Reading (CSR) steps. Each lesson plan consisted of terminal objective, enabling objectives, material and resources, evaluation, and procedure (CSR steps). The contents or the stories were chosen by the students from needs analysis questionnaire.

## 2) Scope and Sequences

### Scope and sequences of Collaborative Strategic Reading (CSR)

instruction using electronic children's picture books. It compounded 3 lessons, and in each lesson consisted of (a) preview, (b) click and clunk, (c) get the gist, and (d) wrap-up. Before implementing CSR instruction using electronic children's picture books, the orientation session was conducted. The scope and sequences were illustrated in Table 4.1

Table 4.1: Scope and Sequences of CSR instruction using electronic children's picture books

### Orientation

The Teacher demonstrates the electronic children's picture books manual and how to implement with the instruction.





## Lesson 1

### Period1: Preview

Students look through the pictures in electronic children's picture book and discuss in their group to predict the story.





Then, do the preview chart as a group work.

**Preview Chart**

Group: .....1.....

Title of the story: **Guppy Goop and The Adventure of The Big Bad Fish**

Answer the questions in sentences.

1. What you already knew about the story?  
 -I knew about the fish, the sea, the coral.  
 .....  
 .....

2. What will happen in the story?  
 -The fish will play football and kill the Big Bad Fish.  
 .....  
 .....

Click and Cluck

Students read the story and note the clunks (unknown words). Then, try to figure out the clunks by share in group, use clues, or fix-up strategies, and do the clunk chart as a group work.

**Clunk Chart**

Group: .....1.....

Clunks list from the story: **Guppy Goop and The Adventure of The Big Bad Fish**

Direction: Write the clunks and the meaning in the table and put (✓) to state whether you make sense with the clunks by sharing in group, use clues, use fix-up strategies (specify the no. of fix-up strategies used), or ask T for help.

Clunks	Meaning	Share in group	Use clues	Fix-up strategies				Ask T
				1	2	3	4	
1. oyster	weatweat	✓						
2. guppy	danerung	✓						
3. extremely	snip	✓						
4. razor-sharp	sewan		✓					
5. trophies	stunafa	✓						
6. rare	stunin		✓					
7. fangs	stunaf					✓		

Period 2: Get the Gist

Students read the story to find the gist (main idea).










Then, do the oral narration and do the gist chart as a group work.

**Gist Chart**

Guppy: \_\_\_\_\_

Title of the story: Guppy Goop and The Adventure of The Big Bad Fish

A. Direction: Rearrange the pictures of the story. You can drag your mouse to move the pictures below according to the sequence of the story. Then, describe the pictures in your own words.

1.  Guppy Goop lives in the coral reef.
2.  Guppy Goop talks to the fish seller.
3.  They meet the Big Bad Fish.
4.  Guppy Goop puts the black pearl ball down his pants.
5.  Guppy Goop chased Fiddler with threads.
6.  The black pearl ball went up the Big Bad Fish.
7.  Guppy Goop dives.
8.  Guppy Goop dives in the Big Bad Fish and got the black pearl ball.
9.  He meets Guppy Goop at.
10.  He went to buy the black pearl ball to Guppy Goop.

B. Direction: Answer the questions according to the story.

- 1) Who is the most important person in the story?  
Guppy Goop, the Big Bad Fish, and Fiddler. Fiddler was the most important.
- 2) What is the most important thing in the story?  
The black pearl ball.
- 3) What did you gain from the story?  
To be a fisherman.

### Period 3: Wrap-up

Students generate four questions from the story and do the wrap –up chart as a group work.

**Wrap-up Chart**

Group: .....

Title of the story: **Guppy Goop and The Adventure of The Big Bad Fish.**

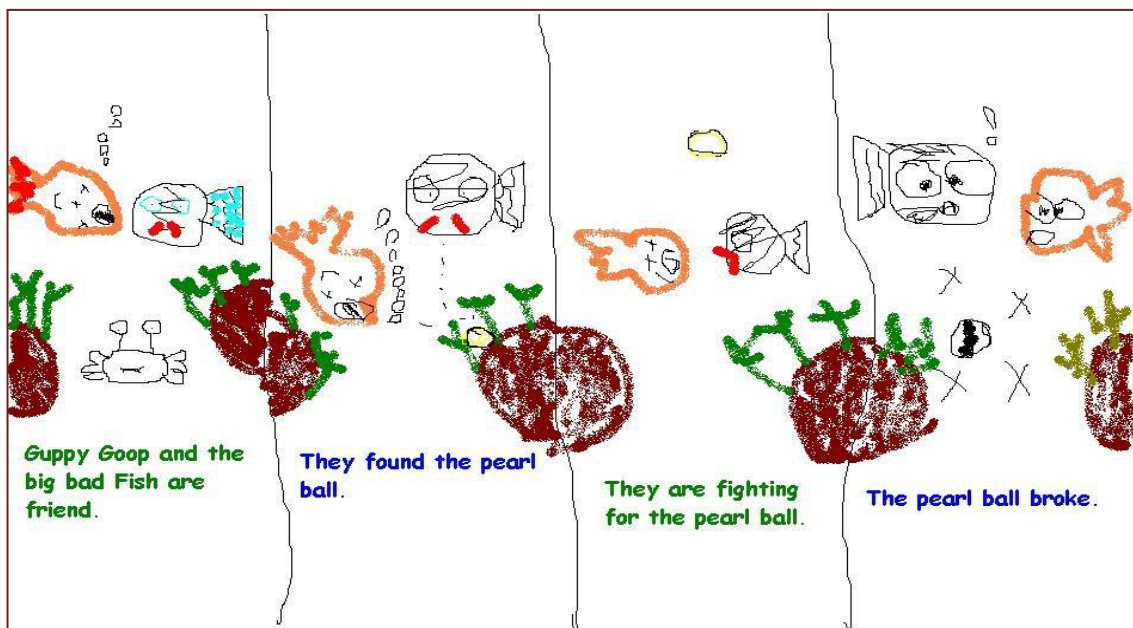
Direction: **Make 4 questions according to the story.**

- 1) What is the black pearl ball?
- 2) Is the Big Bad Fish mean?
- 3) Who kick the black pearl ball out?
- 4) What gave the black pearl to Guppy Goop?

**Give correct answers to the 4 questions above.**

- 1) It is a black pearl from oyster.
- 2) No, it isn't.
- 3) Guppy Goop.
- 4) Uncle Hermit Crab.

Then, Students create the new stories using the characteristics from the story they read in Paint Program.



## Lesson 2

### Period 4: Preview

Students look through the pictures in electronic children's picture book and discuss in their group to predict the story.



**The City Zoo**

**T**he kind old keeper was popular at City Zoo. He never locked the animals up and they moved around the zoo visiting each other for a chat.

All the animals were fed and protected by their zookeeper. Not many people visited the zoo because it was old but all the animals lived happy and extremely lazy lives.

← BACK    NEXT →

Then, do the preview chart as a group work.

**Preview Chart**

**Group:** ..... I .....

**Title of the story:** ..... The City Zoo .....

**Answer the questions in sentences.**

**1. What you already knew about the story?**

**I knew the zoo, the zoo keeper, and the animals in the zoo.**

.....

.....

.....

**2. What will happen in the story?**

**The animals will do job.**

.....

.....

.....

Click and clunk

Students read the story and note the clunks (unknown words). Then, try to figure out the clunks by share in group, use clues, or fix-up strategies, and do the clunk chart as a group work.

**Clunk Chart**

Group: .....

Clunks list from the story: *The City Zoo*

Direction: Write the clunks and the meaning in the table and put (✓) to state whether you make sense with the clunks by sharing in group, use clues, use fix-up strategies (specify the no. of fix-up strategies used), or ask T for help.

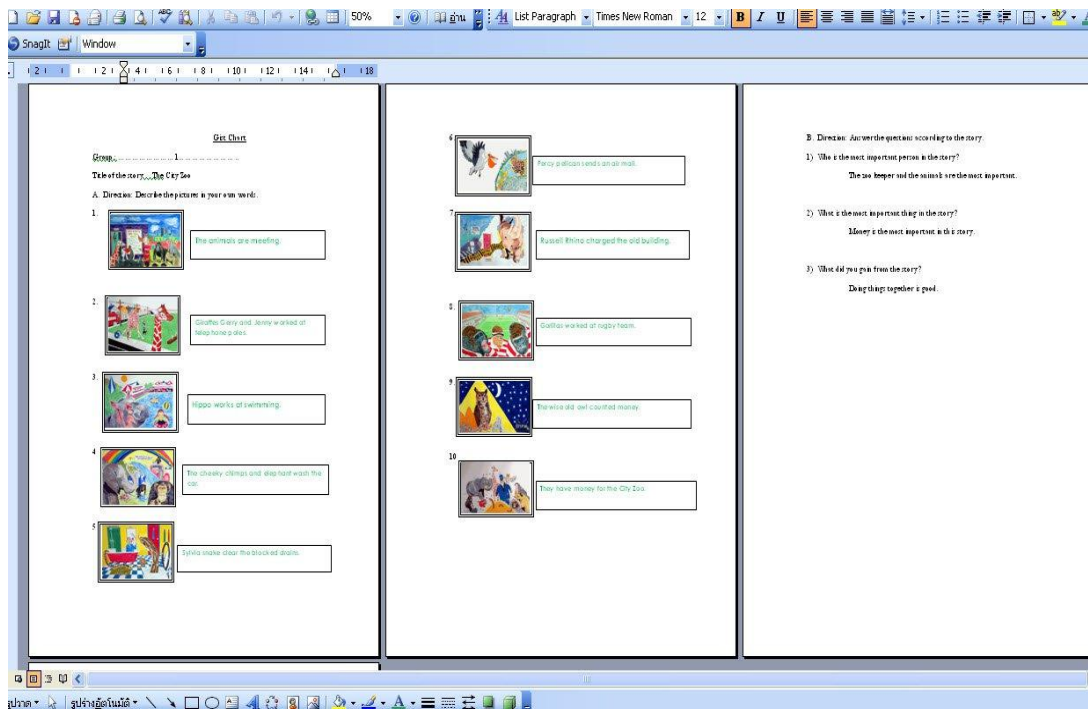
Clunks	Meaning	Share in group	Use clues	Fix-up strategies				Ask T
				1	2	3	4	
1. popular	นิยมชื่นชอบ		✓					
2. protect	ปกป้องดูแล	✓						
3. separated	แยก				✓			
4. debt	หนี้สิน		✓					
5. hurried	รีบร้อน			✓				
6. topic	หัวข้อ	✓						
7. useful	มีประโยชน์							✓
8. colored	แต่งสี	✓						
paper	กระดาษ	✓						

Period 5: Get the gist

Students read the story to find the gist (main idea).

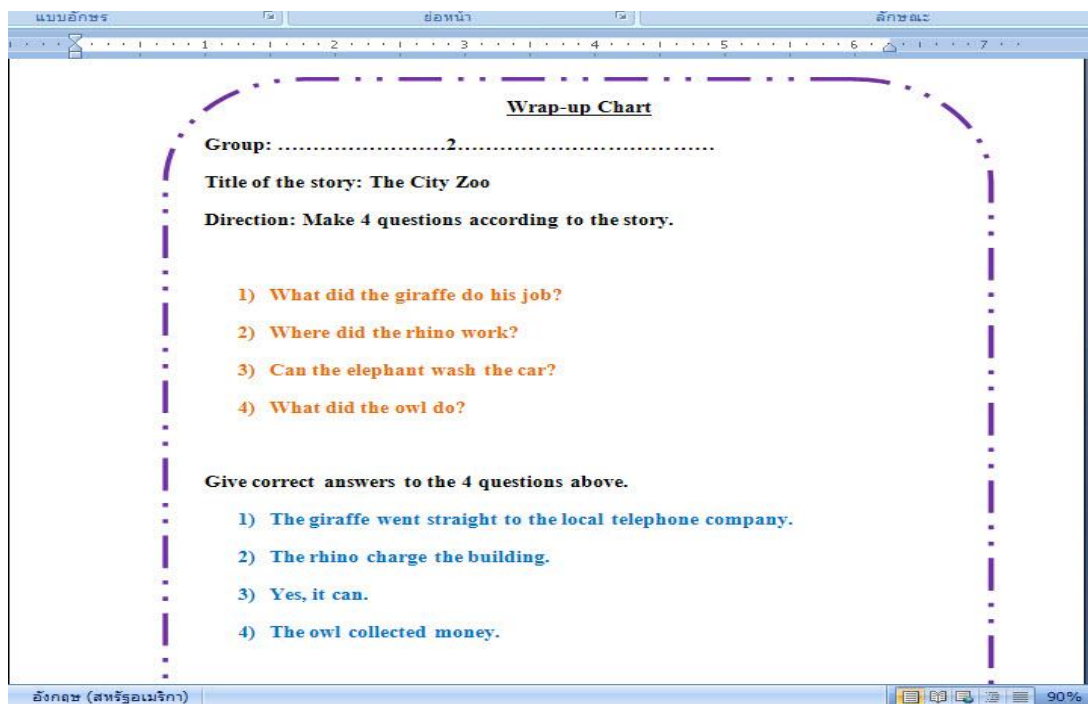


Then, do the oral narration and do the gist chart as a group work.

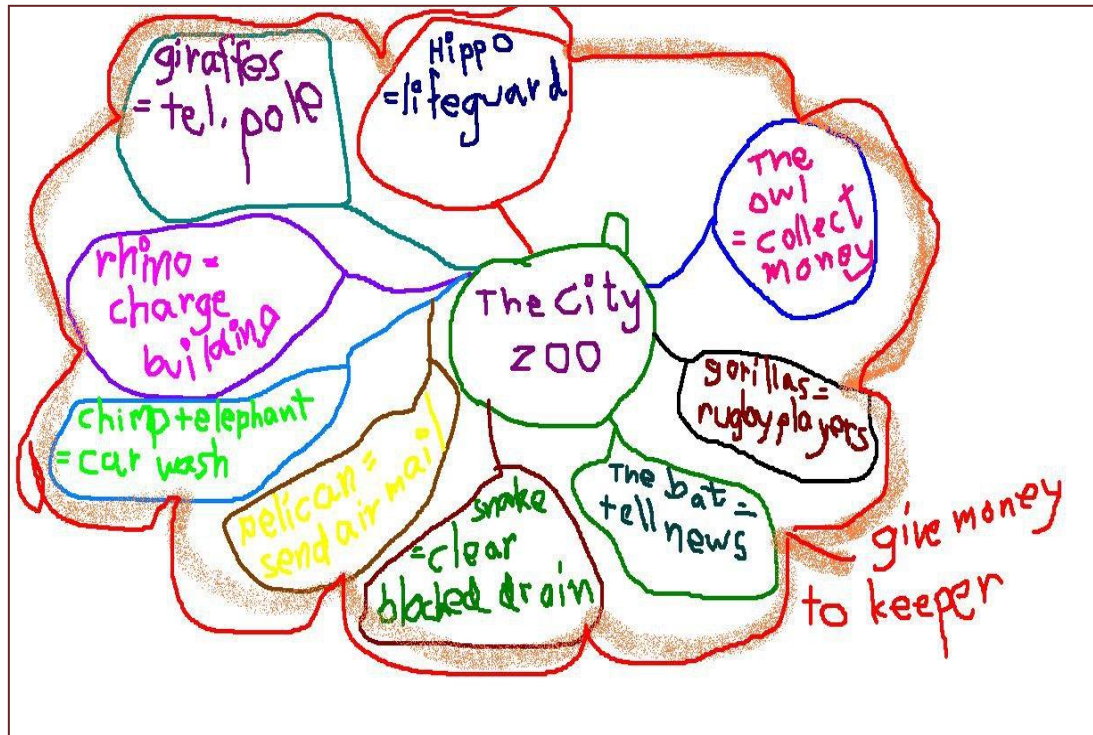


Period 6: Wrap – up

Students generate four questions from the story and do the wrap –up chart as a group work.



Then, students create story mapping in Paint Program.



### Lesson 3

#### Period 7: Preview

Students look through the pictures in electronic children's picture book and discuss in their group to predict the story.

**The Music Box**

"I hate this stupid music box! It's like a cage! I want to be a real ballerina! I want to see the world outside" the little ballerina cried.

But no matter how hard she tried, she couldn't break away from the music box. Every time the key was turned, she had no choice but to stand up and dance. Often she would cry, even while she was dancing. But no one saw her tears.

← BACK    NEXT →

Downloading data from localhost

Then, do the preview chart as a group work.

Preview Chart

Group: ..... 1.....

Title of the story: ... The Music Box

Answer the questions in sentences.

1. What you already knew about the story?

I knew the doll, ballerina. I have music box.

.....

.....

2. What will happen in the story?

The music box and the ballerina will want to go out, don't want to dance.

.....

.....

Click and clunk

Students read the story and note the clunks (unknown words). Then, try to figure out the clunks by share in group, use clues, or fix-up strategies, and do the clunk chart as a group work.

Clunk Chart

Group: ..... 1.....

