The Effects of Teaching an English Reading Remedial Course Using the Five Pillars of Reading Instruction on EFL Low Achievers' English Reading Ability

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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
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ผลการสอนรายวิชาปรับพื้นฐานการอ่านภาษาอังกฤษด้วยหลักการสอนการอ่านแบบ 5 เสาต่อความสามารถในการอ่านภาษาอังกฤษของนักเรียนผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศที่มีผลสัมฤทธิ์ในการเรียนต่ำ

นางสาวอรวิภา ดุรงค์ธรรม

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
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อรวิภา ดุรงค์ธรรม : ผลการสอนรายวิชาปรับพื้นฐานการอ่านภาษาอังกฤษด้วยหลักการสอนการอ่านแบบ 5 เสาต่อความสามารถในการอ่านภาษาอังกฤษของนักเรียนผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศที่มีผลสัมฤทธิ์ในการเรียนต่ำ (The Effects of Teaching an English Reading Remedial Course Using the Five Pillars of Reading Instruction on EFL Low Achievers' English Reading Ability) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร. สุมาลี ชิโนกุล, 165 หน้า.

การวิจัยนี้มีจุดประสงค์เพื่อ 1) ศึกษาผลการสอนรายวิชาปรับพื้นฐานการอ่านภาษาอังกฤษด้วยหลักการสอนแบบ 5 เสาต่อความสามารถในการอ่านภาษาอังกฤษของนักเรียนผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศที่มีผลสัมฤทธิ์ต่ำ และ 2) ศึกษาความคิดเห็นของนักเรียนต่อการเรียนรายวิชาปรับพื้นฐานการอ่านภาษาอังกฤษด้วยหลักการสอนแบบ 5 เสา กลุ่มตัวอย่างในการวิจัยนี้ประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 2 ปีการศึกษา 2558 จำนวน 10 คนที่มีผลการเรียนวิชาการอ่านต่ำ และไม่พัฒนาการอ่านในชั้นเรียนปกติได้ เครื่องมือในการวิจัยได้แก่แผนการสอน แบบทดสอบวินิจฉัย และแบบสัมภาษณ์กึ่งโครงสร้าง คะแนนจากการใช้แบบทดสอบวินิจฉัยก่อนและหลังเรียนถูกนำมาวิเคราะห์โดยใช้สถิติเชิงบรรยาย และ Wilcoxon Signed Ranks Test เพื่อเปรียบเทียบความเปลี่ยนแปลง และใช้การวิเคราะห์เชิงเนื้อหาในการวิเคราะห์ความคิดเห็นของกลุ่มตัวอย่าง

ผลการวิจัยพบว่า 1) หลังเข้าร่วมรายวิชาปรับพื้นฐานการอ่านภาษาอังกฤษด้วยหลักการสอนแบบ 5 เสากลุ่มตัวอย่างมีพัฒนาการด้านการอ่านทั้ง 5 เสาอย่างมีนัยสำคัญที่ระดับ 0.005 2) กลุ่มตัวอย่างพอใจต่อการจัดการสอนรายวิชาปรับพื้นฐานโดยใช้การสอนแบบ 5 เสาเนื่องจากความสนุกสนาน และประโยชน์ของรายวิชา มีความเห็นว่าเนื้อหาทั้ง 5 ด้านมีความสัมพันธ์กันและสามารถพัฒนาความสามารถในการอ่านได้

ภาควิชา หลักสูตรและการสอน ลายมือชื่อนิสิต .....

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The objectives of this study were 1) to investigate the effects of an English reading remedial course using the Five Pillars of Reading Instruction on EFL low achievers' reading ability and 2) to examine the opinions of the students about the remedial course. The participants were 10 low achievers who were reported regarding their low achievement and of incongruence with the regular reading class. The research instruments were a reading diagnostic test and a semi-structured interview. The results from the diagnostic test before and after the instruction were analyzed by using Wilcoxon Signed Ranks test and descriptive statistics. The result of the interview was analyzed by using content analysis.

The results of this study found that 1) after the implementation of the reading remedial using Five Pillars of Reading Instruction, the participants' reading ability were improved at the Significant level 0.005 and 2) the participants were satisfied by the remedial course covering the 5 components due to its enjoyment and its usefulness. The participants mentioned that the five pillars seemed related and could support their reading comprehension.

Department:	Curriculum and Instruction	Student's Signature .....
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CHAPTER 1
INTRODUCTION

This chapter presents the background of this study, research questions, research objectives, terms' definition, scope and significance of the study.

Background of the Study

It is widely accepted that English language has been an International language used all over the world. Reading skill is an essential tool to learn new information and acquire related knowledge (Grabe & Stoller, 2002), and for the achievement of education and economic opportunities beyond schooling (Shanahan, 2005). Therefore, reading generally has been taught in every school.

Challenges related to teaching reading are also present for the learners of English in native-speaking countries, such as America, whose students' literacy rates have continued to be a problem. In 1997, the issue of literacy was discussed by the United States federal government under President Bill Clinton and Congress to determine what was best for children, whereat the National Reading Panel (NRP) was established. The panel spent 2 years conducting research to gather information about K-12 students' reading problems. The findings of the studies reported that five reading instruction topics and teacher's professional development had significant impacts on children's learning. The five reading instruction topics comprise Phonemic Awareness, Phonics Instruction, Fluency Instruction, Vocabulary Instruction and Comprehension Instruction. These are known as The Five Pillars of Reading Instruction.

Since then, the Five Pillars has been integrated into teaching methods in the nation's schools for all groups and ages of students including regular and low achievers (NRP, 2000).

Because it is quite common to see that most EFL students have problems with reading (Alderson & Urquhart, 1984), Thai students who learn English as a foreign language (EFL) also have issues. Although the Basic Education Core Curriculum specified to begin providing English to Grade 1 students (MOE, 2008), Sangthongjhin's 1986, Wisaijorn's 2003, and Wichadee's 2006 (as cited in Emanoch, 2009) stated that English reading ability of some Thai students in secondary level and also university was lower than standard, as they could not comprehend text and their reading skills needed to be improved.