Clunks list from the story: **The Music box**

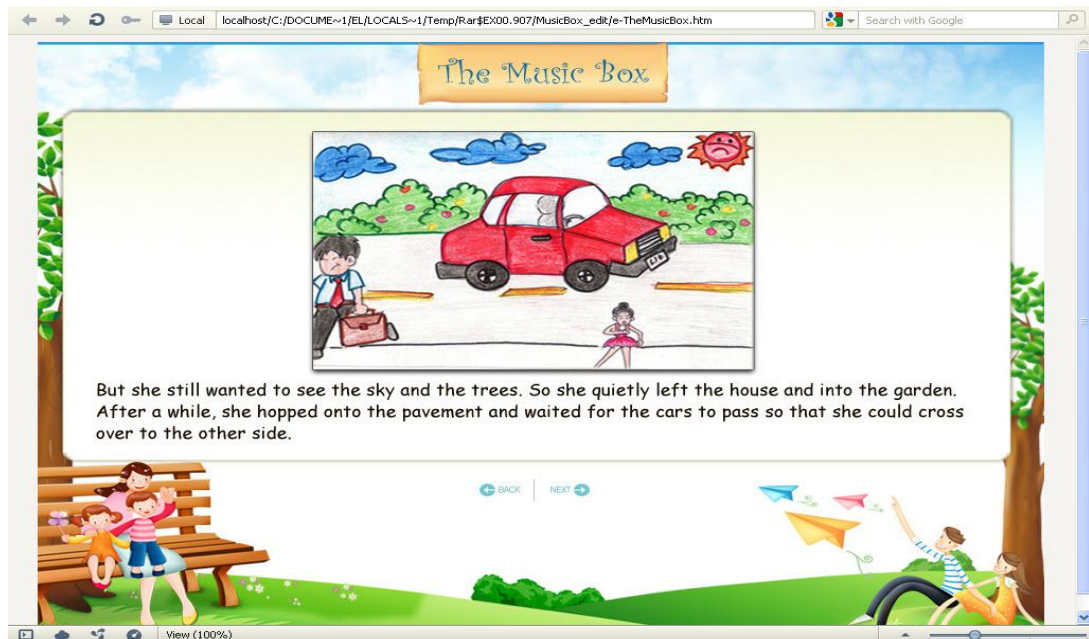
Direction: Write the clunks and the meaning in the table and put (✓) to state whether you make sense with the clunks by sharing in group, use clues, use fix-up strategies (specify the no. of fix-up strategies used), or ask T for help.

Clunks	Meaning	Share in group	Use clues	Fix-up strategies				Ask T
				1	2	3	4	
1. twined	ทวน			✓				
2. wound	ทวนทวน				✓			
3. cage	กรง	✓						
4. real	จริง	✓						
5. night table	โต๊ะข้างเตียง							✓
6. pavement	พื้นถนน		✓					
7. sticky	เหนียว			✓				
8. notice	สังเกตเห็น		✓					



## Period 8: Get the gist

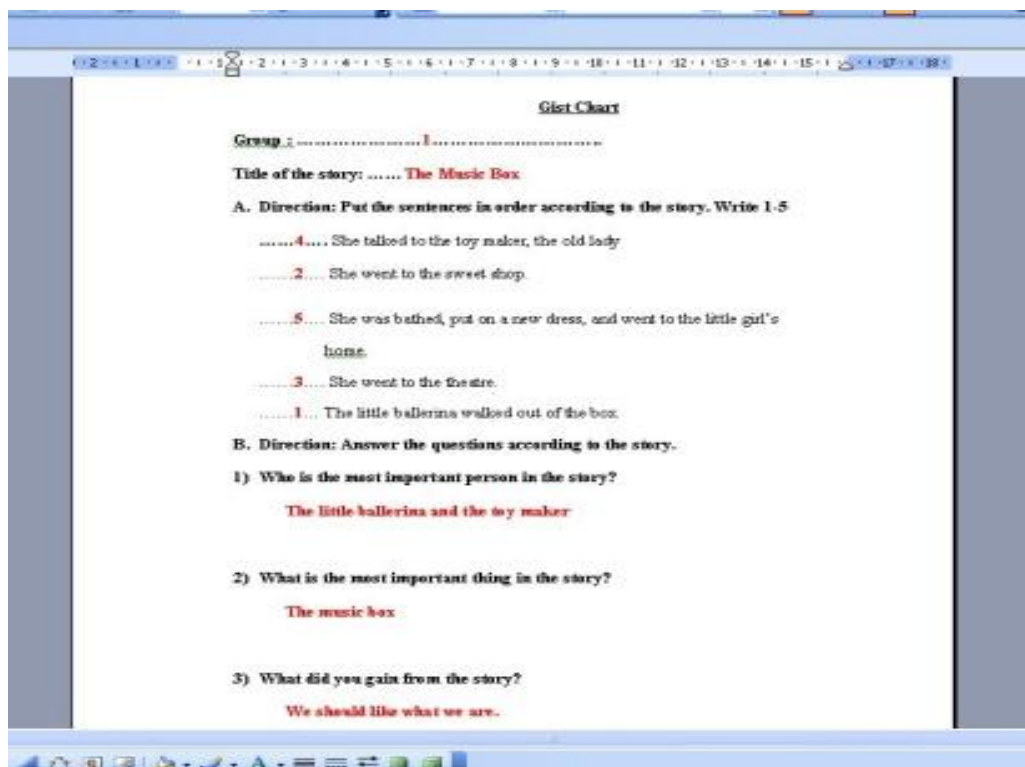
Students read the story to find the gist (main idea).



**The Music Box**

But she still wanted to see the sky and the trees. So she quietly left the house and into the garden. After a while, she hopped onto the pavement and waited for the cars to pass so that she could cross over to the other side.

Then, do the oral narration and do the gist chart as a group work.



**Gist Chart**

Group ..... I .....

Title of the story: ..... **The Music Box**

**A. Direction: Put the sentences in order according to the story. Write 1-5**

.....4.... She talked to the toy maker, the old lady

.....2.... She went to the sweet shop.

.....5.... She was bathed, put on a new dress, and went to the little girl's home.

.....3.... She went to the theatre.

.....1.... The little ballerina walked out of the box.

**B. Direction: Answer the questions according to the story.**

1) Who is the most important person in the story?

**The little ballerina and the toy maker**

2) What is the most important thing in the story?

**The music box**

3) What did you gain from the story?

**We should like what we are.**

## Period 9: Wrap-up

Students generate four questions from the story and do the wrap – up chart as a group work.

**Wrap-up Chart**

**Group:** ..... 2 .....

**Title of the story:** **The Music Box**

**Direction:** Make 4 questions according to the story.

- 1) Who can talk to the little ballerina?
- 2) Who is the owner the music box?
- 3) Was she beautiful?
- 4) Can the little ballerina sing?

**Give correct answers to the 4 questions above.**

- 1) The children and toy maker can talk.
- 2) The little girl is the owner.
- 3) Yes, she was.
- 4) No, she can't.

Then, students create the story board in Microsoft Power Point Program.

The storyboard consists of six panels:

- Panel 1:** Title: "The toy maker" with an illustration of a toy maker.
- Panel 2:** Title: "The little ballerina" with an illustration of a ballerina.
- Panel 3:** Title: "The ballerina bought the music box" with an illustration of a music box.
- Panel 4:** Title: "The ballerina sang" with an illustration of two ballerinas.
- Panel 5:** Title: "The ballerina danced" with an illustration of a ballerina dancing.
- Panel 6:** Title: "The ballerina sang" with an illustration of a music box.

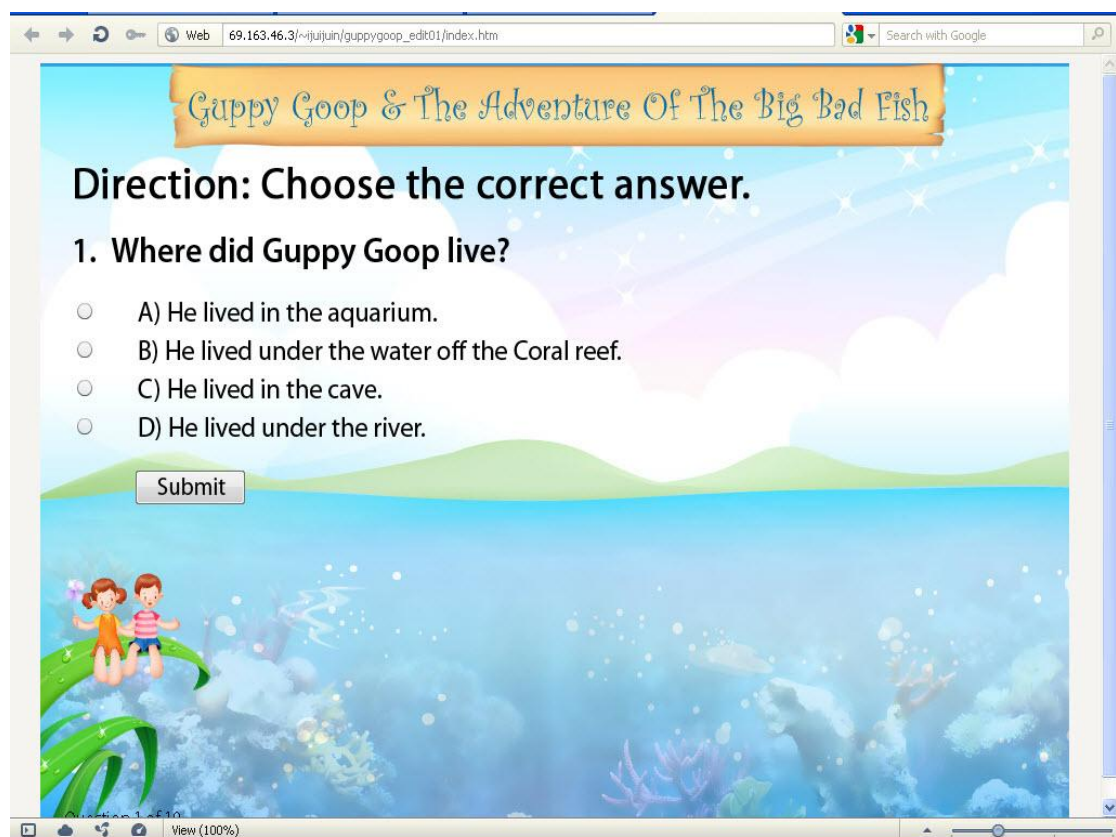
### 3) Evaluation

The English reading ability tests which were an online test were used to evaluate the effectiveness of Collaborative Strategic Reading (CSR) instruction using electronic children's picture book. The sample of English reading ability tests were in Table 4.2

Table 4.2: The sample of English reading ability tests

---

#### Quiz I



## Quiz II



The screenshot shows a web browser window with the address bar displaying a local file path. The page content includes a title 'The City Zoo' in a decorative banner, followed by the instruction 'Direction: Choose the correct answer.' and a question: '3. Who told the sad news to the animals?'. Below the question are four radio button options: A) The zookeeper, B) The Wise Old Owl, C) Horrace the Hippo, and D) Billy Big Ears the bat. A 'Submit' button is located below the options. The background features a colorful illustration of a girl in a pink dress running in a park with a tree, flowers, and a small white house with a purple roof.

Local localhost/C:/DOCUME~1/EL/LOCALS~1/Temp/Rar\$EX11.0891/theCityZoo\_edit/TheCityZoo\_Complete.htm Search with Google

### The City Zoo

Direction: Choose the correct answer.

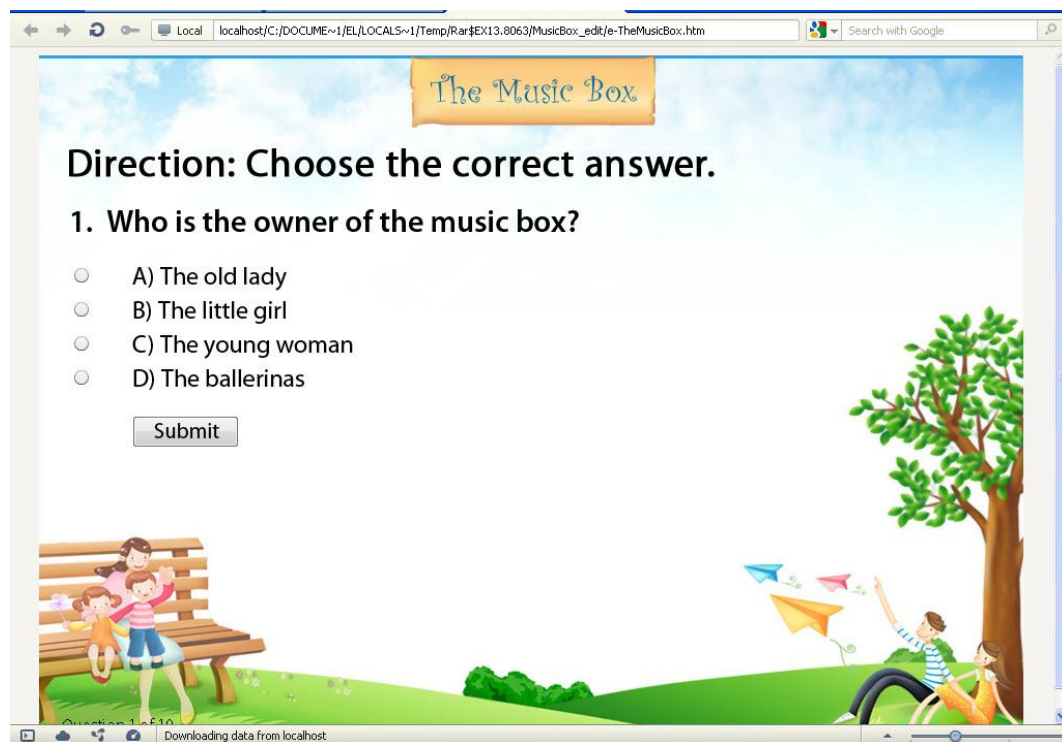
3. Who told the sad news to the animals?

- A) The zookeeper
- B) The Wise Old Owl
- C) Horrace the Hippo
- D) Billy Big Ears the bat

Submit

View (100%)

## Quiz III



The screenshot shows a web browser window with the address bar displaying a local file path. The page content includes a title 'The Music Box' in a decorative banner, followed by the instruction 'Direction: Choose the correct answer.' and a question: '1. Who is the owner of the music box?'. Below the question are four radio button options: A) The old lady, B) The little girl, C) The young woman, and D) The ballerinas. A 'Submit' button is located below the options. The background features a colorful illustration of children playing in a park with a bench, a tree, and a kite.

Local localhost/C:/DOCUME~1/EL/LOCALS~1/Temp/Rar\$EX13.8063/MusicBox\_edit/e-TheMusicBox.htm Search with Google

### The Music Box

Direction: Choose the correct answer.

1. Who is the owner of the music box?

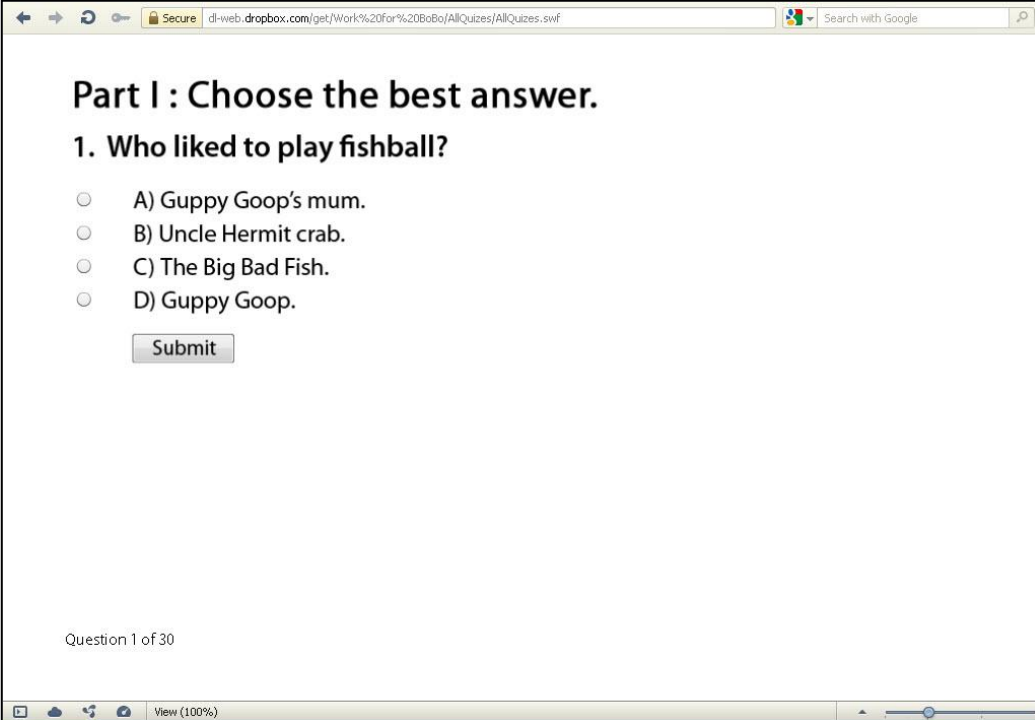
- A) The old lady
- B) The little girl
- C) The young woman
- D) The ballerinas

Submit

Downloading data from localhost

---

## Quiz IV



The screenshot shows a web browser window with the address bar displaying "dl-web.dropbox.com/get/Work%20for%20BoBo/AllQuizzes/AllQuizzes.swf". The page content includes the following text:

**Part I : Choose the best answer.**

**1. Who liked to play fishball?**

- A) Guppy Goop's mum.
- B) Uncle Hermit crab.
- C) The Big Bad Fish.
- D) Guppy Goop.

Below the options is a "Submit" button. At the bottom left of the page, it says "Question 1 of 30". The browser's status bar at the bottom indicates "View (100%)".

---

## Research question 2

To what extent does Collaborative Strategic Reading (CSR) instruction using electronic children's picture books affect English reading ability?

The research instrument used to answer research question 2 was the English reading ability tests (Quiz I, II, III, and IV) based on the stories. There were 4 quizzes in this study which were Guppy Goop & The Adventure of the Big Bad Fish quiz, The City Zoo quiz, and The Music Box quiz, and three stories final quiz. Each quiz consisted of 10 multiple – choice questions except the last quiz (three stories final quiz) that consisted of 30 multiple- choice questions. The English reading ability tests in this story composed of the literal levels of reading comprehension.