In the same direction as the statements above, the researcher found that there were 10 students in the first semester and 14 students in the second semester from a class of 91 Grade 8 students of the English Intensive Course (IEC) at Wattana Wittaya Academy who received scores in their reading subjects less than 2.5 in 8 point grading system. The students also expressed that they could not comprehend the reading text, whereas the others in the class could read critically and discuss the same reading text. Moreover, they suffered high pressure from their friends and family, so they need extra help.

To help the low English reading achievers, the Five Pillars was also used to remedy the low ability students both majority and minority group in American with positive effects (NRP, 2000). However, the researcher had never found any implementation in Thai EFL remedial classes. Therefore, the researcher was interested to develop a remedial course using the Five Pillars of instruction to help low achievers in English reading to improve their reading ability, and to study the effects of the Five Pillars remedial course. This study applied Practical Advice for Teachers of Shanahan (2005) to be an 80-hour-intensive instruction for Grade 8, low achievers in English reading at Wattana Wittaya Academy.

Research Questions

1. To what extent does the reading remedial course using the Five Pillars of Reading Instruction affect EFL low achievers' reading ability?

2. What are EFL low achievers' opinions about the reading remedial course using the Five Pillars of Reading Instruction?

Research Objectives

1. To investigate the effects of the reading remedial course using the Five Pillars of Reading Instruction on EFL low achievers' reading ability.

2. To examine the opinions of low achievers about the reading remedial course using the Five Pillars of Reading Instruction.

Definition of Terms

1. *The Five Pillars of Reading Instruction* refers to the five essential components of the reading instruction, introduced by the National Reading Panel. The instruction has been used all over the United States of America with kindergarten to Grade 12 students (NRP, 2000). The five essential components are:

1.1 *Phonemic Awareness* (PA) refers to the ability to focus on and manipulate phonemes in spoken words (NRP, 2000). The low achievers were provided the tasks including phoneme isolation, phoneme identity, phoneme categorization, phoneme blending, phoneme segmentation, and phoneme deletion to assess and to improve their PA through instruction and practice.

1.2 *Phonics* refers to an essential part of the process for beginners that involves learning the alphabetic system and its letter-sound correspondences and spelling patterns, and learning how to apply this knowledge in their reading (NRP, 2000). The participants were taught and practiced the correspondence of phonemes and graphemes covering consonants, consonant blends or clusters, consonant digraphs, short and long vowels, vowel digraphs, r-influenced vowels, some common spelling patterns and complex rules and silent consonants.

1.3 *Oral Reading Fluency* is the first procedure when developing reading fluency. It refers to the ability to orally read a text quickly, accurately, and with proper expression. It includes the rapid use of punctuation and the determination of where to place emphasis and where to pause to make sense of a text (NRP, 2000). The participants practiced oral reading fluency by using Reading-While-Listening activities (Shanahan, 2005) and Stevens, Madden, Slavin and Farnish's 1987 Paired Reading (as cited in Shanahan, 2005).

1.4 *Vocabulary* means word comprehension. To develop vocabulary knowledge, oral vocabulary is crucial to learning in order to make the transition from oral to written forms. When reading vocabulary, silence can be crucial to the comprehension processes of a skilled reader (NRP, 2000).

1.5 *Reading Comprehension* is critically important to development of children's reading skills, and for their ability to obtain an education. Indeed, reading comprehension has come to be viewed as the "essence of reading" (NRP, 2000). It has been taught using Fisher and Frey's 2007 Gradual Release-of-Responsibility Approach (Kumpawan, 2014) to deliver single and combined comprehension strategies—summarization, questioning, story maps, comprehension monitoring, and graphic organizers.

2. *English Reading Remedial Course* refers to 80 hours of instruction of the Five Pillars of Reading Instruction to remedy 10 low-achievers of Grade 8, Wattana Wittaya Academy. The purpose of the course was to remediate the low-achievers' basic knowledge of 5 components: phonemic awareness, phonics, reading fluency, vocabulary and reading comprehension.

3. *Reading Ability* refers to a human's ability to read written text, which requires reading sub-skills and specific cognitive abilities. The major components of reading ability are reading comprehension, context-free word identification, and spoken language comprehension (Vellutino, Tunmer, Jaccard, & Chen, 2007). These components are related to the 5 components of the Five Pillars, which are phonemic awareness, phonics, oral reading fluency, vocabulary and reading comprehension. These five components were assessed.

4. *Low Achievers* refers to EFL Thai Grade 8 students whose grades in ENG22202—Critical Reading I was lower than 2.5 in 8 point Thai grading system. Moreover, the students reported about the lack of reading ability and the issue of incongruence with the regular reading class.

5. *Opinions* refer to the EFL low achievers' opinions about the effects of the reading remedial course using the Five Pillars of Reading Instruction. The opinions were collected by a semi-structured interview.

Scope of the Study

The study focused on the following areas:

1. The population for this study was low achievers of Grade 8 (Mathayom 2) of the Intensive English Course (IEC)—an English focused program of Wattana Wittaya Academy, Bangkok, Thailand.

   The sample of this study was 10 students whose ENG22202—Critical Reading I was lower than 2.5 in 8 point Thai grading system in academic year 2015, who also reported lack of reading ability, complained of incongruence with the regular reading class, and were allowed to attend the course during school break.

2. The treatment was conducted during a school holiday. The course lasted 80 hours and the time was limited to 1 month.

3. The variables in this study were as follows.

   3.1 Independent variable was an English reading remedial course using the Five Pillars of Reading Instruction

   3.2 Dependent variables were:

      3.2.1 Low achievers' English reading ability

      3.2.2 Low achievers' opinions

Significance of the Study

The results from this study seek to prove that providing a reading remedial course using the Five Pillars of Reading Instruction could improve low achievers' English reading ability, because there are currently few studies investigating instruction using the Five Pillars with EFL low-achievers.

The findings of the study could assist teachers and staff to develop remedial courses, or normal reading courses, which cover all essential content for various types of students. Furthermore, this study includes the instruction of phonemic awareness, phonics and oral reading fluency, which rarely had been applied in normal lower-secondary classrooms, and which showed that it was effective and helped the low achievers gain better basic knowledge and more confidence. The findings, teaching plans, materials and the reading diagnostic test developed by the researcher might be beneficial for further implementation.