The second research question focused on identifying whether the students' reading ability gained score from quizzes in Collaborative Strategic Reading (CSR)

instruction using electronic children's picture books achieved the criteria of effectiveness at 80/80: E1/E2 (Ruangsuan, 2004) which E1 refers to the formative-test (Quiz I, II, and III) and E2 refer to summative-test (Quiz IV). The results of the effectiveness of Collaborative Strategic Reading (CSR) instruction using electronic children's picture books on English reading ability are presented in Table 4.3

Table 4.3: The results of the English reading ability tests

Group	During the instruction						Total (E1) (%)	After the instruction (E2)		(80/80) (E1/E2)
	Quiz I		Quiz II		Quiz III			Quiz IV		
	$\bar{X}$	(%)	$\bar{X}$	(%)	$\bar{X}$	(%)		$\bar{X}$	(%)	
Grade 5 students (n=32)	9.03	90.3	8.34	83.4	8.53	85.3	86.37	25.53	85.10	86.37 / 85.10

From Table 4.3, the students mean score was 86.37 % (E1) on the English reading ability quizzes during the instruction. The students' mean score on the English reading ability quiz after the instruction was 85.10 %.(E2) Also, the results revealed that the effectiveness of Collaborative Strategic Reading (CSR) instruction using electronic children's picture books achieved the criteria of the effectiveness at 86.37/85.10. It indicated that the students gained high score than the criteria of the effectiveness at 80/80. Therefore, the hypothesis stating that the students' reading ability gained scores from the English reading ability tests in Collaborative Strategic Reading (CSR) instruction using electronic children's picture books achieved the criteria of effectiveness at 80/80 was accepted. In other words, students reading ability improved after receiving Collaborative Strategic Reading (CSR) instruction using electronic children's picture books.

### Research question 3

What are students' opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books?

The research instrument used to answer research question 2 were students' opinion logs and opinion questionnaire for eliciting students' opinions.

#### Finding from students' log

In the students' log, students were asked about their opinions towards Collaborative Strategic Reading (CSR) Instruction using electronic children's pictures book whether they like or dislike. The students were asked to write their opinions in the students' log according to the guided questions by the end of each story. Therefore, there were three learning logs. The opinions were categorized into 2 groups: the opinions about Collaborative Strategic Reading (CSR) Instruction using electronic children's pictures book and the opinions about Collaborative Strategic Reading (CSR) Instruction using electronic children's pictures book that help to improve reading skill. The students' opinions toward Collaborative Strategic Reading (CSR) Instruction using electronic children's pictures book were as follows.

Table 4.4: Students' opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books

	Like	Dislike	Suggestions
CSR instruction using electronic Children's picture Book	1) interact with friends and computer (51.13%) 2) learning new knowledge (48.87%)	-	Students need more time to do tasks
Help to improve Reading skill	1) CSR steps (54.12%) 2) Doing Tasks and picture (45.88%)	-	

These are some examples of students' opinions regarding Collaborative Strategic Reading (CSR) instruction using electronic children's pictures book.

“ชอบครับได้เรียน อ่านเรื่องสนุกได้อ่านจากคอมพิวเตอร์แล้วก็ ยังได้ทำใบงานในคอมพิวเตอร์ด้วย (I like to learn CSR instruction using electronic children's pictures book. I read the funny story through the computer, and I got a chance to do worksheets in the computer with my friends.)

“ชอบมากๆ สนุกมากเลย ชอบเรียนเป็นกลุ่ม ทำงานกลุ่ม ทำให้อ่านอังกฤษง่ายขึ้นเยอะอะ ” (I like it a lot, it is very fun. I like learning in group, work in group. It helps me to read English easily.)

“ก็ชอบตรงที่ได้รู้วิธีอ่านแบบใหม่ที่มันสนุก ไม่น่าเบื่อ ไม่ง่วง ได้อ่านกับเพื่อนด้วย” (I like it because I have learnt the new way of reading English which is fun, not boring, and not sleepy. I can also read with my friends.)

The examples of students' opinions regarding help to improve reading skill.

“ช่วยมากมายเพราะมีรูปภาพที่เข้าใจง่าย สวยด้วยค่ะ ” (It helps me a lot because it has pictures which is easy to understand and beautiful.)

“ช่วยตรงที่มีใบงานช่วยให้จำและอ่านศัพท์รู้เรื่องเป็นขั้นๆดี ” (It helps me because it has worksheets to help me memorize and understand vocabularies step by step.)

“ก็ช่วยนะคะ ยิ่งตอนคำศัพท์คลิกแอนด์คลังก์ ทำให้เข้าใจเรื่องได้ หนูไม่ต้องเปิดดิกเลย ” (It helps especially Click & Clunk, it helps me to understand the story. I do not have to open the dictionary.)



From Table 4.4, the opinions of the students towards Collaborative Strategic Reading (CSR) instruction using electronic children's pictures book were positive. Every student enjoyed learning with their friends interacts with the computer, and doing tasks. In addition, every student students said that Collaborative Strategic Reading (CSR) instruction using electronic children's pictures book helped them to improve reading skill. However, there were some suggestions from the students such as they need to have more time to do the tasks.

Finding from the questionnaire for eliciting students' opinions

Table 4.5 presented the opinions of 32 fifth grade students who were the subjects of the study. The questionnaire was divided into two parts. The first part was about personal information: gender and age of the participants. The second part consisted of 10 close-ended questions were analyzed using  $\bar{X}$  and S.D. The results of opinion question were illustrated in Table 4.5

Table 4.5:  $\bar{X}$  and S.D. of students' opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books.

Questionnaire Items	$\bar{X}$	S.D.
I think that CSR instruction using electronic children's pictures book .....		
1. is interesting	4.13	0.707
2. enable me to develop reading ability	4.06	0.669
3. is more enjoyable and active atmosphere	4.06	0.716
4. has various activities that help me develop reading ability	4.19	0.693
5. has various enjoyable activities that make me want to develop English language	4.19	0.780

Questionnaire Items	$\bar{X}$	S.D.
6. makes me want to read more	4.13	0.871
7. stimulates me to read better by observing pictures, listening to music and narrative's voice, and reading through the computer	4.22	0.706
8. makes me familiar with reading English book	4.13	0.751
9. enables me to read and work in group effectively	4.09	0.963
10. has interesting online quizzes	4.44	0.716
<b>Grand Mean Score</b>	<b>4.16</b>	<b>0.710</b>

Notes: 1) Agreement was related using a 5 point scale:

5=strongly agree, 4= agree, 3=neutral, 2= disagree, 1= strongly disagree

2) The questionnaire was presented in Thai so that the students could understand and express their opinions fully without any language barrier.

4) Mean of opinion scale  $\geq 4.0$  from the 5-point scale on the questionnaire refers to the "positive opinions"

The mean score of all items are higher than 4.00, producing the grand mean score of 4.16. Hypothesis 2 stipulates that 4.16 points from the 5-point scale indicated positive opinions of the students toward CSR instruction using electronic children's picture books. Therefore, hypothesis 2 is accepted, based on the questionnaire results.

In brief, the findings from student opinion log indicated that the students had positive opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books. In addition, it was consistent with the results from opinion questionnaire that they had positive opinions towards Collaborative Strategic Reading (CSR) instruction using electronic children's pictures book.

## Summary

This chapter presented the finding of the study under three main parts: the results of the components of Collaborative Strategic Reading (CSR) Instruction using electronic children's picture books, the effects of CSR instruction using electronic children's picture books on reading ability, and students' opinions.

For the research question 1, the finding revealed that the components of Collaborative Strategic Reading (CSR) Instruction using electronic children's picture books were 1) lesson plans 2) scope and sequences , and 3) evaluation

For the research question 2, the finding revealed that the students' reading ability improved after receiving CSR instruction using electronic children's picture books. The Mean scores from the English reading ability tests were analyzed to examine the students' reading ability. The finding indicated that students' reading ability improved after receiving CSR instruction using electronic children's picture books.

For the research question 3, students' opinions toward CSR instruction using electronic children's picture books, the analysis indicated a positive degree of satisfaction towards CSR instruction using electronic children's picture books. Finding from the students' opinion logs and opinion questionnaire were consistent which indicated that students' had positive opinions toward CSR instruction using electronic children's picture books. Consequently, research hypotheses have been accepted.

### **Additional findings**

According to the findings from this present study, the researcher also found additional finding after implementing Collaborative Strategic Reading (CSR) instruction using electronic children's picture books.

These are example of students' conversation. Since the students are only in grade five and they study in regular program. Therefore, they used both English and Thai language in their conversation.

### **Preview**

Leader: เอ้า What do you think? I see the sea.

S.4: I see the guppy and scary fish.

S.2: I see the สาหร่าย อะ อะไรนะ เออ seaweed

S.3: I see ball อะ มันเหมือนลูกบอล

Leader: เข้าเรื่องเลยเถ What you already know about the story?

S.2: ก็ I know the seaweed.

s.4: จิลล์ จดเลย

Leader: OK. I know the seaweed, the sea

S.3: the ball ไง แล้วยัง ชั้นนี้ อะไรนะ

S.4: the guppy and scary fish

### **Clink and clunk**

Clunk Ex: My friends read and note difficult vocabularies เอาเฉพาะ ที่สำคัญนะ อย่าลืม

Clunk Ex.: My friends share your vocabularies

S.3: ได้ๆ เค้าไม่รู้ oyster

Clunk Ex.: Who know? ใครรู้บ้าง

S.1: I don't know

S.4: เอาม้าที่ชี้ดี Point the mouse

Clunk Ex.: a large flat sea creature that lives in a shell

S.1: หอย อะไรนี่แหละ

S.3: I know หอยที่มีใจมุกใจ

Clunk Ex.: เค้ารู้ๆ หอยนางรม

### **Get the gist**

Gist ex.: เอ้า read the story.....สรุปว่า

S.4: ก็มันมี guppy goop He likes to play Fishball.

S.2: He dreams about the Big Bad Fish and the Big bad fish eat guppy goop.

Gist: แต่ guppy goop ตื่น wake up, he dreamed

S.1: สุดท้ายก็ได้กิน Big bad Fish is not mean นะ

### **Wrap-up**

Announcer: Everybody think, make questions and answer

S.1: What is the Fishball? ง่ายไปมั๊ยล่ะ

S.2: OK แล้ว อะฉันนี่พิมพ์เลย

S.3: คำตอบล่ะ จิลล์ ไซ้ It's a kick ball. มั๊ย

S.1: Yes

S.2: อะไรอีก

According to the conversation, students have to work collaboratively, the researcher found that students discuss and share their ideas to the group effectively. Every student tried to help each other to read and do the activities. This indicated that Collaborative Strategic Reading (CSR) instruction using electronic children's picture books enhance social skill. In other words, Students who received CSR instruction using electronic children's picture books can interact with other people and have a social skill in their group work.

## CHAPTER V

### SUMMARY, DISCUSSIONS, AND RECOMMENDATIONS

This chapter divided into five parts. The first part is a summary of the study. The second part provides the finding of the study. The third part includes a discussion of the finding. The fourth part presents the pedagogical implication from the study. Then, the last part presents recommendation for further studies.

#### **Summary of the Study**

The objectives of the study were 1) to develop the instructional Collaborative Strategic Reading (CSR) using electronic children's picture books, 2) to investigate the effectiveness of CSR instruction using electronic children's picture books on reading ability of fifth grade students, and 3) to explore students' opinions toward CSR instruction using electronic children's picture books of fifth grade students. The research design of this quasi-experimental study was single group, posttest- only design. The subjects for this study were fifth grade students, who were studying at Piboonbumpen Demonstration School Burapha University in the first semester of the academic year 2011, selected by purposive sampling. There were 32 students consisted of 15 males and 17 females.

The research methodology was divided into two phases: The development of CSR instruction using electronic children's picture books and the experiment.

#### Phase I: The Development of CSR Instruction using Electronic Children's Picture Books

The development process of CSR instruction using electronic children's picture books composed of six stages: 1) study the basic concept and related

documents; 2) conduct needs analysis; 3) construct lesson plans and electronic children's picture books for the implementation with CSR; 4) validate and revise the instructional instruments; 5) conduct the pilot study.

Stage one, the theories and the basic concepts related to the present study were explored. The studied topics were CSR instruction proposed by Klingner and Vaughn (1998), electronic children's picture books, and Thai Basic Education core curriculum B.E. 2551 for foreign language.

Stage two, needs analysis questionnaire was conducted to obtain the students most interesting three children's picture books stories and electronic instruction media that the students preferred.

Stage three, lesson plans and electronic children's picture books were constructed.

Stage four, the instructional instruments were validated by the experts. After that, lesson plans and electronic children's picture books were revised according to the experts' suggestion.

Stage five, a pilot study were carried prior the experiment. Then, the instruments were revised based on the information gained from the pilot study.

#### Phase II: The Implementation of Collaborative Strategic Reading (CSR) instruction using electronic children's picture books

The experiment consisted of three stages; 1) conduct the main study 2) evaluate the effectiveness of CSR instruction using electronic children's picture books and 3) elicit students opinions.

Stage one, conduct the main study, the researcher implemented CSR instruction using electronic children's picture books to the class.

Stage two, evaluate the effectiveness of CSR instruction using electronic children's picture books. By the end of each story, the English reading ability tests (Quiz I, II, III, and IV) were administered to the students. The data obtained from English reading ability tests were statically analyzed by the criteria of the effectiveness at 80/80 (E1/E2) (Ruangsawan, 2004).

Stage three, elicit students' opinions towards CSR instruction using electronic children's picture books from students' opinions logs which were transcribed and analyzed qualitatively. Then, the opinions questionnaire were also analyzed by  $\bar{X}$  and S.D.

## **Findings**

The findings of the study were summarized in three main aspects: (1) the components of Collaborative Strategic Reading (CSR) instruction using electronic children's pictures book. (2) the students' reading ability and (3) the students' opinions toward CSR instruction using electronic children's picture books.

### The Components of Collaborative Strategic Reading (CSR) instruction using electronic children's pictures books.

According to the research questions 1, what are the components of Collaborative Strategic Reading (CSR) instruction using electronic children's pictures books?, the research instruments used in this study were the experts' validation of three electronic children's picture books, and lesson plans. The results revealed that the components of Collaborative Strategic Reading (CSR) instruction using electronic children's pictures books were 1) lesson plans 2) scope and sequences and 3) evaluation.



### The English Reading Ability

According to the research question 2, to what extent does CSR instruction using electronic children's picture books affect reading ability of fifth grade students?, the research instruments used in this study was the English reading ability tests. The results derived from the English reading ability tests indicated that the students improved their English reading ability after receiving CSR instruction using electronic children's picture books. The students reading ability gained score from the English reading ability tests in CSR instruction using electronic children's picture books achieve the criteria of effectiveness at 86.37/85.10 which was higher than the hypothesis setting criteria.

### Students' opinions toward CSR instruction using electronic children's picture books

According to the research question 3, what are students' opinions toward CSR instruction using electronic children's picture books?, the research instruments used in this study were the students' opinion log and opinion questionnaire for eliciting students' opinions. For students' opinion log, students were asked to write their opinions in the students' log at the end of each story. For the opinion questionnaire, it was distributed after the instruction. The students' opinions toward CSR instruction using electronic children's picture books from student's opinion log indicated that students had positive opinions. In addition, it was consistent with the results from opinion questionnaire that they had positive opinions toward Collaborative Strategic Reading (CSR) instruction using electronic children's picture books.

## **Discussions**

In academic settings where English is taught as a foreign language, the instruction which seem to be importance for students is reading instruction. A variety of instructional strategies have been developed in response to the need for effective reading ability instruction (Klingner and Vaughn, 1996). Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to help students comprehend a story easily. The previous research indicated that CSR instruction facilitates students' reading ability. For example, Klingner and Vaughn (2000) stated that after students receiving CSR instruction, the students demonstrated high levels of academic engagement and skillfully assisted each other with word meanings, main idea, and understanding text. Moreover, Klingner et al.(2004) found that students in CSR classrooms improved significantly in reading comprehension when compared with the students who were not received CSR instruction. Also, Vaughn et al. (2001) stated that students made significant progress in both understanding text and learning content. The same with Thai classroom context, Kongkool (2005) found that students' English reading comprehension scores were higher than before receiving CSR instruction. As a result, the discussion on Collaborative Strategic Reading (CSR) instruction, English reading ability, electronic children's picture books, and social network: Facebook were as follows;

### **Collaborative Strategic Reading (CSR) instruction**

According to CSR instruction step, this consisted of 4 steps: preview, click & click, get the gist, and wrap- up (Klingner and Vaughn 2000). The first step is preview which students can use their background knowledge to help them predict what they are going to read. Therefore, it can boost students' motivation to read. The second step is click & clunk which students can help each other to make sense with the

unknown words by using fix-up strategies. This step is very suitable for EFL students. The third step is get the gist which can help students comprehend the story easily. From this step, students can share their idea about what is the most important idea, place, or things in the story. The last step is wrap-up which can help students to summarize what they read by making questions from the stories.

### **English reading ability**

Since reading ability is one of the purposes that encourage students to read, it needs interactive between the students' background knowledge and the story. Therefore, the students play an important and active role in constructing meaning based on the purpose in reading, background knowledge, and the overall setting (Carrell, 1989). In CSR classroom, students have an opportunity to interact with their background knowledge, reading strategies, and cooperative learning which can help the students to comprehend the story effectively.