CHAPTER 2
LITERATURE REVIEW

This chapter discusses the literature and other research findings related to the study. This review presents literature about the history of reading instruction, the Five Pillars of Reading Instruction, learners with reading difficulties, remedial reading, reading ability, and a reading test-Woodcock Reading Mastery Test- Third Edition. The review of literature is presented as follows:

History of Reading Instruction

Reading is one of the major language communication skills. It has traditionally been taught through various methods among users of various languages. Nevertheless, debates regarding the best approach for teaching reading have been occurring since those methods were originated. Many reading methods have been introduced and claimed to be more successful over other approaches.

In 1620s, the Alphabet Method was invented to lead children into the reading of words. Flash cards, booklets, and classroom slates were used to teach the letters of the alphabet. At the time, it did not reveal the phonetic basis for English orthography which is the basis for a person to read eventually with integrity (American Literacy Council (ALC, 2008). Subsequently in 1744, the Whole Word Program was invented by Abbe Bertaud in France. When taught by this method, learners were expected to look at words and then memorize the pronunciations of those words. List of words and repetition were demanded.

In the next period of time, there were various phonic strategies promoted. The Phonics methods required teachers to guide learners to think of the sounds that should normally be associated with letters in each word. This method contains of a lot of sound out exercises. However, the pronunciation of some words is not always related to their forms. Hence, some questioned whether these methods could be effective to teach learners to read. Later, the method was replaced by many other methods such as the Linguistic method. In 1987, Whole Language Method was adopted in California. A whole-language curriculum was applied for all levels with considerable fanfare. This method demanded riddance of all wordlists and drill materials. Some educators noted that some children never get full phonic foundation by learning through this method. Therefore, students may not be able to decode unfamiliar words (ALC, 2008).

The highly competitive situation among the reading instructional approaches became noticed and named “reading wars” during the 1990s (Shanahan, 2005). There were some new pedagogical concepts that were invented as Shanahan (2005) stated that, “When this war of words between whole-language and basic-skill philosophies became so intense that it disrupted schooling and threatened to undermine confidence in public education, something unprecedented took place.” In the 2000s, reading instruction included more than the ability of decoding words or sound out words. More emphasis is placed on the combination among reading methods and aimed at reading comprehension, such as the Anderson’ 2008 ACTIVE framework (as cited in Ruangroj, 2012), and the Five Pillars of Reading Instruction (NRP, 2000).

The Five Pillars of Reading Instruction

In 1997, the U.S. federal government under President Bill Clinton and the U.S. Congress asked the director of NICHD to determine effective approaches to teach reading. Consequently, the National Reading Panel was established in 1998. The organization consisted of scientists, teachers, administrators and teacher educators and worked in accordance with the No Child Left Behind Act by conducting research and public hearings, which more than 400 people participated between 1998-2000, focused on children from Kindergarten level to Grade 12. The findings of those studies focused upon six topics which five of them were areas of teaching which composed of 1) phonemic awareness, 2) phonics Instruction, 3) oral reading fluency Instruction, 4) vocabulary Instruction and 5) reading comprehension, while another topic was about teacher's preparation for reading instruction. The five areas of teaching content were called the Five Pillars of Reading Instruction. The Five Pillars has been interpreted into teaching methods and practical advice by some educators, and has been applied in every school in the United States of American participating with the No Child Left Behind Act and the Reading First initiative (Collins & Collins, 2004).

However, the concept of Five Pillars was questioned in terms of implementation, as there was no definite teaching method provided in the NRP's report. Collins and Collins (2004) stated that there were many approaches to teaching these five essential components. The effectiveness of using the Five Pillars of Reading Instruction may differ and depend on teaching approaches, guidance of teachers, teachers' explanation and the sequences of teaching (NIH, 2000). Scientific researchers revealed that different approaches or methods of teaching the five

essential components were not equally effective. The most reliably effective approach to teach these five components was called systematic and explicit instruction (Collins & Collins, 2004).

Systematic instruction describes a pattern that is particularly useful for teaching explicit skills or a body of content emphasizing proceeding in small steps, checking for students' understanding, and achieving active and successful participation by all students (Rosenshine, 2007). In practicality, developing a systematic course requires thoughtful processes which should be based upon prior learning, and strategically well-designed from simple to complex before activities and lessons are planned (CDE, 2011). Archer and Hughes (2010) defined that the teaching method should be unambiguous and direct, and should include both instructional design and delivery procedures.

The explicit instruction is an unambiguous and direct instructional approach. It includes both instructional design and delivery procedures. Explicit instruction is characterized by a series of supports or scaffolds, thereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved (Archer & Hughes, 2010). The explicit instruction consisted of 16 elements and was combined into a smaller number. Stevens' 1986 and Rosenshine's 1997 (as cited in Archer & Hughes, 2010) have grouped these elements into the six teaching functions as displayed in the Figure 2.1.

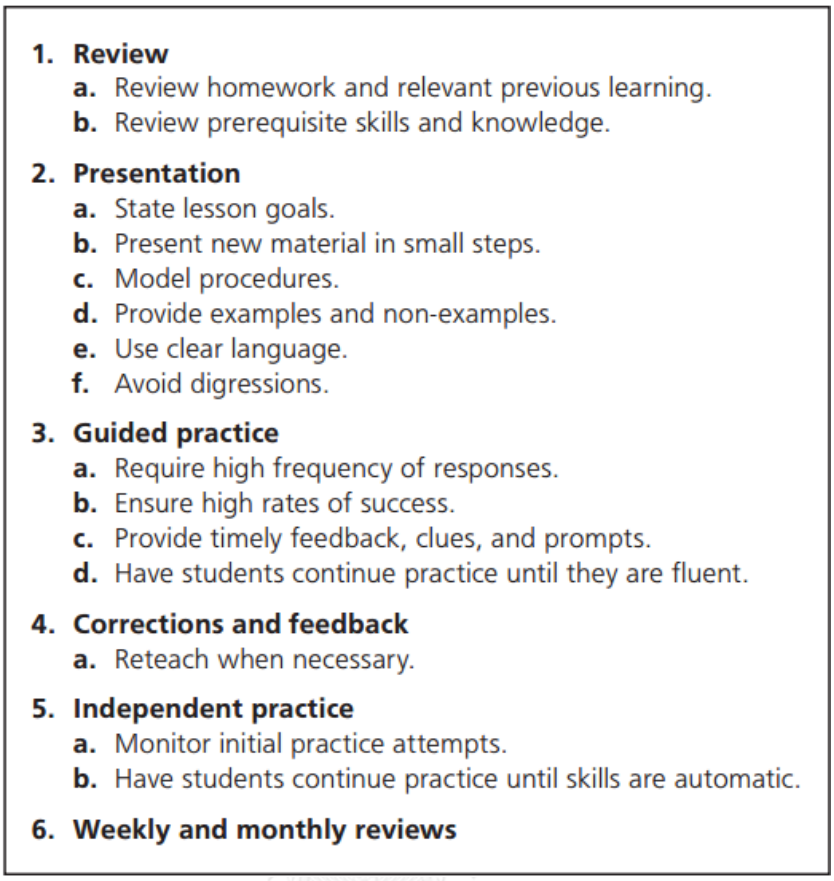

1. **Review**
   a. Review homework and relevant previous learning.
   b. Review prerequisite skills and knowledge.
2. **Presentation**
   a. State lesson goals.
   b. Present new material in small steps.
   c. Model procedures.
   d. Provide examples and non-examples.
   e. Use clear language.
   f. Avoid digressions.
3. **Guided practice**
   a. Require high frequency of responses.
   b. Ensure high rates of success.
   c. Provide timely feedback, clues, and prompts.
   d. Have students continue practice until they are fluent.
4. **Corrections and feedback**
   a. Reteach when necessary.
5. **Independent practice**
   a. Monitor initial practice attempts.
   b. Have students continue practice until skills are automatic.
6. **Weekly and monthly reviews**

Figure 2.1 Six Teaching Functions

Therefore, skills and concepts to teach via the Five Pillars should be carefully and logically planned in a progressive sequence. For example, certain sounds that are easier to learn or used more often should be taught before other sounds. Lessons focus on clearly defined objectives that are stated in terms of what students will do. Multiple practice activities are scheduled purposefully to help students master and retain new skills. Students work on carefully designed tasks that give them opportunities to apply what they have been taught. Assessments are designed and used in a timely fashion to monitor skill acquisition, as well as students' ability to apply new skills, retain them over time, and to use them independently (Collins & Collins, 2004).

However, the NRP's report did not include any suggestion about the organization of the instruction regarding which components among 5 pillars should be introduced first.

1. Pillar 1 Phonemic Awareness

Phonemic Awareness (PA) refers to the ability to focus on and manipulate phonemes in spoken words (NRP, 2000). The awareness of the sounds is generally defined as the understanding of spoken words which are made up of separate units of sound that are blended together when word are pronounced (Collins & Collins, 2004). Alphabetics approaches supported that phonemic awareness should be activated in learning to read and to get the basic phonic foundation (Wagner, Torgesen, & Rashotte, 1994). Hu and Catts 1998 (cited in Collins & Collins, 2004) stated that phonological skills, which is a broader concept within phonemic awareness, are parts of normal oral language development and these skills would unfold to a great extent for most children even in the context of non-alphabetic language like Chinese. Although phonemic awareness is a newer concept than phonics (Shanahan, 2005), currently there is significant evidence to confirm the close association between phonemic awareness and reading achievement (Torgesen and Mathes, 2000 cited in Shanahan, 2005). The effectiveness was established, especially with young learners. Share, Jorm, Maclean and Matthews 1984 (as cited in Collins & Collins, 2004) claimed phonemic awareness can also be used to predict how well children will learn to read. Researchers were able to identify who would learn to read more easily and who would have difficulty by measuring the extent to which children had developed phonemic awareness.

Shanahan (2005) stated that phonemic activation could prepare students for making the link between letters and sounds. Even if the NRP's report stated that it is not important to teach higher level PA because of the full phonemic awareness of the language, it has been proven that older learners and learners with learning disabilities also gain benefit from the teaching.

Table 2.1: The Summary of Review of the Practical Advice for Teachers by Shanahan (2005) on Phonemic Awareness Instruction

Topics	**Practical Advices**
Time Duration	Young students should be provided approximately 5-18 hours, depending on individual need but to ensure 14-18 hours is suggested. For kindergarten, averagely 15 minutes a day for a semester was recommended.
Classroom Size	Combination between whole-class and small-group
Age	Kindergarten to Grade 1
Delivery	Simple instruction focusing on one or two phonemic awareness skills had greater effects. Use physical representations of sounds. Give combined phonemic awareness and phonics activities. Instruction should be motivational and seem like play. Letter cards, songs games and activities that encourage students to listen for sounds within words were mentioned.
Content	1. phoneme isolation 2. auditory discrimination 3. phoneme blending 4. phoneme segmentation 5. phoneme deletion 6. phoneme addition 7. phoneme substitution Phoneme segmentation and blending give the greatest reading advantage to young learners.
Objective	Fully segment words with ease.

Topics	Practical Advices
Challenge	Phoneme segmentation and blending may be the hardest and latest developing skills. Perceiving the sounds at the end and in the middle of the words are more difficult than at the beginning of words.
Setting	quiet sit in the way that allow them to see teacher's mouth Equip with good speakers to make clear and exaggerate sounds

2. Pillar 2 Phonics

Phonics refers to an essential part of the process for beginners involving learning the alphabetic system via letter-sound correspondences and spelling patterns, and learning how to apply this knowledge when reading (NRP, 2000). The participants were taught and practiced on the correspondence of phonemes and graphemes covering consonants, consonant blends or clusters, consonant digraphs, short and long vowels, vowel digraphs, r-influenced vowels, some common spelling patterns and complex rules and silent consonants. Without reservations, phonics is generally adopted in English young learners' classrooms. Although there are many beginning reading programs that do not explicitly and systematically teach phonics, such as whole-language programs, phonics is needed to be taught (NIH, 2000).

Even though systematic phonics instruction could improve young students' word recognition skills, spelling skills and have positive immediate impact on reading comprehension, there is no significant effectiveness for older learners. The reason may be the nature of the English language and its teaching structure.

However, teaching older learners phonics is still suggested and beneficial in order to help support improved reading comprehension when it leads the students to

pronunciations of words in their oral language, a process that is less likely as text grows more difficult (Shanahan, 2005).