### **Electronic children's picture books**

In the computer and internet era, using computer technology can encourage students to read and reverse students' negative attitudes towards reading in EFL context (Adam and Wild, 1997). Therefore, developing multimedia material to use in the classroom is very effective. Since the subjects of the present study were young learners, Chinh (2009) stated that children's picture book can help young learners or primary students on language learning, motivated students' reading and cultivated students' imagination. Additionally, when students read and do the activities with their groups on computer screen, the multimedia features of electronic children's picture books can arouse students' attention better than the actual book (Cheng and Jung, 2009). McKenna (1998) also suggests that electronic book increases students'

motivation and promote reading comprehension. The features of electronic children's picture books can capture students' attention and motivation.

### **Social network: Facebook**

Using Facebook as a social network can give the students the opportunity to build a presence online through interactive spaces where they can display their works or interact with their friends on line such as post comments, upload pictures, publish note, and send a private message (Dieu and Stevens, 2007). Therefore, using Facebook as one of the activities increased the level of effort of the students would be more interesting for them. Students became more motivated in terms of in-class discussion (White, 2009). Facebook like any new technology can incite interest and enjoyment in learning and has tremendous potential as a tool for collaborative or cooperative learning as it promotes the setting up of a community of the students, academic reading, and thinking abilities.

As a result, the findings in this study supported the results of the previous studies. It was found that CSR instruction using electronic children's picture books had an effect on students' reading ability due to the scores of the effectiveness of the instruction. After the implementation of CSR instruction using electronic children's picture books, the students' reading ability significantly improved. Therefore, this indicated that CSR instruction using electronic children's picture books is effective. For the students' opinions toward CSR instruction using electronic children's picture books, the results from the questionnaire indicated that students had a positive opinion toward the instruction. The findings imply that CSR instruction using electronic children's picture books motivate students in reading the story and enhance reading ability. In addition, the benefits of CSR instruction using electronic children's picture books according to students' opinion in students' log indicated that students thought

the instruction increased students' interaction when reading the stories from electronic children's picture book with their friends in groups. Also, the instruction gave the opportunity to learn new knowledge such as reading strategies and vocabularies from the stories, and provided students to do the group activities. Similar to Klingner and other (2001), they stated that CSR instruction using electronic children's picture books can increase students' motivation and self-esteem. Students will know how to interact with people. In addition, Marriot (1991) found that children's picture books can promote new knowledge and language ability. Electronic book can also helps students with reading difficulties in encouraging reluctant students to read and do the activities (Adam & Wild, 1997).

### **Pedagogical Implications**

There is not many research indicated the effects of teaching reading by integrating CSR instruction using electronic children's picture books in Thai context. However, the findings in the present study showed that it is possible to develop CSR instruction using electronic children's picture books which found from the effectiveness of the instruction. Since students' reading ability was improved. There are three implications which can be drawn from the research finding of this study as follows:

First, teachers may employ various assessments to assess and evaluated students' reading ability which is not only the quiz that has only multiple choice questions. The students can show their understanding in various ways. For example, drawing pictures to summarize the main idea, generate questions to summarize the story, or create the stories using the characteristics from the story that the students have read.

Second, teachers should pay attention to select the stories that related to the students' interests. The teacher should provide the students' opportunity to select the stories that they interest. In other words, the teacher should conduct needs analysis before selecting the story or material. Willis (1996) stated that it works well because it raises the students' motivation.

Finally, the teachers should highlight on selecting and providing the electronic instructional media that the students interested in such as the internet, Facebook, or electronic children's picture books. Also, needs analysis should be conducted to obtain what types of the electronic instructional media that the students interested in, and make it works at the day of the experiment. The features of the electronic instructional media especially the features that they liked can arouse students' attention very effectively (Islam, 2008).

### **Limitation of the study**

Time intervention is the limitation. The sessions of the instruction are limited to ten periods. Even though, it showed the desirable results of reading ability, it will be better to have longer periods of the instruction to see more improvement of reading ability of the students.

### **Recommendations for Future Research**

The recommendations for future research are as follows:

First, a comparison between Collaborative Strategic Reading (CSR) instruction and another reading instruction could be done with electronic children's picture books in order to compare the effects on reading ability and satisfaction.

Second, the study should be done with more than ten periods in order to follow up the effects of CSR instruction using electronic children's picture books on reading ability. Also, it could confirm the effects of CSR instruction using electronic children's picture books on reading ability and satisfaction.

Third, in order to see the improvement of the students before and after receiving Collaborative Strategic Reading (CSR) instruction using electronic children's picture books, the pre and post test quasi experimental design should be conducted.

Fourth, Collaborative Strategic Reading (CSR) instruction could be implemented with another reading material such as English newspaper or English novel. Therefore, the students can experience many kinds of reading materials.

Finally, the other kinds of qualitative instruments such as interview, classroom observation, and writing diary should be included in future studies in order to allow a more in depth study.

## References

ภาษาไทย

ครรชิต มาลัยวงศ์. (2540). นวัตกรรมทางเทคโนโลยีในทศวรรษ 2000. กรุงเทพฯ : ซีเอ็ดดูเคชั่น.

ไชยยศ เรืองสุวรรณ. (2548). การจัดระบบงานสื่อและเทคโนโลยีการศึกษาและห้องสมุดสื่อ

โรงเรียน. มหาสารคาม : ภาควิชาเทคโนโลยีและสื่อการศึกษา คณะศึกษาศาสตร์

มหาวิทยาลัยมหาสารคาม.

ไชยยศ เรืองสุวรรณ. (2547). การออกแบบและการพัฒนาบทเรียนคอมพิวเตอร์และบทเรียนบน

เครือข่าย. มหาสารคาม : ภาควิชาเทคโนโลยีและสื่อการศึกษา คณะศึกษาศาสตร์

มหาวิทยาลัยมหาสารคาม.

มณีรัตน์ ภัทรจินดา. (2548). การเรียนการสอนแบบร่วมมือกันเรียนรู้. วารสารนวัตกรรมการเรียน

การสอน 2, 4 (เมษายน 2548): 6-10.

ภาษาอังกฤษ

Abdullah, I.H, Hashim, R.S, Jaludin, A., and Ismail, R. (2011). Enhancing

Opportunities for Language use through Web-Based Social Networking. 2011

International Conference on Social Science and Humanity. Singapore:

LACSIT Press.

Adam, N., and Wild, M. (1997). Applying CD-ROM interactive storybooks to

learning to read. Journal of Computer Assisted Learning 13 : 119-132.

Alderson, J.C. (2000). Assessing reading. Cambridge : Cambridge University Press.

Anderson, N.J. (1999). Exploring Second Language Reading: Issues and Strategies.

Florence: Heinle & Heinle Publishers.

Anderson, N.J. (1991). Individual differences in strategies use in second language

teaching and testing. The Modern Language Journal. 75:440-472.

Barker, P.G. (1996). Exploring Hypermedia. New York: Kogan Page.

Barnett, M.A. (1989). More than meets the eye. Foreign language reading. NJ:

Prentice Hall.



- Bryant, D.P., Ugel, N., Hougen, M., Hamff, A., and Vaughn, S.(1999). The effects of Collaborative Strategic Reading on reading outcomes of seventh grade students with learning disabilities in general education classrooms.  
(Unpolished Manuscript).
- Carrell, P.L. (1989). Metacognitive awareness and second language reading. Modern Language 73 :73-76.
- Chang, S.Y. (2002). Picture books: Alternative material for teaching EFL children at the elementary school. Journal of cultural and Art 13.
- Chen, F. (2000). Cooperative learning, Multiple intelligences and Proficiency: Application in College English Language Teaching and Learning. M.A. Degree of Australian Catholic University.
- Chera, P., and Wood, C.(2003). Animated multimedia “talking books” can promote phonological awareness in children beginning to read. Learning and instruction 13: 33-52.
- Cheng, C. and Jung, I. (2009). —Ebook Flood” for Changing EFL Learners’ Reading Attitudes. Proceedings of the 17<sup>th</sup> International Conference on Computers in Education : Hong Kong: Asia-Pacific Society for Computers in Education.
- Chinh, S. H. (2009). EFL children’s views on English picture story books. Asian EFL Journal 11 (December 2009). 38-43.
- Chu, M. L.(1995). Reader response to interactive computer books: Examining literary responses in a non-traditional reading setting. Reading Research and Instruction 34(4): 352-366.
- Cullinan, B.E. and Galda, L. (1998). Literature and the child (4<sup>th</sup> ed.). Philadelphia: Harcourt Brace College publishers.

- Davis, F.B.(1968). Research in comprehension in reading. Reading Research Quarterly3 : 499-545.
- DelliCarpini, M.(2007). Enhancing cooperative learning in TESOL teacher education. ELT journal.
- Dieu,B. and Stevens, V. (2007). Pedagogical affordances of syndication, aggregation, and mash-up of content on the Web. TESL-EJ (June 2007). 35-37.
- Doty, D.E., Popplewell , S.R., and Byers, G.O. (2001). Interactive CD-ROM story books and young readers' reading comprehension. Journal of Research on Computing in Education 33(4): 374-384.
- Durham, J. (1999). Teaching reading strategies through think aloud technique. Thai TESOL Bullitin 12(2): 40-45.
- Ellis, G. (2002). Learning English through children's literature. Available from: <http://www.teachingenglish.org.uk/think/literature/children-lit.shtml> [2011, May].
- Fan, Y.C.(2009). Implementing Collaborative Strategic Reading (CSR) in an EFL Context in Taiwan. Doctoral dissertation, University of Leicester.
- Glazer, J.I. (1997). Introduction to children's literature (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- Gliner, J.A. and G.A. Morgan. (2000). Research Methods in Applied Settings. Mahwah, NJ: Lawrence Erlbaum Associates.
- Grabe, W. (1999). Developments in reading research and their implications for computer-adaptive reading assessment. Cambridge: Cambridge University Press.
- Grabe, W, & Stoller, F.L. (2011). Teaching and researching: Reading. Longman: Pearson Education.
- Graves, M.F., & Graves,B.B.(2003). Scaffolding reading experiences: Designs for

student success. Norwood, MA: Christopher-Gordon.

Hidi, S. (2000). An interest researcher's perspective: The effects of extrinsic and intrinsic factors on motivation. San Diego, Ca: Academic Press.

Hudson, T. (2007). Teaching Second Language Reading. New York: Oxford University Press.

Islam, C. (2008). Incorporation Electronic Books into a Graduate Reading Methods Class: Improving the comprehension of students in grades K-12. Kentucky Journal of Excellence in College Teaching and Learning 11.

Johnson, D.W., and Johnson, R.T.,(1999). Building community through cooperative learning. Theory into Practice 38/2: 67-73.

Johnson,D.W., Johnson,R.T., and Holubec,E.J 1993). Cooperative in the classroom.Edina, MN: Interaction Book.

Kern, R. and Warschauer, M. (2000). Theory and practice of network-based language teaching. New York: Cambridge University Press.

Klingner, J & Vaughn, S. (1999). Promoting reading comprehension, content learning, and English acquisition through Collaborative strategic Reading (CSR). The Reading Teacher 52 (April).

Klingner, J. K., and Vaughn, S. (1996). Reciprocal teaching of reading comprehension Strategies for students with learning disabilities who use English as a second Language. The Elementary School Journal 96.

Kilngner, J.K., and Vaughn, S. (2000). The helping behaviors of fifth graders while using collaborative strategic reading during ESL content classes. TESOL Quarterly 34.

Klingner& Vaughn ( 1998 ). Collaborative Strategic Reading during Social Studies in Heterogeneous Fourth-Grade Classroom. The elementary School Journal 5.

- Klingner, J.K., Vaughn S., Dimino, J., Schumm, J.S., and Bayant, D.(2001).  
Collaborative Strategic Reading. Longmont: Sopris West.
- Klingner,J, Vaughn, S, Arguelles, M.E., Hughes, M.T., & Leftwich, S.A. (2004).  
 Collaborative Strategic Reading: –Real-World” Lessons From Classroom  
 Teachers. Remedial and Special Education 25(5) (September/October 2004) :  
 291-302.
- Kongkool, S. (2005). Use of Collaborative Strategic Reading to Develop English  
 Reading Comprehension, Vocabulary Learning and Summary Writing Ability  
 of Monk Students. Master’s Thesis, Faculty of education Chiangmai  
 University.
- Korat, O. (2010), Reading Electronic Books as a Support for Vocabulary, Story  
 Comprehension and Word Reading in Kindergarten and First grade.  
Computer Education 55 (1), 24-31. Retrieved from ERIC database.
- Kuttiya, S. (2001). Implementation of Collaborative Strategic Reading to Promote  
 Reading Comprehension and Social Skills of Mathayomsuksa 4 students.  
 Master’s Thesis, Faculty of education Chiangmai University.
- Labbo, L.D.(2000). 12 things young children can do with a talking book in a  
 classrrom computer center. The Reading Teacher 53(7) : 542-546.
- Larkin-Hein, T. (2001). A key to enhancing student motivation and understanding  
31th SEE/IEEE Frontiers in Education Conference, pp.F2G-6 to F2G-12.
- Lessig, Lawrence. (2006). The Read-Write Society, Wizards of OS4 conference.
- Liaw, M.L. (1997). An analysis of ESL Children’s verbal interaction during  
 computer book reading computers in the schools. TESL Journal 13.
- Liaw, M.L. (1998). American children’s literature: An alternative choice for EFL  
 instruction. The proceeding of the Seventh International Symposium on

English Teaching.

Lin, H.L. (2003). Integration English children's picture books with teaching children English as a foreign language in grade 1-9 curriculum for elementary school.

English Teaching & Learning 27 (4): 15-30.

Lin, S.C.(1991). Strategies for developing English reading comprehension skills at college level. Taipei: The Crane Publishing Co., Ltd.

Mallan, K. (1999). Reading beneath the surface: using picture books to foster a critical aesthetics. Australia Journal of Language and Literacy. 22.

Retrieved Nov. 15, 2010 from <http://www.questia.com>

Matthew, K.I., (1996). The impact of CD-ROM storybooks on children's reading comprehension and reading attitude. Journal of Education. Multimedia and Hypermedia 5.

Matulka, D.I. (1999). Picture Book. Retrieved Nov. 14, 2010 from <http://picturingbooks.imaginarylands.org>

Marriot, S. (1991). Picture book in the primary classroom. London: Paul Chapman Publishing Ltd.

McKenna, M.C. (1998). Electronic texts and the transformation of beginning reading. In D. Handbook of literacy and technology: Transformation in a post-typographic word.

Poonpan, S, & Suwanmankha, S. (2005). Indicators of Research – Based Learning Instructional Process : A case study of Best Practice in a Primary School. Chulalongkorn University.

Pressley,M.(2006). Reading instruction that works: The case for balance teaching (3<sup>rd</sup> ed.). New York: The Guilford Press.

- Pressley, M. (2006). What the future of reading research could be? Paper presented at the international Reading Association's Reading Research, Chicago, Illinois.
- Schmitt, C.M., (1990). A questionnaire to measure children's awareness of strategies reading processes. The reading Teacher 43, 7 (March): 454-461.
- Shetzer, H., & Warschauer, M. (2000). An electronic literacy approach to network-based language teaching. Network-based language teaching 6 : 171-185.
- Soonthornmanee, R. (2002). The effect of the reciprocal teaching approach on the reading comprehension of EFL students. RELC 7: 23-25.
- Tai, Y., Hung, Y.L. & Ting.R.Y.I. (2008). The effects of Electronic Books on EFL learners' Vocabulary Learning. Chesapeake, VA : ACE. Retrieved from [http: www. editlib.org](http://www.editlib.org) p 29939.
- Thomas, M.(2002). Learning within incoherent structures. (Unpublished Manuscript).
- Tomlinson, C.M. & Lynch-Brown, C. (1996). Essentials of children's literature (2<sup>nd</sup> ed.). Massachusetts: Allyn & Bacon.
- Tyan, N.C. & Shen, Y.P. (2003). An action research: How primary school teacher uses English picture story books to facilitate students' English learning. Taipei: crane publishing company.
- Vander Veer,E.A. (2008). Facebook the missing manual. Pogue: Press O'Reilly.
- Vaughn, S., Klingner, J.K., & Bryant.,D.P. (2001). Collaborative Strategic Reading as a means to enhance peer-mediated instruction for reading comprehension and content-area learning. Remedial and Special Education 22(2) :666-74.
- Vaughn,S., Klingner,J.K., & Schumm, J.S. (2002). Collaborative Strategic Reading a manual to assist with staff development. Cambridge: Harvard University

Press.

White, J. (2009). The Use of Facebook to Improve Motivation and Academic Writing.

TESL Journal 26: 23-26.

Wisaijorn, P. (2004). Strategy training in the teaching of reading comprehension:

Does it work for students whose first language is not English? Ubon

Rajathanee University. (Unpublished Manuscript).

Willis, J. (2007). Cooperative learning is a brain turn on. Macau: New York

University.

Xiao, Y. (2010). The Effects of Implementing Collaborative Strategic Reading (CSR)

on Reading Comprehension Performance of University EFL Learners in.

Macau: New York University.

Zucker, T.M., Moody, A.K., & McKenna, M.C., (2009). The Effects of Electronic

Books on Pre-Kindergarten-to-Grade 5 Students' Literacy and Language.

Journal of Educational Computing Research 20.

## **APPENDICES**



## Appendix A

### Needs analysis Questionnaire

#### Questionnaire for developing electronic children's picture books

---

The respondents of this questionnaire are grade 5 students at Piboonbumpen

Demonstration School Burapha University

This questionnaire consists of three parts which are:

Part I: Information about the respondents

Part II: Preferred children's picture book stories

Part III: Preferred electronic instructional media

---

#### **Part I: Information about the respondents**

**Please fill in your information**

Age: .....

Gender: .....

Number of year you have learn English: .....