Table 2.2: The Summary of Review of the Practical Advice for Teacher by Shanahan (2005) on Phonics Instruction

Topics	**Practical Advices**
Time Duration	3 year or more from Grade 1 short length of time for struggling readers at all grade level
Classroom Size	All works equally well. Give additional instruction in practical small group is recommended.
Age	Kindergarten to Grade 2 are the best but all grade level students are benefit.
Delivery	Synthetic and analytic approaches including dictation or invented spelling, writing or spelling words based on the sounds and decoding practice and programs of phonics instruction are recommended.
Content	Consonants Consonant blends or Clusters Consonant digraphs Short and long vowels Vowel digraphs R-influenced vowels Some common spelling patterns and complex rules Silent consonants
Objective	Successfully decode words.
Challenge	Students' and teacher's dialects. Some words' spelling do not associate with their pronunciations.
Setting	no mention

3. Pillar 3 Oral Reading Fluency

Oral Reading Fluency, which is the first procedure to develop reading fluency, means the ability to orally read a text quickly, accurately, and with proper expression. Empirical evidence exists showing that reading fluency led to the positive impact on decoding, word recognition, silent-reading comprehension and overall reading achievement for all types of students. It was originally introduced to remedial readers. Due to the positive influence on the low-achieving students, it has also been applied in regular classrooms and found have equivalent results (Shanahan, 2005).

Table 2.3: The Summary of Review of the Practical Advice for Teachers by Shanahan (2005) on Oral Reading Fluency Instruction

Topics	**Practical Advices**
Time Duration	no mention
Classroom Size	regular classroom/ one-size-fit-all plan
Age	Grade 1-9 of all abilities
Delivery	neurological impress (Heckelman, 1969) radio reading (Greene, 1976) work with tape recorder (Chomsky, 1976) repeated reading (Samuels, 1979) paired-reading (Stevens, Madden, Slavin and Farnish, 1987) listening-while-reading (Rasinski, 1990) echo reading (Mathes, Torgesen and Allor, 2001) and other techniques shares three essential features which are including oral reading, requiring repetition and providing guidance or feedback. Students use 12-inch voice during practicing.
Content	Text of any of length but longer texts should be divided into shorter chunks of 50-150 words. The text should be selected by teacher. It is not recommended to use independent materials.

Topics	Practical Advices
Objective	Gain better rate of accuracy and speed.
Challenge	appropriate partner being noisy while practicing Most of learning beyond capacity of the teacher to observe require for special support or materials
Setting	appropriate for the number of class to read aloud

4. Pillar 4 Vocabulary

Vocabulary means word comprehension. To develop vocabulary knowledge, oral vocabulary is crucial to learning in order to make the transition from oral to written forms. Reading vocabulary, silent reading included, is crucial to the comprehension processes of a skilled reader (NRP, 2000). The knowledge of word meanings is a factor to assume a person' intelligence or general cognitive functioning since the knowledge includes understanding and experiences (Alderson & Urquhart, 1984).

Table 2.4: The Summary of Review of the Practical Advice for Teachers by Shanahan (2005) on Vocabulary Instruction

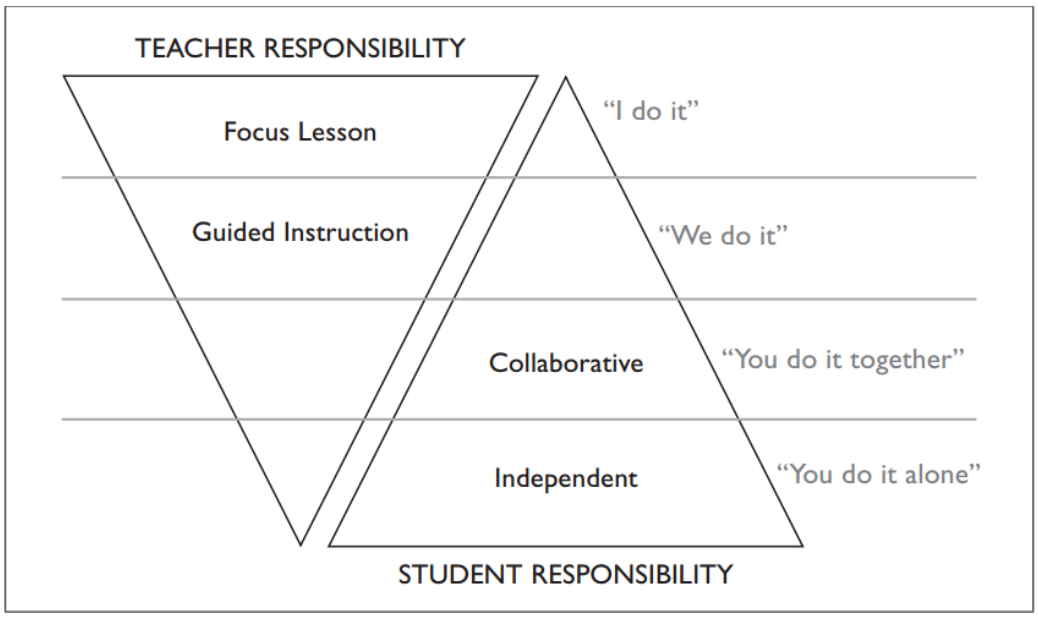
Topics	Practical Advices
Time Duration	no mention
Classroom Size	no mention
Age	no mention
Delivery	Both through direct and indirect teaching including: Various types of definition- dictionary definition, synonyms, antonyms, category, comparison, real-life example, picture or symbol, act it out Prefixes and suffixes
Content	few hundreds words per year select words that are important in terms of their frequency and breadth of use

Topics	Practical Advices
Objective	Remember and use the selected words in their writing and reading
Challenge	The words' selection
Setting	no mention

5. Pillar 5 Reading comprehension

Reading Comprehension is critically important to the development of children's reading skills and their ability to obtain an education (NRP, 2000). It seems to maximize the skills learned in each of the pillars. Reading comprehension is the act of understanding and interpreting the information within the text. It is more about interpreting, rather than passive remembering (Shanahan, 2005). By the way, teaching comprehension is not teaching students to remember factual information from what they had read, it includes thinking process of using reading strategies, which makes students remember the information (Shanahan, 2005).

The suggested reading comprehension teaching is to use a Gradual Release of Responsibility model which applied Vygotsky's 1978 concept of the zone of proximal development. It emphasizes consigning responsibility in learning from teacher to learners gradually or "I do it–we do it–you do it" (Shanahan, 2005). The steps are teacher demonstrates to use the strategy–I do it, teacher guides students to use the strategy successfully within reading–we do it and students are assigned to use the strategy in reading by themselves–you do it (Frey & Fisher, 2011).



Source: From *Better learning through structured teaching: A framework for the gradual release of responsibility* (p. 4), by D. Fisher and N. Frey, 2008, Alexandria, VA: ASCD. Copyright 2008 by ASCD. Reprinted with permission.

Figure 2.2: Fisher and Frey's 2008 Gradual Release of Responsibility Model (GRR) (cited in Frey & Fisher, 2011)

Table 2.5: The Mentoring Roles and Responsibilities of Fisher and Frey' 2007 Model Developed by Levy (2007)

Mentoring Roles & Responsibilities

	Teacher	Student
I do it *Direct Instruction*	▪ Provides direct instruction ▪ Establishes goals and purpose ▪ Models ▪ Think aloud	▪ Actively listens ▪ Takes notes ▪ Asks for clarification
We do it *Guided Instruction*	▪ Interactive instruction ▪ Works with students ▪ Checks, prompts, clues ▪ Provides additional modeling ▪ Meets with needs-based groups	▪ Asks and responds to questions ▪ Works with teacher and classmates ▪ Completes process alongside others
You do it independently *Independent Practice*	▪ Provides feedback ▪ Evaluates ▪ Determines level of understanding	▪ Works alone ▪ Relies on notes, activities, classroom learning to complete assignment ▪ Takes full responsibility for outcome
You do it together *Collaborative Learning*	▪ Moves among groups ▪ Clarifies confusion ▪ Provides support	▪ Works with classmates, shares outcome ▪ Collaborates on authentic task ▪ Consolidates learning ▪ Completes process in small group ▪ Looks to peers for clarification

Table 2.6: The Summary of Review of the Practical Advice for Teachers by Shanahan (2005) on Reading Comprehension Instruction

Topics	Practical Advices
Time Duration	daily lesson for four or more weeks
Classroom Size	no mention
Age	no mention
Delivery	release-of-responsibility approach
Content	comprehension strategies: summarization, question asking, story mapping, monitoring, graphic organizers narrative and expository texts
Objective	use reading comprehension strategies to understand the text meanings and remember the reading texts
Challenge	no mention
Setting	no mention

Relationship among the Five Pillars

The National Reading Panel stated that the components of the Five Pillars are related, support one another horizontally, with some components being interconnected. For example, phonemic awareness, which includes the study of phonemes and pronunciations, could support phonics—grapheme, the correspondence, and also support oral reading fluency (NRP, 2000; Shanahan, 2005). To confirm this statement, there are some studies on relationships between skills and reading ability. One of studies was Vellutino et al. (2007). They claimed that reading ability composed of three major components including reading comprehension, context-free word identification, and spoken language comprehension. Minor components include visual coding, phonological coding, visual analysis, phonological awareness, semantic knowledge, syntactic knowledge, phonological decoding and spelling.

The model showed that development of learners' reading begins with visual coding (ability to encode, store, and retrieve graphemes) and phonological coding (ability to encode linguistically represented information—phonemes). Likewise, the components are related as in the figure 2.3.

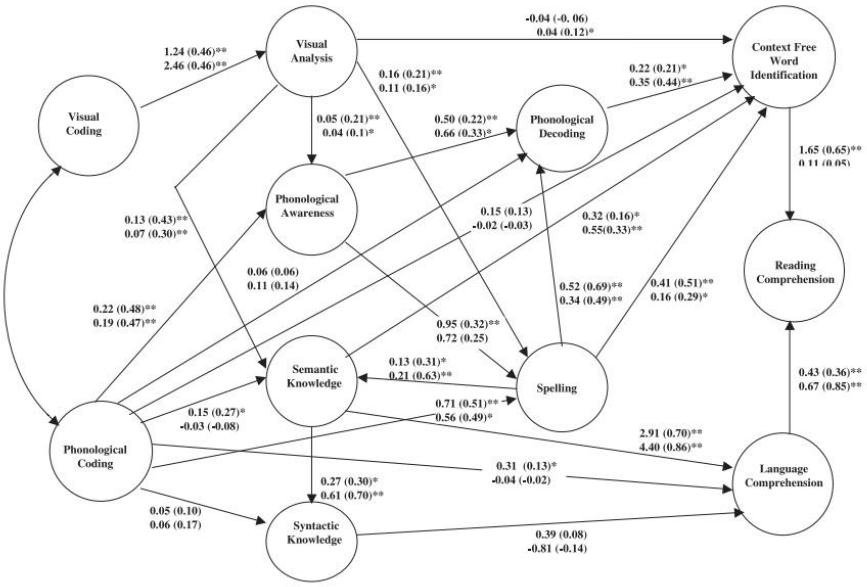


FIGURE 1 Convergent skills model of reading development: Younger/Older groups. *Note:* Coefficients for the Younger group are always listed above those for the Older group. Standard coefficients are in parentheses. $*p \leq .05$. $**p \leq .01$.

Figure 2.3: The Convergent Skill Model of Reading Development: Younger/Older Groups by Vellutino et al. (2007)

The figure 2.3 showed that there were some interconnections among reading components, and all components led to reading comprehension as an end. When the five components of Five Pillars were compared with figure, the relationship among the components could be found horizontally and some are interconnected. Moreover, there were some studies which went along with the statement above, such as Sookmag (2013) stating that phonological awareness and phonics both support reading accuracy and fluency; Nelson, Alexander, Williams, and Sudweeks (2014) established that phonics instruction could increase word attack skills, and lead to better vocabulary learning; Chunlahawanit (1996) reported rereading practice to

gain speed could improve reading comprehension, Petchnuy (2013) predicated better vocabulary knowledge could predict better reading comprehension.

Reading Remediation

When schools assign students to classes, some students learn faster, and some students spend most of their time on catching up their classmates (A. Yang, Cheung, Chung, Mak, & Tam, 2005). Therefore, some tend towards lower achievement and may need a remedial class. Generally, a remedial course is used to stress the basics in a subject, such as math or language, to help students who are having problems with advanced concepts to fully understand the basics of a subject (Ellis, 2011). To assist poor readers, proper remediation is needed at the secondary level (Hardesty, 2013). It is suggested to provide adolescent struggling readers with remedies to improve weak skills, such as word attack skills (Nelson et al., 2014).