## Part II: Preferred children's book stories

**Direction:** Please put a tick (✓) in the box to choose **3** stories that you want to read and learn from electronic children's picture books

### Fairy tales:

The Music Box




Snow White and Rose Red




Guppy Goop & the Adventure of the Big Bad Fish



### Fables:

The Bear and the Bees




Sour Grapes




The Man and His Two Wives



### Fantasy:

The City Zoo




A Genie at Work




Andrew's Amazing Monsters



### Part III: Preferred electronic instructional media

Please put a tick (✓) into the number which indicates how much each of the following statements apply to you.

(5) means strongly agree      (4) means agree      (3) means neutral

(2) means disagree      (1) means strongly disagree

Statements	5	4	3	2	1
<b>You like the following electronic instructional media;</b>					
1. Colorful text					
2. Moving pictures					
3. Clip V.D.O. or CD-ROM					
4. Audio media such as songs and oral reading					
5. Visual media such as colorful pictures					
6. The internet					

## Appendix B

### Sample of Electronic Children's Pictures Book Manual

1. Browse the webpage [km.st.buu.ac.th](http://km.st.buu.ac.th)



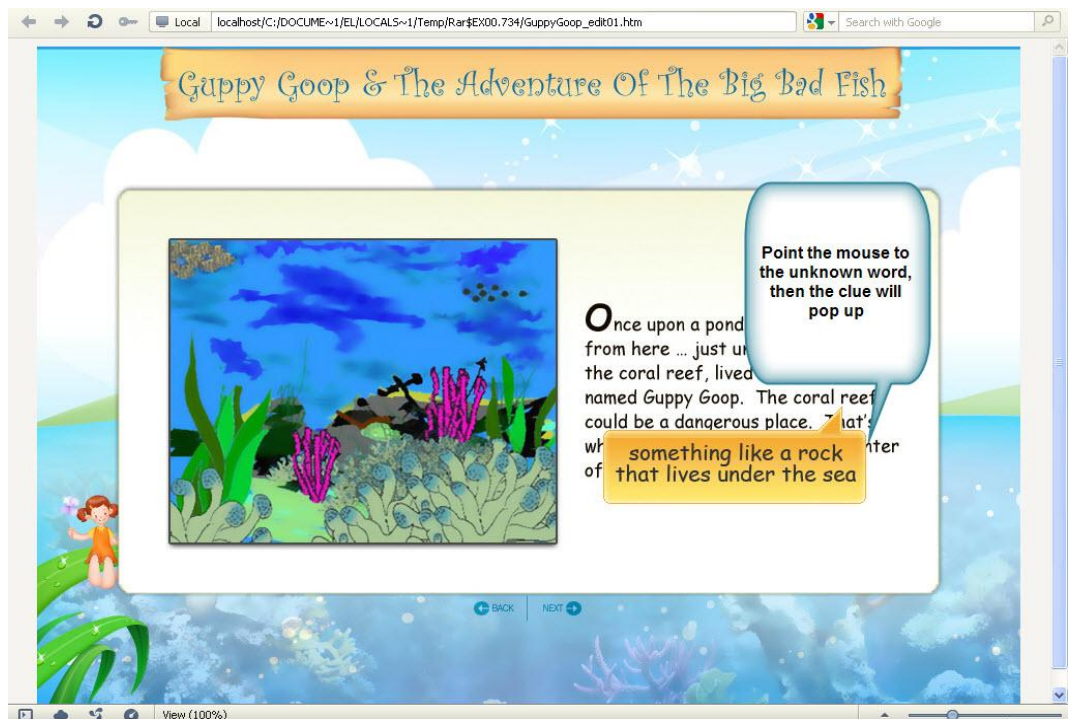
2. Click to choose the story



3. The first page of the story will appear.



4. While you were reading the story, you can point your mouse to the unknown words. Then the clue will pop up.



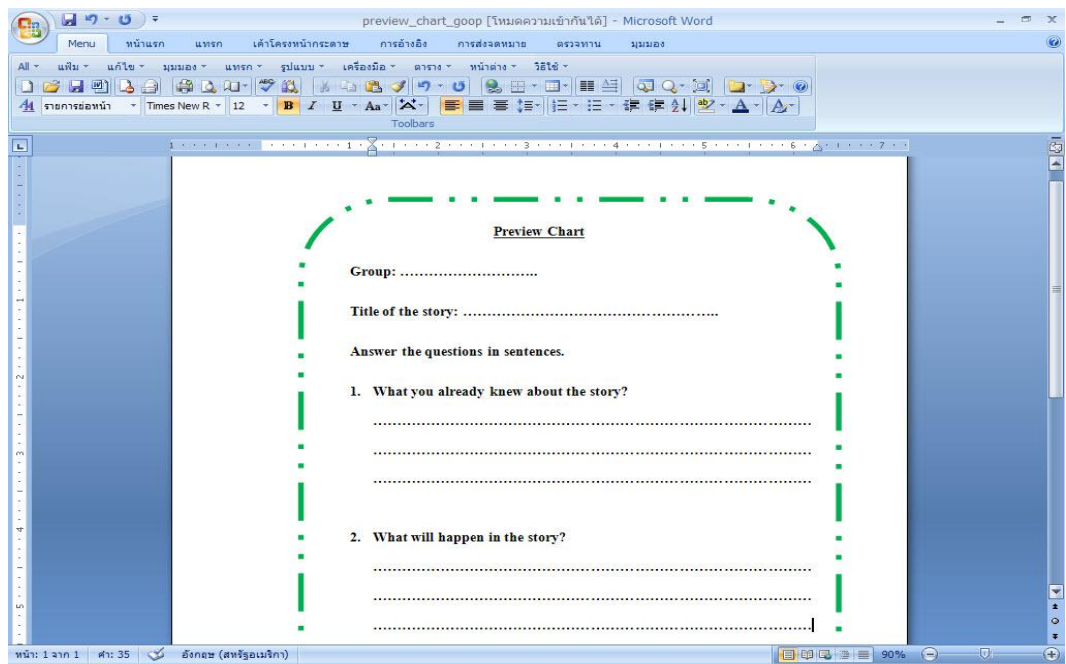
5. You can click –Back” to go to the previous page, and click –Next” to the next page.



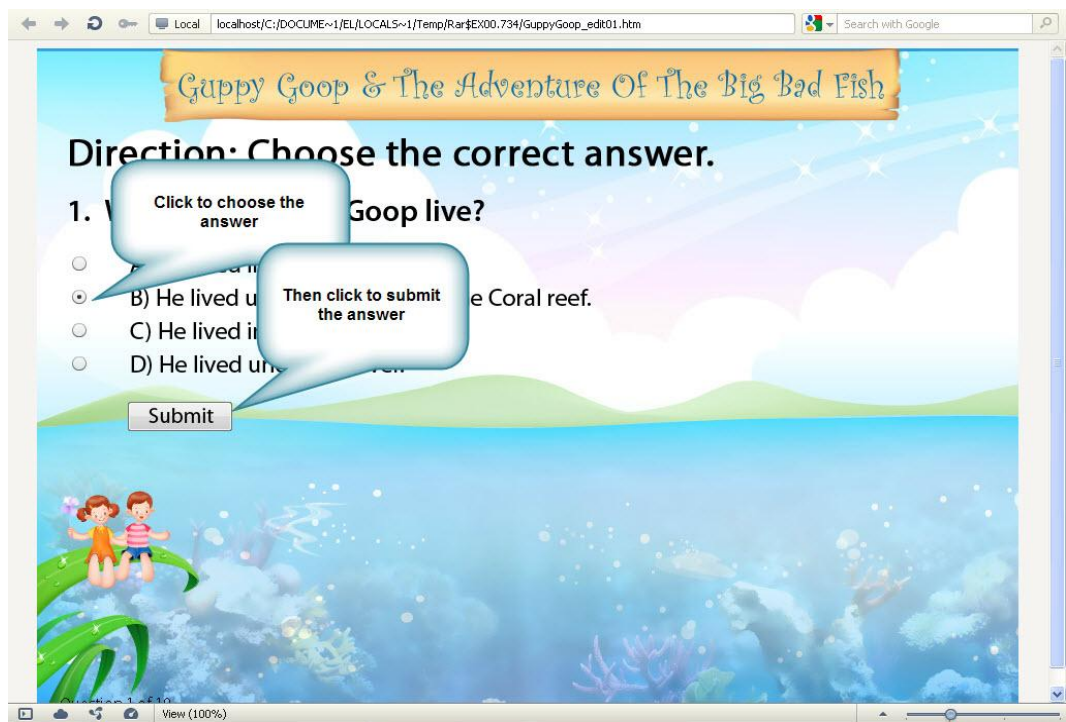
6. After finish reading, you can click to download worksheets.



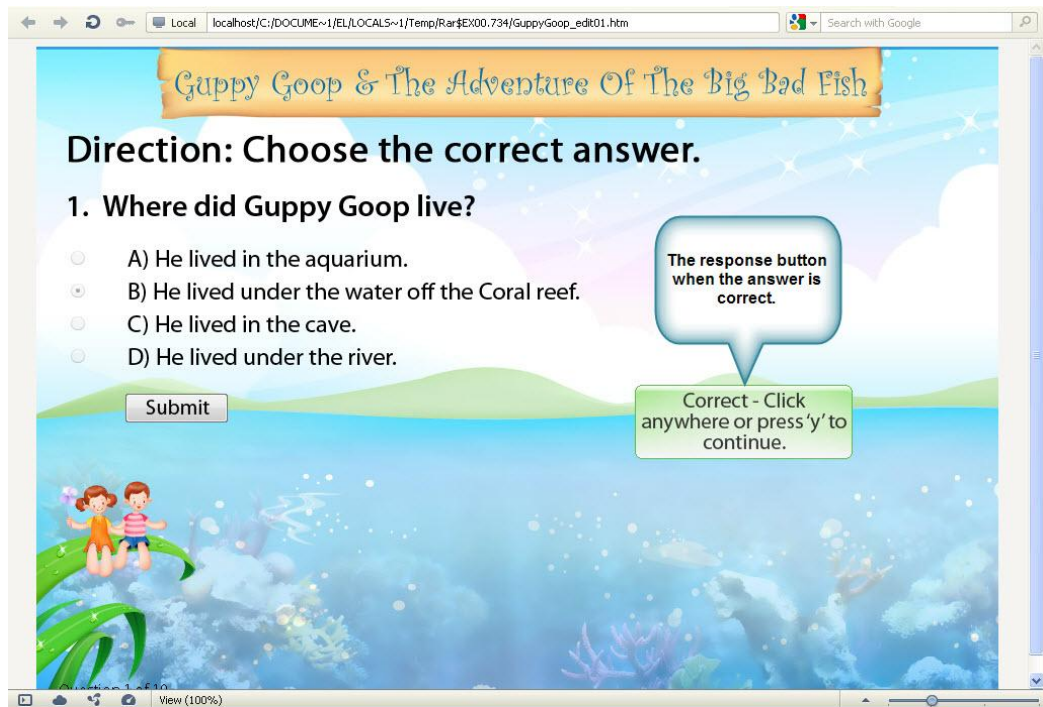
7. The worksheets are in Microsoft Word files.



8. At the end of each story, you can do an online story quiz.



9. The answer will be prompt corrected.



The screenshot shows a web browser window with the URL `localhost/C:/DOCUME~1/EL/LOCAL5~1/Temp/Rar$EX00.734/GuppyGoop_edt01.htm`. The page title is "Guppy Goop & The Adventure Of The Big Bad Fish". The main heading is "Direction: Choose the correct answer." followed by the question "1. Where did Guppy Goop live?". There are four radio button options: A) He lived in the aquarium, B) He lived under the water off the Coral reef, C) He lived in the cave, and D) He lived under the river. A "Submit" button is located below the options. A blue speech bubble points to the "Submit" button with the text "The response button when the answer is correct." A green callout box at the bottom right says "Correct - Click anywhere or press 'y' to continue." The background features a colorful illustration of a coral reef with two children on a lily pad.

Guppy Goop & The Adventure Of The Big Bad Fish

Direction: Choose the correct answer.

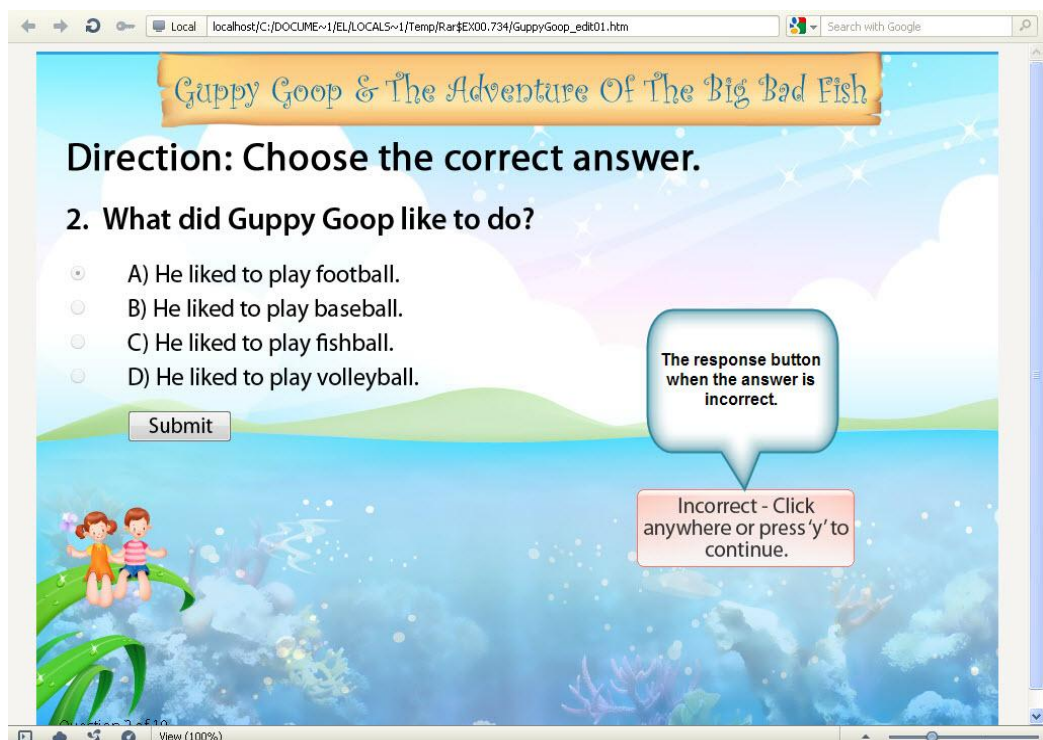
1. Where did Guppy Goop live?

- A) He lived in the aquarium.
- B) He lived under the water off the Coral reef.
- C) He lived in the cave.
- D) He lived under the river.

Submit

The response button when the answer is correct.

Correct - Click anywhere or press 'y' to continue.



The screenshot shows the same web browser window as above, but with a different question. The heading is "Direction: Choose the correct answer." followed by the question "2. What did Guppy Goop like to do?". There are four radio button options: A) He liked to play football, B) He liked to play baseball, C) He liked to play fishball, and D) He liked to play volleyball. A "Submit" button is located below the options. A blue speech bubble points to the "Submit" button with the text "The response button when the answer is incorrect." A pink callout box at the bottom right says "Incorrect - Click anywhere or press 'y' to continue." The background features the same colorful illustration of a coral reef with two children on a lily pad.

Guppy Goop & The Adventure Of The Big Bad Fish

Direction: Choose the correct answer.

2. What did Guppy Goop like to do?

- A) He liked to play football.
- B) He liked to play baseball.
- C) He liked to play fishball.
- D) He liked to play volleyball.

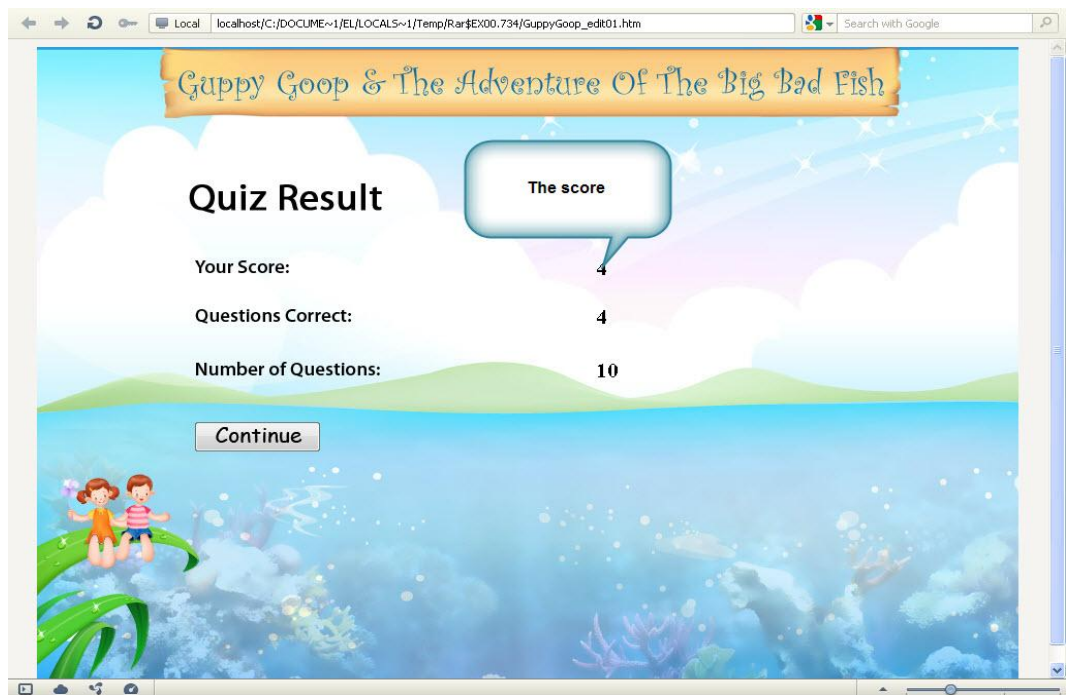
Submit

The response button when the answer is incorrect.