Woodcock Reading Mastery Test- Third Edition

The WRMT-III is a standard test that was created by Richard Woodcock for assessment of reading readiness, basic skills and reading comprehension (Figure 2.3). It was originally developed in 1973, revisised in 1988, and normative updated in 1998. The latest version is the third edition, which was first published in June 2011 (Woodcock, 2011). The late version's content is influenced by Teaching Children to Read of National Reading Panel (Pearson, 2011). The test claims that it can be used for many purposes, which are evaluating struggling readers, screening for reading readiness, determining students selection and placement, monitoring reading growth using parallel forms and GSV's evaluating program effectiveness, conducting research and implying best practices in the RTI environment (Woodcock, 2011).

The test standardization was nationally conducted from 2009 to 2010, and claimed that this test is suitable for both children and adults, age-based norms for 4 years 6 month old children through 79 years 11 month adults, and grade-based norms for kindergarten to grade 12. In addition, the test consists of 2 parallel forms (Pearson, 2011).

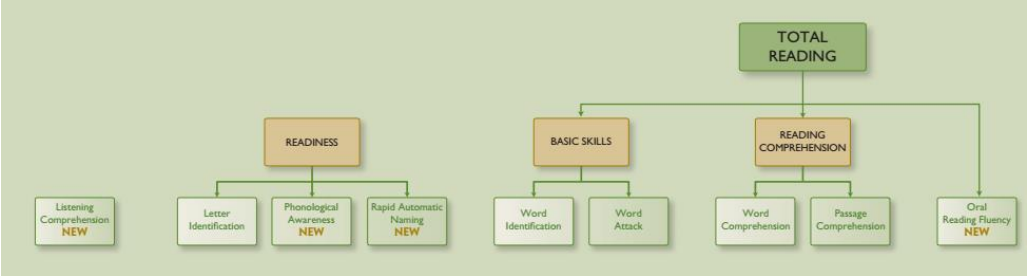


Figure 2.4: The Constructs of Woodcock Reading Mastery Test- Third Edition (Pearson, 2011)

Related Studies about Reading Remediation and the Five Pillars in EFL Context

Many researchers have stated the problems with Thai students' English abilities. For example, Thep-Ackrapong (2005) reported that Thai students of all levels have problems in their pronunciation, word, grammar and text due to the differences between the languages. She stated that the problems involved the lack of initial knowledge in learning a language, such as knowledge about phoneme, morpheme, word formation, collocation, grammar and in syntac. Sookmag (2013) also reported that the problems were caused because of unfirm basic knowledge, as she found that some secondary students in Bangkok struggled in reading and needed the phonological awareness-raising and phonics instruction.

In the same way, Ruangroj (2012) provided a English reading proficiency test to her students and found that there were some low English reading proficiency group.

From previous studies and teachers' experiences, we cannot deny that there were some Thai students in almost every classroom who needed extra help, and repetition of some basic knowledge. In order to assist these students, remedial courses may be needed. Kamonwan Sookmag (2013) conducted a remediation on using phonological awareness raising and phonics instruction to remedy her Grade 7 poor readers. The result of her study showed that providing extra thoughtful instruction could help those students enhance their English reading accuracy and fluency. Moreover, another remediation to remedy word attack knowledge of adolescent struggling readers was conducted by Nelson et al. (2014) and found effective. Their study revealed that the students struggled with multi-syllabic words more than single syllable words and with r-controlled and long vowel single syllable words. Previously, Khuankam (1986) and Chunlahawanit (1996) had conducted studies and stated that reading repetition until students gained fluency could improve reading comprehension. The importance of remedying the basic knowledge seems to be noticeable among Thai teacher as Likitrattanaporn (2014) reports that the Thai teachers had very positive towards teaching phonological accuracy and communicative fluency activities. In contrast, Thai English teachers hardly conducted phonological accuracy practice and communicative fluency activities to their students, as they considered themselves having limited knowledge of the theoretical content on phonological accuracy and communicative fluency activity (Likitrattanaporn, 2014).

Summary

After reviewing the literature regarding Five Pillars of Reading Instruction, the effectiveness of providing reading remediation, the construct of Woodcock Reading Mastery Test- Third Edition, and the previous studies and research, Thai teachers may need guidance to develop remedial courses, and the Five Pillars of Reading Instruction seems to be a good solution as it has evolved from numerous studies and public hearings, controlled under the well-organized cooperation among government, scholars, teachers, parents and students. Moreover the concept has been used in America through many practical approaches since it was invented, such as suggested in Shanahan (2005). Every pillar of the Five Pillars promotes low achievers' development, and separately each concept has been experimented with in the Thai context, and found that they could improve students' English ability. However, the instruction of all five components has not been applied in to a course in Thailand, it may be good fit for secondary students who struggle with reading and need effective immediate rescue. Preliminarily, the low achiever may need phonemic awareness and phonics knowledge.

CHAPTER 3
RESEARCH METHODOLOGY

This study aims to investigate the effectiveness of the English reading remedial course using The Five Pillars of Reading Instruction, which is suggested in Shanahan (2005), and to examine the opinions of students about the course. This chapter provides information about the research design, population and sample of the study, research procedures, research instruments, data collection, and data analysis respectively.

Research Design

This study was one-group, pretest-posttest, quasi-experimental research to explore the effects of an English remedial course using The Five Pillars of Reading Instruction, which is suggested in Shanahan (2005). The treatment, which was developed by the researcher, lasted 80 hours, including 40 hours teacher-led instruction and 40 hours student-led instruction.

Furthermore, both quantitative and qualitative data were collected in response to the research questions. The quantitative data was collected by applying pretest- posttest, which was designed by the researcher, and administered before and after the treatment in order to answer what extent the remedial instruction of each pillar of the Five Pillars of Reading Instruction affected Thai students' English reading ability. After the treatment was done, the qualitative data was assembled. The instrument was a semi-structured interview to examine the opinions of students

about the English reading remedial course using The Five Pillars of Reading Instruction.