Incorrect - Click anywhere or press 'y' to continue.



10. When you finished the online quiz, your score will show in the quiz result.



11. Click to continue to the last page.



12. The last page will show up. If you want to read again just click” Read Again?”

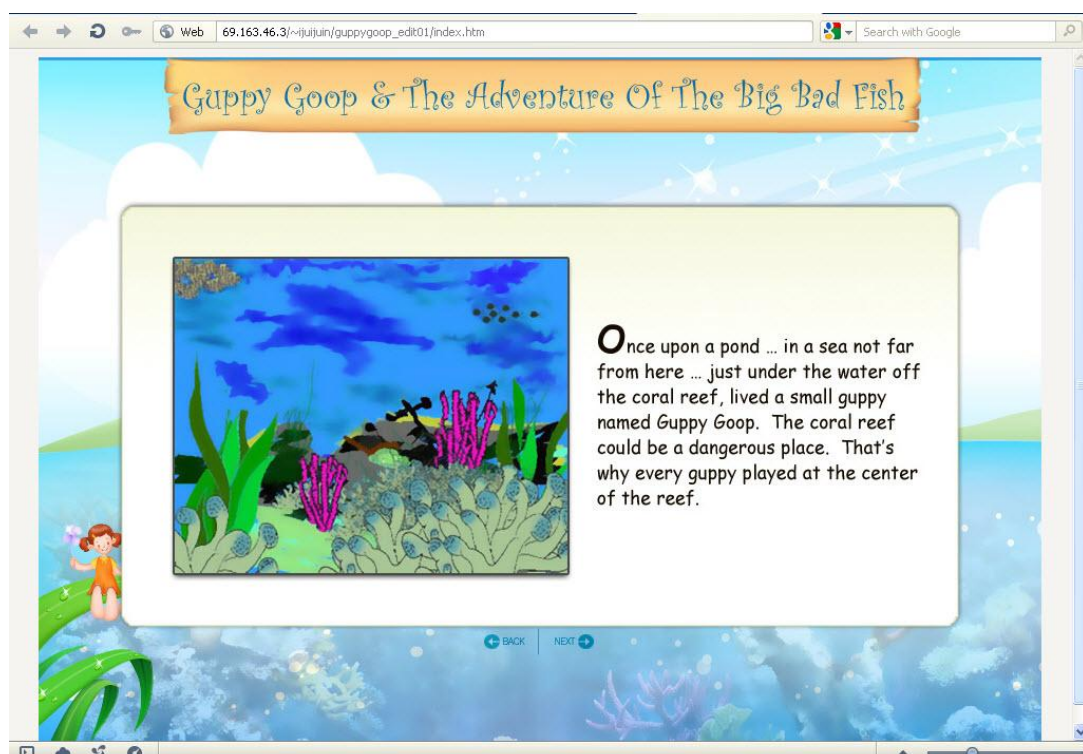


## Appendix C

## Sample of Electronic Children's Pictures Book


**Title: Guppy Goop & The Adventure of The Big Bad Fish**

**Adapted from [www.lightupyourbrain.com](http://www.lightupyourbrain.com)**



Web 69.163.46.3/~rjuijun/guppygoop\_edit01/index.htm Search with Google

## Guppy Goop & The Adventure Of The Big Bad Fish




Guppy Goop and his friends loved to play fishball in the park. Fishball was kind of like kick ball. They used a pearl from an oyster for the ball. Guppy Goop and his guppy pals were only worried about one thing, the Big Bad Fish that lived over the fence behind the park.

BACK NEXT

View (100%)

Web 69.163.46.3/~rjuijun/guppygoop\_edit01/index.htm Search with Google

## Guppy Goop & The Adventure Of The Big Bad Fish



There were stories about the Big Bad Fish ... He had large glowing eyes, and black scaly skin... with razor-sharp teeth on top ... and two large fangs on the bottom. That he would eat you up in one gulp ... and that he was meaner than a tiger shark.

BACK NEXT

View (100%)

## Appendix D

### Research Instrument Evaluation (For electronic children's pictures books)

#### Guideline for evaluation

Please put a tick (✓) in the rating box (1, 0, -1) the score to which the items appropriate according to your opinion. Please specify comments for each item.

1 means the item is appropriate

0 means not sure

-1 means the item is not appropriate

Descriptions	1	0	-1	Comments
<b>1. Content of story</b>				
• Language is appropriate for level of students (Grade 5).				
• Content is appropriate for level of students.				
• Vocabularies appropriate for level of students.				
<b>2. Technique of materials</b>				
• Audio system is loud and clear.				
• Narrator's voice is clear and accurate.				
• Illustrations harmonize with the content.				
<b>3. Lesson Plan</b>				
• Lesson plan can carry the objective of the use of materials as for CSR instruction.				

#### Comments:

.....

.....

.....

.....

## Appendix E

### Sample of lesson plan 1

#### CSR instruction using electronic children's picture book

**Title:** "Guppy Goop and The Adventure of The Big Bad Fish" **Level:** 5

**Time:** 60 x 3 periods

---

**Terminal Objective:** Students will be able to summarize the story by creating a new story using characters from this story.

#### **Enabling objectives:**

- 1) Students will be able to make use of fix-up strategies or pop up clues to identify the meaning of the clunks.
- 2) Students will be able to write the gist of the story.
- 3) Students will be able to generate and answer the questions from the story.
- 4) Student will be able to complete the reading ability quiz based on the story.

#### **Material and Resources:**

- 1) Electronic children's picture book —Guppy Goop and The Adventure of the Big Bad Fish
- 2) Computer with the internet, Microsoft Word, and Paint Program.
- 3) Students' Facebook as a group.
- 4) Reading ability quiz based on the story

#### **Evaluation**

Students summarize the story by creating a new story using characters from this story.

**Procedures:** Period I (60 mins) —Guppy Goop and The Adventure of The Big Bad Fish”

<b>Teacher</b>	<b>Students</b>	<b>Time (Min)</b>
<p><b><u>Preparation</u></b></p> <p>1) Divides Ss into a group of four by using the English test scores from the last English Foundation Course as criteria to make heterogeneous groups. Each group has the highest score student, two middle score students, and the lowest score student.</p> <p>2) Inform cooperative learning roles which are leader, clunk expert, gist expert, and announcer. Then, assign the roles and give the sticker to the Ss in order to present their roles, but the roles will be rotated when Ss learn new stories.</p> <p>3) Inform username and password of Facebook to each group, and ask Ss to log in Facebook of their groups from <a href="http://www.facebook.com">www.facebook.com</a>. Ss can decorate their Facebook after class if they want to.</p>	<p>-Get into groups that the T already set.</p> <p>-Review the cooperative learning roles from their training session, take the responsibility to their roles, and attach the sticker of their roles onto their shirt or blouse.</p> <p>-Log in Facebook of their group.</p>	5

Teacher	Students	Time (Min)
<p><b><u>Preview ( before reading)</u></b></p> <p>4) Ask Ss to think about the sea animals and use the following questions to activate Ss' background knowledge</p> <p><i>-What kind of the animals that live in the sea?</i></p> <p><i>-Are there anything else live in the sea?</i></p> <p>Then, assign Ss to click on –Guppy Goop and The Adventure of The Big Bad Fish” icon on their individual computer.</p> <p>5) Ask Ss to read the title of the story and look through the story to scan all the pictures. Then the leader leads the group members to brainstorm in groups to discuss the following questions:</p> <p><i>-What you already know about the story?</i></p> <p><i>-What will happen in this story?</i></p>	<p>Possible answer: Fish, shrimps, crabs, octopus, shark, whale, etc.</p> <p>–Coral, seaweed, flower</p> <p>Click on –Guppy Goop and The Adventure of The Big Bad Fish icon on their individual computer.</p> <p>Possible answer:</p> <p><i>I knew about the guppy, the fish, the sea, the coral reef, the sea animals.etc.</i></p> <p>Possible answer:</p> <p><i>The Big Bad Fish will kill the guppy.</i></p>	10



Teacher	Students	Time (Min)
<p>6) After the discussion, Ss summarize what they have discussed and the leader type in the Preview Chart of their groups that appear at the end of the story as a link to download in Microsoft Word file. When they finish the task , they have to press PrintScreen button to save the answer as a photo file. So they, can upload to their Facebook on their wall post.</p> <p><b><u>Click &amp; Clunks: (during reading)</u></b></p> <p>7) Let the Ss read the story on their individual computer to find whether there are any words that are hard to understand. They can note down the words in a piece of paper.</p> <p>8) Ask Ss to discuss in group. The clunk expert leads the members to share their clunks orally. Then sum up the</p>	<p><i>-The guppy will swim to the Big Bad Fish home.</i></p> <p><i>-The ball will lose.</i></p> <p><i>- The Big Bad Fish is a good fish.</i></p> <p>-Type the answer in Preview Chart and press PrintScreen button to save as a photo file. Then upload to their Facebook and wait for the T to check the answer.</p> <p>-Read the story</p> <p>Possible clunks: coral reef, guppy, oyster, glowing, scaly, razor-sharp, fang, rare, roam, underneath, kelp,</p>	45

Teacher	Students	Time (Min)
<p>clunks and download the Clunk chart from the link in the story and type the clunks in the chart.</p> <p>9) Ask Ss to make sense with these clunks by;</p> <p>a) discuss in group whether there is someone know the meaning or not, if yes—state the meaning in the Clunks Chart that appear at the end of the story as a link to download. If no--</p> <p>b) point the mouse to the clunks, if the clues pop up, read and make sense with the clunks if yes—state the meaning in the Clunk Chart. If no--</p> <p>c) use fix- up strategies to figure out the meaning which are</p> <p>1) reread the sentences with the clunk and look for key idea. Think about what make sense , if yes—state the meaning. If no-- 2)reread the sentence before and after the sentence with the clunks looking for clues,</p>	<p>stranger, mumbling, hook, lure, fishing line, sprinkled around, kindness, trouble, disappointed, scale, count.</p> <p>–The clunk expert leads the members to discuss about the clunk and try to figure out the clunks, and the clunk expert type the meaning and strategies used in the clunk chart.</p> <p>-The clunks and pop up clues are as follow;</p> <p>coral reef = something like a rock that lives under the sea</p> <p>guppy = small fresh water fish</p> <p>oyster = a large flat sea animal that live in a shell</p> <p>glowing = shining</p> <p>scaly skin = it has small hard dry areas which fall off in small pieces</p> <p>razor sharp = very sharp</p>	

Teacher	Students	Time (Min)
<p>if yes – state the meaning. If no --</p> <p>3) look for prefix or suffix in the word that might help, if yes—state the meaning. If no--</p> <p>4) break the word apart and look for smaller words you might know, if yes—state the meaning. If no--</p> <p>5) ask the teacher for help.</p>	<p>fang = a long sharp tooth</p> <p>rare = difficult to find</p> <p>roam = to move</p> <p>underneath = under</p> <p>kelp = a large brown plant that grows in the sea</p> <p>stranger = someone you don't know him or her</p> <p>mumbling = to speak quietly and in a way that is not clear</p> <p>hook = a curved device used for catching</p> <p>lure = something we use to attract animals so that they can be caught</p> <p>sprinkled around = a lot</p> <p>kindness = helpful way toward other people</p> <p>trouble = have a problem</p> <p>disappointed = to cause someone to feel unhappy</p> <p>scale = something very big</p> <p>count = something important</p>	

<b>Teacher</b>	<b>Students</b>	<b>Time (Min)</b>
10) Then, the clunk expert will press PrintScreen button to save the clunk chart as a photo file. So, Ss can upload the Clunk Chart to their Facebook.  11) Inform Ss about the T website www. and ask them to read this story when they have a free time	- Upload the Clunk Chart to the Facebook of the group and wait for the T's comments.	


**Period II (60 min)**

<b>Teacher</b>	<b>Students</b>	<b>Time (Min)</b>
<b><u>Get the Gist (during reading)</u></b>		
<p>1) Greeting</p> <p>- <i>Now you can make sense of the clunks already right? Class, I want you to open your group's Facebook to check your Preview Chart and Clung Chart that we did last time and see my comments also.</i></p>	<p>-Check the Facebook of the group and read the T's comments</p> <p>cat</p> <p>sun</p> <p>dog</p>	5
<p>2) Ask Ss to click on the icon –Guppy Goop and The Adventure of The Big Bad Fish and read the whole story on their individual computer to find the gist.</p>	<p>-Read the story</p>	20
<p>3) Raise the students' awareness about the story by asking them to discuss in group and do oral narration to grasp the big picture of the story. They may discuss in Thai if they want to.</p>	<p>-The gist expert leads the members to discuss and do oral narration.</p>	5
<p>4) Give students the Gist Chart to get the gist: reorder the pictures of the story, describe the pictures in their own words with only one sentence for each picture</p>	<p>-Discuss and do the task sheet.</p> <p>Then, upload to Facebook of the group.</p>	30

<b>Teacher</b>	<b>Students</b>	<b>Time (Min)</b>
<p>and answer three questions as follow:</p> <p>1) Who is the most important in the story? 2) What is the most important thing in the story?</p> <p>3) What did you gain from the story?</p> <p>The task sheet will be available as the link to download at the end of the story. Then, the gist expert press PrintScreen button to save as a photo file and upload to their Facebook.</p>	<p>Possible answer:</p> <p>1) Guppy Goop, The Big Bad Fish 2) The black pearl ball</p> <p>3) Don't tell a lie. / Don't judge people from their face./ Don't steal things from others.</p>	

**Period III : 60 (min)**

<b>Teacher</b>	<b>Students</b>	<b>Time (Min)</b>
<b><u>Wrap- up (after reading)</u></b>		
<p>1) Greeting:</p> <p><i>Class, you already get the gist of the story from the last task right? Now I want you to log in your Facebook to see my comments about your last task.</i></p>	<p>-Log in Facebook of the group to read the teacher’s comments.</p>	3
<p>2) Ask Ss to get into groups to do the task in Wrap-up Chart: Generate four questions from the story and give the correct answer. Then, send to T’s Facebook as a message, and T will post four questions without the answer to the Facebook’s wall of any group which is not the group who generated those questions themselves.</p> <p>-Once Ss post the answer of four questions, T will check the correction. The group that can answer all four questions correctly will get reward.</p>	<p>-The announcer leads the members to generate four questions from the story and give the correct answer Possible questions and answers: - What’s the Fishball? (It’s like a kick ball.) - How many Guppy Goop’s brothers and sisters? (About 500) - Where did Guppy Goop live? (In the coral reef) - Why did Guppy Goop steal the black pearl ball? (Because he wanted to play Fishball with the black pearl ball.)</p>	10

Teacher	Students	Time (Min)
<p>3) Ask Ss to create a new story using characters from the story. Ss will use Paint Program to finish their story. Then, save as a photo file to upload to the group's Facebook.</p>	<p>-Check the group's Facebook to answer the questions from another group that T posted on the wall. Possible answer:</p> 	27
<p>4) Do the online reading quiz of "Guppy Goop" The quiz contains 10 items multiple choice. Ss will not allow to look back in the story. When they finish all 10 items, the quiz result will appear to report the score. Ss have to press PrintScreen button. Then, paste in an e-mail and send to T's e-mail. 5) Distribute the students' log and ask Ss to answer the following questions:</p>	<p>-Do the story quiz and report and report the quiz result to T via e-mail.</p>	10  10



Teacher	Students	Time (Min)
<p>1) Do you like learning with CSR instruction using electronic children's picture books? Why or Why not?</p> <p>2) Do you think learning with CSR using electronic children's picture books help you improve your English reading skill? If yes, how does it help you? If not, what difficulty did you experience in the instruction?</p> <p>They can write in Thai without language barrier.</p>		

## Appendix F

### Research Instrument Evaluation (For Lesson Plans)

**Guideline for evaluation:** Please put a tick (✓) in the rating box (1, 0, -1) the score to which the items appropriate according to your opinion. Please specify comments for each item.

1 means the item is appropriate

0 means not sure

-1 means the item is not appropriate

#### Lesson Plan 1(period 1-3) “Guppy Goop & The Adventure of The Big Bad Fish”

##### Part 1: Content objectives

Terminal objective	1	0	-1	Comments
Students will be able to summarize the story by creating a new story using characters from this story.				
Enabling objectives	1	0	-1	Comments
Students will be able to make use of fix-up strategies or pop up clues to identify the meaning of the clunks.				
1) Students will be able to write the gist of the story.				
2) Students will be able to generate and answer the questions from the story.				
3) Student will be able to complete the reading ability quiz based on the story.				

**Comments:**

.....

.....

.....

.....

**Part 2: Teaching Procedures**

Procedures	1	0	-1	Comments
1. Preparation				
2. Preview				
3. Click & Clunk				
4. Get the gist				
5. Wrap-up				

**Comments:**

.....

.....

.....

.....

**Part 3: Materials and Resources**

<b>Materials</b>	<b>1</b>	<b>0</b>	<b>-1</b>	<b>Comments</b>
5) Electronic children's picture book — Guppy Goop and The Adventure of the Big Bad Fish.				
6) Computer with the internet, Microsoft Word, and Paint Program.				
7) Students' Facebook as a group.				
8) The English reading ability tests				

**Comments:**

.....

.....

.....

.....

**Part 4: Evaluation used in the lesson plan.**

<b>Materials</b>	<b>1</b>	<b>0</b>	<b>-1</b>	<b>Comments</b>
Students summarize the story by creating a new story using characters from this story.				

**Comments:**

.....

.....

.....

.....

## Appendix G

### Sample of Students' works

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 17

**Preview Chart**

**Group:** .....1.....

**Title of the story:** Guppy Goop and The Adventure of The Big Bad Fish

**Answer the questions in sentences.**

**1. What you already knew about the story?**

-I knew about the fish, the sea, the coral.

.....

.....

**2. What will happen in the story?**

-The fish will play football and kill the Big Bad Fish.

.....

.....

**Clunk Chart**

Group: ..... 1 .....

Clunks list from the story: Guppy Goop and The Adventure of The Big Bad Fish

**Bad Fish**

Direction: Write the clunks and the meaning in the table and put (✓) to state whether you make sense with the clunks by sharing in group, use clues, use fix-up strategies (specify the no. of fix-up strategies used), or ask T for help.

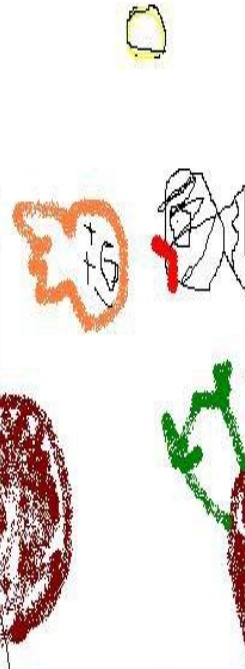
Clunks	Meaning	Share in group	Use clues	Fix-up strategies				Ask T
				1	2	3	4	
1. oyster	shabunwea	✓						
2. guppy	shabunwea	✓						
3. extremely	shabunwea	✓						
4. razor-sharp	shabunwea		✓					
5. trophies	shabunwea	✓						
6. rare	shabunwea		✓					
7. fangs	shabunwea				✓			



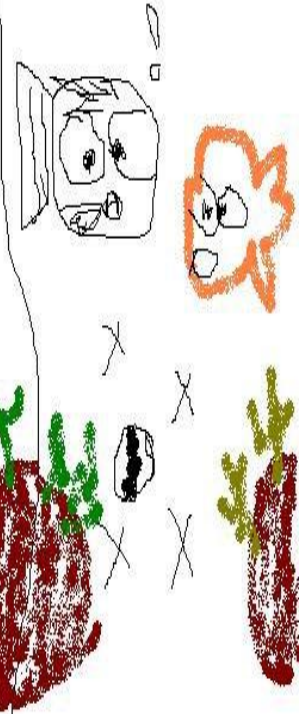
Guppy Goop and the big bad Fish are friend.



They found the pearl ball.



They are fighting for the pearl ball.



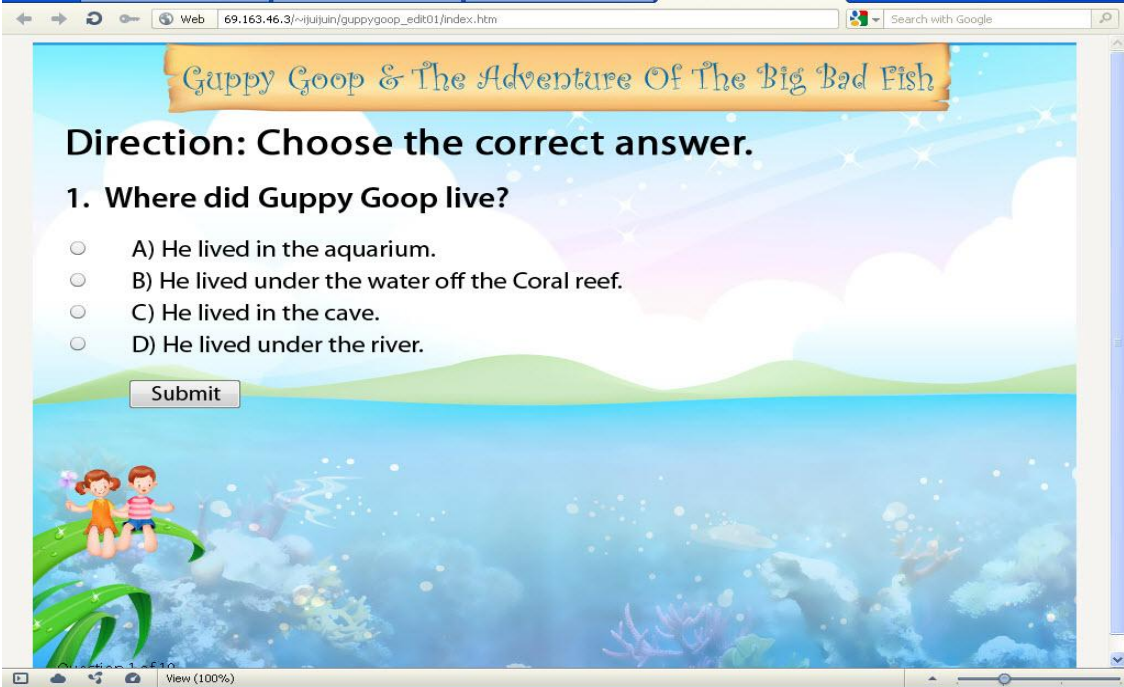
The pearl ball broke.



## Appendix H

## Sample of The English Reading Ability Tests

## Sample of Quiz I “Guppy Goop &amp; The Adventure of The Big Bad Fish”



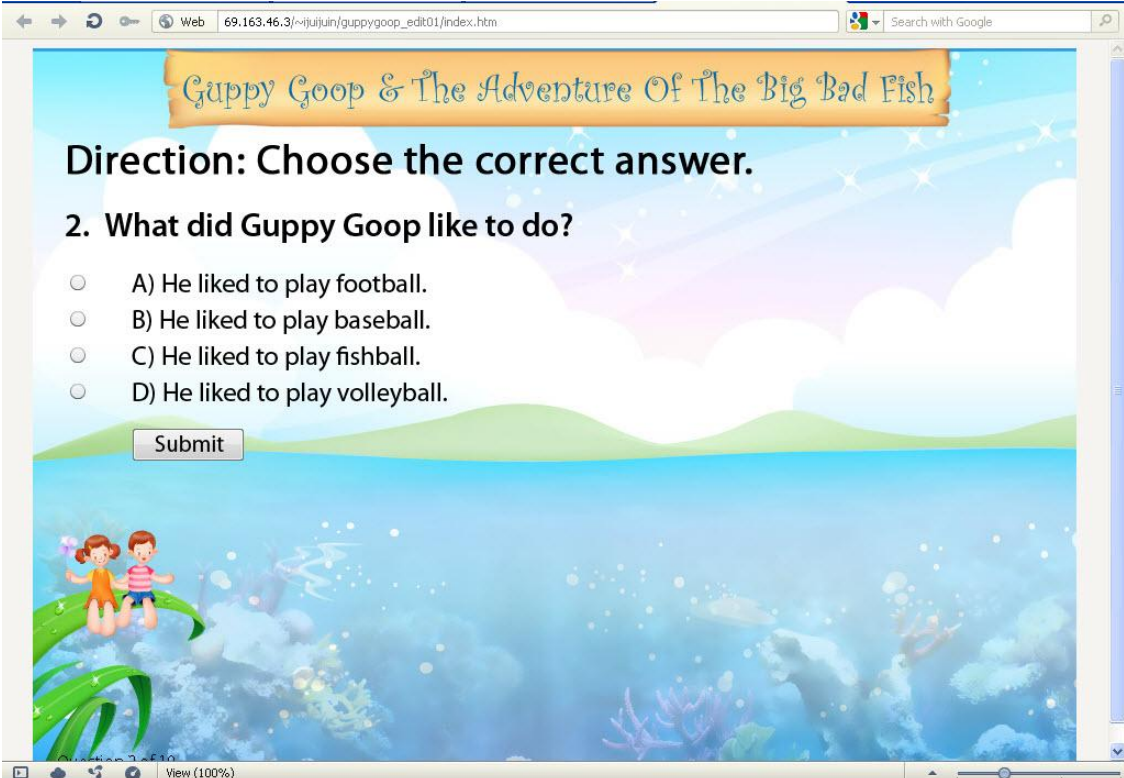
Guppy Goop & The Adventure Of The Big Bad Fish

**Direction: Choose the correct answer.**

**1. Where did Guppy Goop live?**

- A) He lived in the aquarium.
- B) He lived under the water off the Coral reef.
- C) He lived in the cave.
- D) He lived under the river.

Submit



Guppy Goop & The Adventure Of The Big Bad Fish

**Direction: Choose the correct answer.**

**2. What did Guppy Goop like to do?**

- A) He liked to play football.
- B) He liked to play baseball.
- C) He liked to play fishball.
- D) He liked to play volleyball.

Submit

## Sample of Quiz II “The City Zoo”



The screenshot shows a web browser window with the address bar containing the URL: localhost/C:/DOCUME~1/EL/LOCALS~1/Temp/Rar\$EX11.0891/theCityzoo\_edit/TheCityZoo\_Complete.htm. The page features a colorful illustration of a zoo scene with a woman in a pink dress, a tree, and a small white building with a purple roof. The title "The City Zoo" is displayed in a decorative font. Below the title, the instruction "Direction: Choose the correct answer." is shown. The first question is: "1. What did the zookeeper do at the City Zoo?". The options are: A) He locked the animals in the cage, B) He taught the animals to perform the show, C) He fed and took a good care of the animals, and D) He sold the zoo ticket. A "Submit" button is located below the options.

Local localhost/C:/DOCUME~1/EL/LOCALS~1/Temp/Rar\$EX11.0891/theCityzoo\_edit/TheCityZoo\_Complete.htm Search with Google

### The City Zoo

Direction: Choose the correct answer.

1. What did the zookeeper do at the City Zoo?

- A) He locked the animals in the cage.
- B) He taught the animals to perform the show.
- C) He fed and took a good care of the animals
- D) He sold the zoo ticket.

Submit



The screenshot shows a web browser window with the address bar containing the URL: localhost/C:/DOCUME~1/EL/LOCALS~1/Temp/Rar\$EX11.0891/theCityzoo\_edit/TheCityZoo\_Complete.htm. The page features a colorful illustration of a zoo scene with a woman in a pink dress, a tree, and a small white building with a purple roof. The title "The City Zoo" is displayed in a decorative font. Below the title, the instruction "Direction: Choose the correct answer." is shown. The second question is: "2. Why did not many people visit the zoo?". The options are: A) Because the zoo was old, and the animals was lazy, B) Because the zoo ticket was expensive, C) Because the people didn't like the animals, and D) Because the animals at the zoo were fierce. A "Submit" button is located below the options.

Local localhost/C:/DOCUME~1/EL/LOCALS~1/Temp/Rar\$EX11.0891/theCityzoo\_edit/TheCityZoo\_Complete.htm Search with Google

### The City Zoo

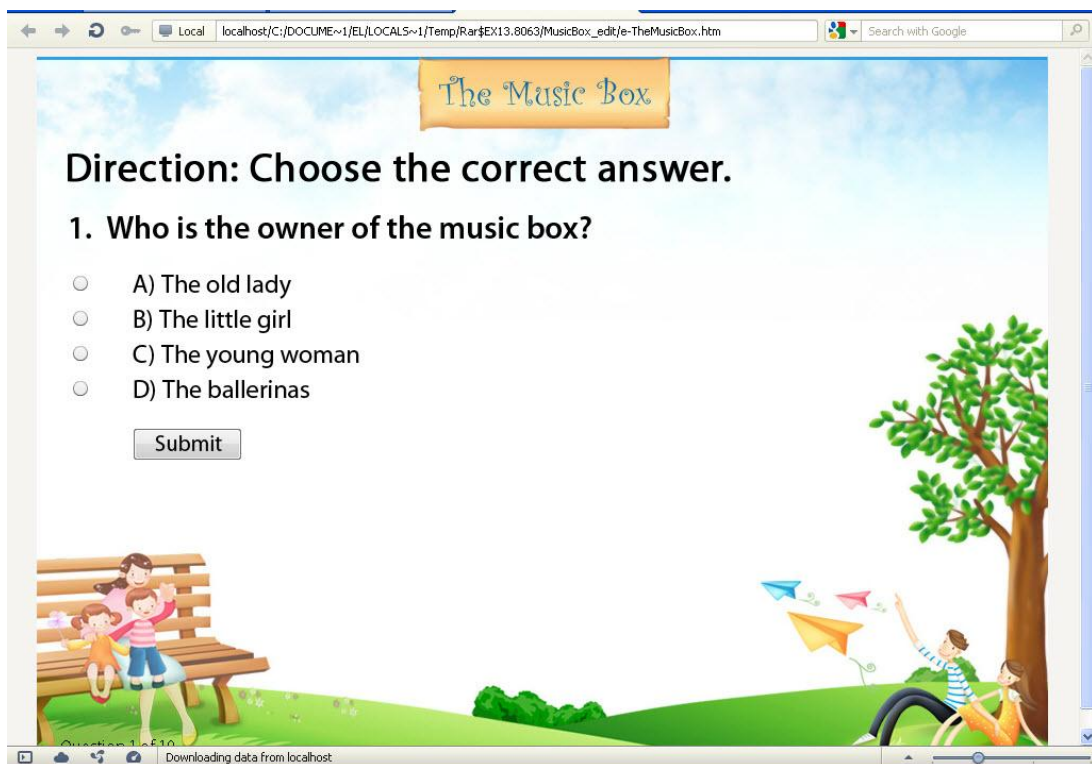
Direction: Choose the correct answer.

2. Why did not many people visit the zoo?

- A) Because the zoo was old, and the animals was lazy.
- B) Because the zoo ticket was expensive.
- C) Because the people didn't like the animals.
- D) Because the animals at the zoo were fierce.

Submit

### Sample of Quiz III “The Music Box”



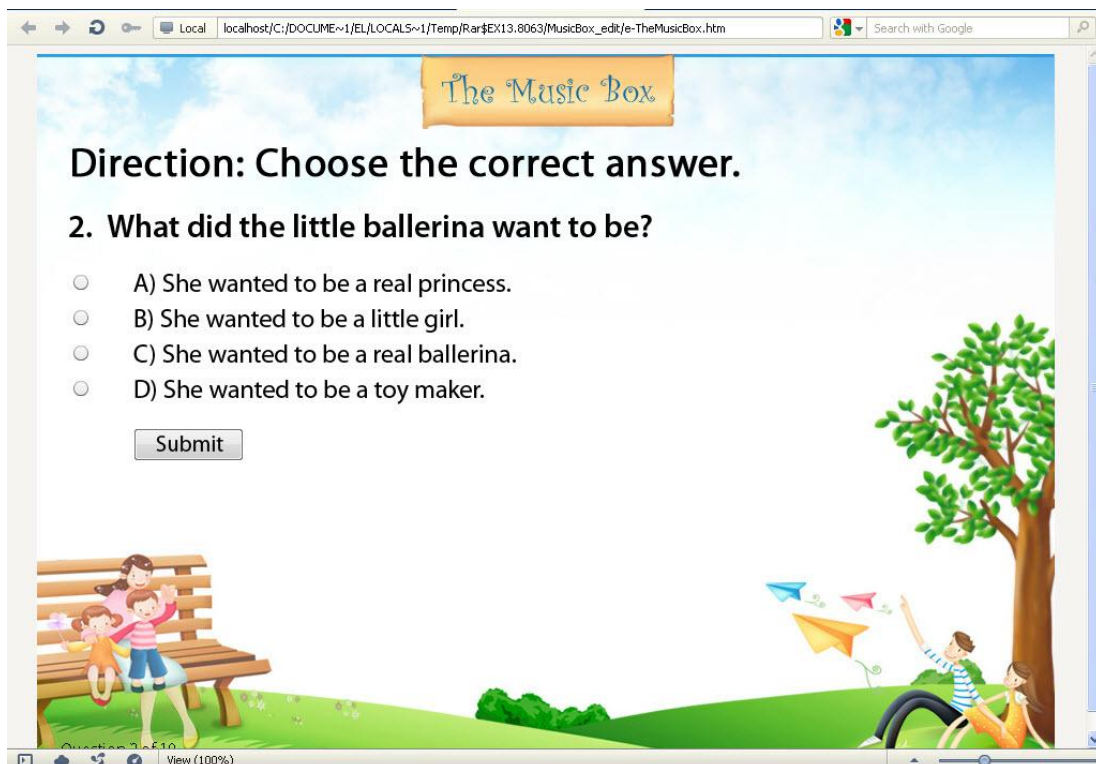
The screenshot shows a web browser window with the address bar displaying a local file path. The page title is "The Music Box". Below the title, the instruction "Direction: Choose the correct answer." is followed by the question "1. Who is the owner of the music box?". There are four radio button options: A) The old lady, B) The little girl, C) The young woman, and D) The ballerinas. A "Submit" button is located below the options. The background features a colorful illustration of children playing in a park with a tree and a bench.

**The Music Box**

**Direction: Choose the correct answer.**

**1. Who is the owner of the music box?**

- A) The old lady
- B) The little girl
- C) The young woman
- D) The ballerinas



The screenshot shows a web browser window with the address bar displaying a local file path. The page title is "The Music Box". Below the title, the instruction "Direction: Choose the correct answer." is followed by the question "2. What did the little ballerina want to be?". There are four radio button options: A) She wanted to be a real princess., B) She wanted to be a little girl., C) She wanted to be a real ballerina., and D) She wanted to be a toy maker. A "Submit" button is located below the options. The background features a colorful illustration of children playing in a park with a tree and a bench.

**The Music Box**

**Direction: Choose the correct answer.**

**2. What did the little ballerina want to be?**

- A) She wanted to be a real princess.
- B) She wanted to be a little girl.
- C) She wanted to be a real ballerina.
- D) She wanted to be a toy maker.

## Appendix I

### The Item-Objective Congruence Index of The English Reading Ability Tests

#### Title: Guppy Goop & The Adventure of The Big Bad Fish (Quiz I)

Item	Expert			Total	Meaning
	D	E	F		
1.	0	1	1	0.67	Acceptable
2.	1	1	1	1	Acceptable
3.	1	1	1	1	Acceptable
4.	1	1	1	1	Acceptable
5.	1	1	1	1	Acceptable
6.	1	1	1	1	Acceptable
7.	1	1	1	1	Acceptable
8.	1	1	1	1	Acceptable
9.	1	1	1	1	Acceptable
10.	1	1	1	1	Acceptable

**Title: The City Zoo (Quiz II)**

<b>Item</b>	<b>Expert</b>			<b>Total</b>	<b>Meaning</b>
	<b>D</b>	<b>E</b>	<b>F</b>		
1.	1	1	1	1	Acceptable
2.	1	1	1	1	Acceptable
3.	1	1	1	1	Acceptable
4.	1	1	1	1	Acceptable
5.	1	1	1	1	Acceptable
6.	1	1	1	1	Acceptable
7.	1	1	1	1	Acceptable
8.	1	1	1	1	Acceptable
9.	1	1	1	1	Acceptable
10.	1	1	1	1	Acceptable

**Title: The Music Box (Quiz III)**

<b>Item</b>	<b>Expert</b>			<b>Total</b>	<b>Meaning</b>
	<b>D</b>	<b>E</b>	<b>F</b>		
1.	1	1	1	1	Acceptable
2.	1	1	1	1	Acceptable
3.	1	1	1	1	Acceptable
4.	1	1	1	1	Acceptable
5.	1	1	1	1	Acceptable
6.	1	1	1	1	Acceptable
7.	1	1	1	1	Acceptable
8.	1	1	1	1	Acceptable
9.	1	1	1	1	Acceptable
10.	1	1	1	1	Acceptable

## Appendix J

### Sample of The English Reading Ability Test (Quiz IV)

The screenshot shows a web browser window with the address bar containing a Dropbox link. The main content area has a yellow background with the title 'The Stories Quiz' in large pink letters. Below the title, it states 'This quiz consist of three parts from three stories;'. Three parts are listed: Part I: 'Guppy Goop and The Adventure of The Big Bad Fish' (1-10), Part II: 'The City Zoo' (11 - 20), and Part III: 'The Music Box' (21-30). A 'NEXT>>' button is located at the bottom right of the content area. The browser's status bar at the bottom shows 'View (100%)'.

### Part I : Choose the best answer.

#### 1. Who liked to play fishball?

- A) Guppy Goop's mum.
- B) Uncle Hermit crab.
- C) The Big Bad Fish.
- D) Guppy Goop.

Submit

Question 1 of 30

The screenshot shows the bottom status bar of the browser window, which displays 'View (100%)' and a zoom slider.

### Appendix K

#### The Item-Objective Congruence Index of The English Reading Ability Test

#### (Quiz IV)

Item	Expert			Total	Meaning
	D	E	F		
1.	-1	1	-1	-0.33	Revised
2.	1	1	1	1	Acceptable
3.	1	1	1	1	Acceptable
4.	1	1	1	1	Acceptable
5.	0	1	1	0.67	Acceptable
6.	1	1	1	1	Acceptable
7.	1	1	1	1	Acceptable
8.	-1	1	1	0.33	Revised
9.	-1	1	1	0.33	Revised
10.	0	1	1	0.67	Acceptable
11.	1	1	1	1	Acceptable
12.	1	1	1	1	Acceptable
13.	1	1	1	1	Acceptable
14.	1	1	1	1	Acceptable
15.	1	1	1	1	Acceptable
16.	1	1	1	1	Acceptable
17.	1	1	1	1	Acceptable
18.	-1	1	1	0.33	Revised
19.	1	1	1	1	Acceptable



Item	Expert			Total	Meaning
	D	E	F		
20.	1	1	1	1	Acceptable
21.	-1	1	1	0.33	Revised
22.	1	1	1	1	Acceptable
23.	1	1	1	1	Acceptable
24.	-1	1	1	0.33	Revised
25.	1	1	1	1	Acceptable
26.	1	1	1	1	Acceptable
27.	1	1	1	1	Acceptable
28.	1	1	1	1	Acceptable
29.	1	1	1	1	Acceptable
30.	-1	1	1	0.33	Revised

### Appendix L

**1. The Level of Difficulty of the Items (p) and the Discrimination Power of the Items (r) of the English Reading Ability Test (Quiz I) “Guppy Goop & The Adventure of the Big Bad Fish”**

Item	p	r
1.	0.7735	0.60
2.	0.7654	0.56
3.	0.7254	0.72
4.	0.7489	0.70
5.	0.7793	0.52
6.	0.7554	0.68
7.	0.7260	0.54
8.	0.8025	0.60
9.	0.7645	0.52
10.	0.7683	0.68

**2. The Level of Difficulty of the Items (p) and the Discrimination Power of the Items (r) of the English Reading Ability Test (Quiz II) “The City Zoo”**

Item	p	r
1.	0.7794	0.52
2.	0.7254	0.60
3.	0.7254	0.68
4.	0.7645	0.92
5.	0.7489	0.64

<b>Item</b>	<b>p</b>	<b>r</b>
6.	0.7654	0.72
7.	0.7260	0.52
8.	0.8023	0.60
9.	0.7654	0.52
10.	0.7489	0.92

**3. The Level of Difficulty of the Items (p) and the Discrimination Power of the Items (r) of the English Reading Ability Test (Quiz III) “The Music Box”**

<b>Item</b>	<b>p</b>	<b>r</b>
1.	0.7794	0.68
2.	0.8025	0.60
3.	0.7245	0.72
4.	0.7589	0.92
5.	0.7954	0.52
6.	0.7245	0.68
7.	0.7768	0.56
8.	0.8025	0.60
9.	0.7254	0.60
10.	0.7789	0.72

**4. The Level of Difficulty of the Items (p) and the Discrimination Power of the Items (r) of the English Reading Ability Test (Quiz IV)**

---

<b>Item</b>	<b>p</b>	<b>r</b>
1.	0.7768	0.56
2.	0.7645	0.60
3.	0.7254	0.60
4.	0.7254	0.72
5.	0.7794	0.92
6.	0.7554	0.56
7.	0.8060	0.52
8.	0.8025	0.80
9.	0.7645	0.72
10.	0.7680	0.60
11.	0.7580	0.72
12.	0.8037	0.64
13.	0.8003	0.68
14.	0.7554	0.72
15.	0.7489	0.68
16.	0.8027	0.60
17.	0.8017	0.88
18.	0.8025	0.52
19.	0.7489	0.84
20.	0.7344	0.88
21.	0.8085	0.80
22.	0.7887	0.60
23.	0.8017	0.88

---

---

<b>Item</b>	<b>p</b>	<b>r</b>
24.	0.8075	0.64
25.	0.7152	0.64
26.	0.7845	0.76
27.	0.7254	0.52
28.	0.8038	0.36
29.	0.7254	0.76
30.	0.7829	0.44

---

## Appendix M

### Student's log

**Direction: Please answer the following questions.**

1. นักเรียนชอบการเรียนรู้การสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์หรือไม่ เพราะเหตุใด

Do you like learning with CSR using electronic children's pictures book? Why or why not?

.....

.....

.....

.....

.....

2. นักเรียนคิดว่าการเรียนรู้การสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์ช่วยให้นักเรียนพัฒนาทักษะการอ่านหรือไม่ ถ้าช่วย ช่วยอย่างไร ถ้าไม่ช่วย นักเรียนมีปัญหาใดในการเรียนนี้บ้าง

Do you think learning with CSR using electronic children's pictures book help you improve your English reading skill? If yes, how does it help you? If not, what difficulties did you experience in the instruction?

.....

.....

.....

.....

.....

## Appendix N

แบบสอบถามความคิดเห็นเกี่ยวกับการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์ของนักเรียนชั้นประถมศึกษาปีที่ 5 ที่ลงทะเบียนเรียนวิชาภาษาอังกฤษ  
พื้นฐาน โรงเรียนสาธิต “พิบูลบำเพ็ญ” มหาวิทยาลัยบูรพา

### คำชี้แจง

1. แบบสอบถามนี้มีทั้งหมด 10 ข้อ โปรดตอบแบบสอบถามทุกข้อเพื่อความสมบูรณ์ของข้อมูลและขอให้นักเรียนตอบตามความคิดเห็นของตนเอง คำตอบของนักเรียนจะไม่มีผลใดๆต่อตัวนักเรียนและโรงเรียน
2. แบบสอบถามนี้มี 2 ตอน ซึ่งประกอบด้วย  
ตอนที่ 1: แบบสอบถามเกี่ยวกับตัวนักเรียน  
ตอนที่ 2: แบบสอบถามความคิดเห็นเกี่ยวกับการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์ซึ่งเป็นแบบเลือกตอบ

**ตอนที่ 1:** แบบสอบถามรายละเอียดเกี่ยวกับตัวนักเรียน

1. เพศ

ชาย

หญิง

2. อายุ

.....ปี

**ตอนที่ 2:** แบบสอบถามความคิดเห็นเกี่ยวกับการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์ซึ่งเป็นแบบเลือกตอบ

### คำชี้แจง

-ให้นักเรียนอ่านข้อความแล้วทำเครื่องหมาย (✓) ในช่องที่ตรงกับความคิดเห็นของนักเรียนมากที่สุดเพียงช่องเดียวโดยนักเรียนสามารถเลือกคำตอบได้จากตัวเลือกดังต่อไปนี้

(5) หมายถึง เห็นด้วยอย่างยิ่ง

(4) หมายถึง เห็นด้วย

(3) หมายถึง เฉย ๆ

(2) หมายถึง ไม่เห็นด้วย

(1) หมายถึง ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	5	4	3	2	1
ข้าพเจ้าเห็นว่าการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์.....					
1. น่าสนใจ					
2. ช่วยให้อ่านได้พัฒนาทักษะการอ่าน					
3. มีบรรยากาศการเรียนการสอนที่ทำให้รู้สึกสนุกสนานและกระตือรือร้น					
4. มีกิจกรรมที่หลากหลายที่ช่วยให้พัฒนาทักษะการอ่าน					
5. มีกิจกรรมที่หลากหลายที่สนุกสนาน ช่วยให้อ่านอยากพัฒนาภาษาอังกฤษเพิ่มขึ้น					
6. ช่วยให้อ่านอยากอ่านมากขึ้น					
7. กระตุ้นให้อ่านเก่งขึ้นจากการได้ดูรูปภาพ ฟังเสียงเพลงและเสียงเล่าเรื่องและการอ่านผ่านคอมพิวเตอร์					
8. ทำให้คุ้นเคยกับการอ่านหนังสือภาษาอังกฤษมากขึ้น					
9. ช่วยให้อ่านมีความมั่นใจในการอ่านและสามารถทำงานเป็นกลุ่มได้ดี					
10. มีแบบทดสอบออนไลน์ที่น่าสนใจ					



**English version**

Questionnaire for students' opinions toward Collaborative Strategic Reading (CSR)

Instruction by using electronic children's pictures book

**Direction**

1. There are 10 items in this questionnaire. Please answer all the questions to indicate your opinions toward Collaborative Strategic Reading (CSR)

Instruction by using electronic children's pictures book.

2. This questionnaire consisted of two parts:

Part 1: Background Questions

Part 2: Questionnaire for students' opinions toward Collaborative Strategic

Reading (CSR) Instruction by using electronic children's pictures book

**Part 1:** Background Questions

1. Gender

Male

Female

2. Age

.....years

**Part 2:** Questionnaire for students' opinions toward Collaborative Strategic Reading

(CSR) Instruction by using electronic children's pictures book

**Direction** : Please put (✓) into the number which indicates how much each of the following statements applies to you.

(5) means strongly agree

(4) means agree

(3) means neutral

(2) means disagree

(1) means strongly disagree

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I think that CSR instruction using electronic children's pictures book .....					
1. is interesting					
2. enable me to develop reading ability					
3. is more enjoyable and active atmosphere					
4. has various activities that help me develop reading ability					
5. has various enjoyable activities that make me want to develop English language					
6. makes me want to read more					
7. stimulates me to read better by observing pictures, listening to the music and narrator's voice, and reading through the computer					
8. makes me familiar with reading English books					
9. enables me to read and work in group effectively					
10. has interesting online quizzes					

## Appendix O

### Research Instrument Evaluation (For questionnaire & students' log)

#### Guideline for evaluation

Please put a tick (✓) in the rating box (1, 0, -1) the score to which the items appropriate according to your opinion. Please specify comments for each item.

1 means the item is appropriate

0 means not sure

-1 means the item is not appropriate

Statement	1	0	-1	Comments
I think that CSR instruction using electronic children's pictures book ..... ข้าพเจ้าเห็นว่าการเรียนการสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์.....				
1. is interesting น่าสนใจ				
2. enable me to develop reading ability ช่วยให้ฉันได้พัฒนาทักษะการอ่าน				
3. is more enjoyable and active atmosphere มีบรรยากาศการเรียนการสอนที่ทำให้รู้สึกสนุกสนานและกระตือรือร้น				
4. has various activities that help me develop reading ability มีกิจกรรมที่หลากหลายที่ช่วยให้ฉันพัฒนาทักษะการอ่าน				
5. makes me want to read more ช่วยให้ฉันอยากอ่านมากขึ้น				
6. stimulates me to read better by observing pictures, listening to the music and narrator's voice, and reading through the computer				

Statement	1	0	-1	Comments
กระตุ้นให้ฉันอ่านเก่งขึ้นจากการได้ดูรูปภาพ ฟังเสียงเพลงและเสียงเล่าเรื่อง และการอ่าน ผ่านคอมพิวเตอร์				
7. makes me familiar with reading English books ทำให้ฉันคุ้นเคยกับการอ่านหนังสือ ภาษาอังกฤษมากขึ้น				
8. enables me to read and work in group effectively ช่วยให้ฉันมีความมั่นใจในการอ่านและ สามารถทำงานเป็นกลุ่มได้ดี				
9. has interesting online quizzes มีแบบทดสอบออนไลน์ที่น่าสนใจ				

#### Students' log

Statement	1	0	-1	Comments
1. Do you like learning with CSR using electronic children's pictures book? Why or why not? นักเรียนชอบการเรียนรู้การสอนด้วยกลวิธีการอ่าน แบบร่วมมือโดยใช้หนังสือภาพประกอบ อิเล็กทรอนิกส์หรือไม่ เพราะเหตุใด				
2. Do you think learning with CSR using electronic children's pictures book help you improve your English reading skill? If yes, how does it help you? If not, what difficulties did you experience in the instruction? นักเรียนคิดว่าการเรียนรู้การสอนด้วยกลวิธีการอ่าน แบบร่วมมือโดยใช้หนังสือภาพประกอบ อิเล็กทรอนิกส์ช่วยให้นักเรียนพัฒนาทักษะการอ่าน				

Statement	1	0	-1	Comments
หรือ ไม่ ถ้าช่วย ช่วยอย่างไร ถ้าไม่ช่วย นักเรียนมี ปัญหาใดในการเรียนนี้บ้าง				

**Comments:**

.....

.....

.....

.....

.....

.....

.....

## Appendix P

### Sample of students' opinion logs

1. นักเรียนชอบการเรียนรู้การสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์หรือไม่ เพราะเหตุใด

Do you like learning with CSR using electronic children's pictures book? Why or why not?

ชอบครับ ได้ประโยชน์ หลายเรื่อง สามารถ  
 ได้ส่วนจาก คอมพิวเตอร์ และได้ฟังนิทาน  
 จากคอมพิวเตอร์

2. นักเรียนคิดว่าการเรียนรู้การสอนด้วยกลวิธีการอ่านแบบร่วมมือโดยใช้หนังสือภาพประกอบอิเล็กทรอนิกส์ช่วยให้นักเรียนพัฒนาทักษะการอ่านหรือไม่ ถ้าช่วย ช่วยอย่างไร ถ้าไม่ช่วย นักเรียนมีปัญหาใดในการเรียนนี้บ้าง

Do you think learning with CSR using electronic children's pictures book help you improve your English reading skill? If yes, how does it help you? If not, what difficulties did you experience in the instruction?

ช่วยครับ มี ข้อความอ่านง่าย ง่าย  
 อ่านศัพท์ รู้เรื่องอ่านง่าย ทุก ๆ

## Appendix Q

### Lists of Expert Validating the Instruments

#### A. Experts validating electronic children's pictures books

1. Assist. Prof. Jintavee Khlaisang, Ph.D.  
Faculty of Education, Chulalongkorn University
2. Ruedeerath Chusanachoti, Ph.D.  
Faculty of Education, Chulalongkorn University
3. Udom Rattanaumpornsopol, Ph.D.  
Piboonbumpen Demonstration School Burapha University

#### B. Experts validating lesson plans

1. Maneerat Tarnpichprasert, Ph.D.  
Faculty of Education, Chulalongkorn University
2. Prannapha Modhiran, Ph.D.  
Faculty of Education, Chulalongkorn University
3. Nawarat Siritaratn, Ph.D.  
Faculty of Humanities Kasetsart University

#### C. Experts validating questionnaire and students' log

1. Assist. Prof. Chansongklod Gajaseni, Ph.D.  
Faculty of Education, Chulalongkorn University
2. Associate Professor Punchalee Wasanasomsithi, Ph.D.  
Language Institution, Chulalongkorn University
3. Assist. Prof. Arnon Chaisuriya, Ph.D.  
Faculty of Humanities and Social Sciences, Burapha University

## **BIOGRAPHY**

Kanpajee Rattanaeng was born in Chachoengsao. She obtained her B.Ed. in Education majoring in English (Second Class Honors) from faculty of Education, Burapha University in 2005. In 2009, she continues her Master degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University.