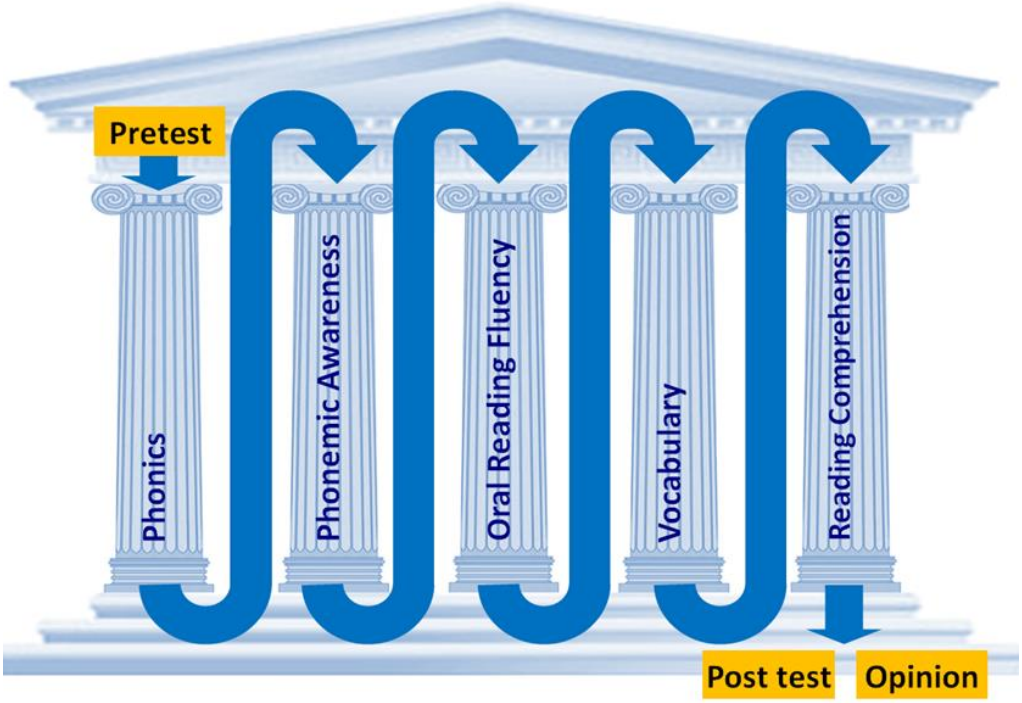


Figure 3.1: The Diagram Exhibits Research Design of the Reading Remedial Course Using the Five Pillars of Reading Instruction

Population and Sample

The population was low achievers who studied in the Intensive English Course (IEC) which is an English-focused program of Wattana Wittaya Academy, and received grades in ENG22202—Critical Reading I lower than 2.5 on an 8 point Thai grading system. They were reported about their lack of reading ability and of incongruence with the regular reading class. The total number was 27 out of 86 students (31.4%) in the first semester of academic year 2015— 11% and 15.4% in first and second semester of the previous academic year (See Appendix J).

The sample was selected by purposive sampling design. The researcher asked for volunteers who had problem in reading and received a score less than 2.5. Then, letters for permission were delivered to the volunteers' parents. Eventually, there were 10 students participating the treatment. All participants were administered the pretest, posttest, and interview.

Research Procedures

The study was divided in to 2 phases: preparation phase and implementation phase as displayed in the figure 3.2.

1. Preparation Phase

In order to develop the remedial course using the Five Pillars of Reading Instruction, the researcher studied the related literature, and then held a meeting to discuss the most plausible and appropriate way to conduct the course. Using this data, the course, lesson plans, the test and the interview (See Appendix A, B, C and D accordingly) were developed accordingly. Afterwards, the instruments were delivered to experts to evaluate and comment regarding validation and appropriateness (See Appendix E, F, G and K). When all feedback was returned, the researcher revised according to the comments and the Index of Item Objective Congruence. Finally, all instruments were tried out and revised once again before the implementation.

2. Implication Phase

After the preparation was completed, the implementation started with providing the revised reading diagnostic test to pretest the participants. The testing was provided on the first day of the course, and then the result was analyzed after the test. The revised lesson plans were implemented with 10 low-achievers during a school holiday between the academic years of 2015 and 2016. It took almost 4 weeks to finish 80 hours instruction as shown in the Table 3.1. When the course had finished, the posttest was provided to the participants again to measure the effects of the reading remedial course. The interview was held after the posttest on the fourth week. The researcher interviewed the participants individually and recorded the interviews. Then, the records were transcribed. The results of the pretest, and posttest were analyzed using the IBM SPSS Statistics to calculate Descriptive statistics, used to display data, and Wilcoxon Signed Ranks test was used to compare the pretest's and posttest's result. The transcription of the interview was analyzed by using content analysis and frequency analysis.

Table 3.1: Testing and Teaching Plan

week	day	time	activities	product
1	1	09.00-11.00	Pretest	test's result
	2	08.00-15.30	course introduction	Q&A activity
	3	08.00-15.30	Phoneme Isolation	pronunciation checklist and score record of the online games
	4	08.00-15.30	Auditory Discrimination Phoneme Segmentation Phoneme Addition Phoneme Deletion	scoring rubric score record checking the worksheet
	5	08.00-15.30	Phoneme Substitution Phoneme Blending	score record checking the worksheet

week	day	time	activities	product
2	6	08.00-15.30	Consonants Silent Consonants Consonant blends Consonant digraphs	pronunciation Checklist a checklist for dictation
	7	08.00-15.30	Short and long vowels R-influenced vowels	pronunciation Checklist sound recording
	8	08.00-15.30	Vowel digraphs Some common spelling patterns and complex rules	pronunciation Checklist Spelling Bee
	9	08.00-15.30	Paired Reading	peer review and observation form
	10	08.00-15.30	Paired Reading	reading scoring rubric
3	11	08.00-15.30	Reading-While-Listening	reading scoring rubric
	12	08.00-15.30	Dictionary, Category Picture or symbol	scoring rubric for mind mapping, reading exercises
	13	08.00-15.30	Real-life example Synonyms Antonyms	reading exercises
	14	08.00-15.30	Comparison Act it out	reading exercises
	15	08.00-15.30	Question Asking Story Mapping	a quiz which are made by students scoring scale for story mapping
4	16	08.00-15.30	Graphic Organizers	scoring rubric
	17	08.00-15.30	Summarization	scoring rubric
	18	08.00-15.30	spared time	-
	19	08.00-15.30	spared time	-
	20	09.00-12.30	Posttest & Interview	test's result & audio record

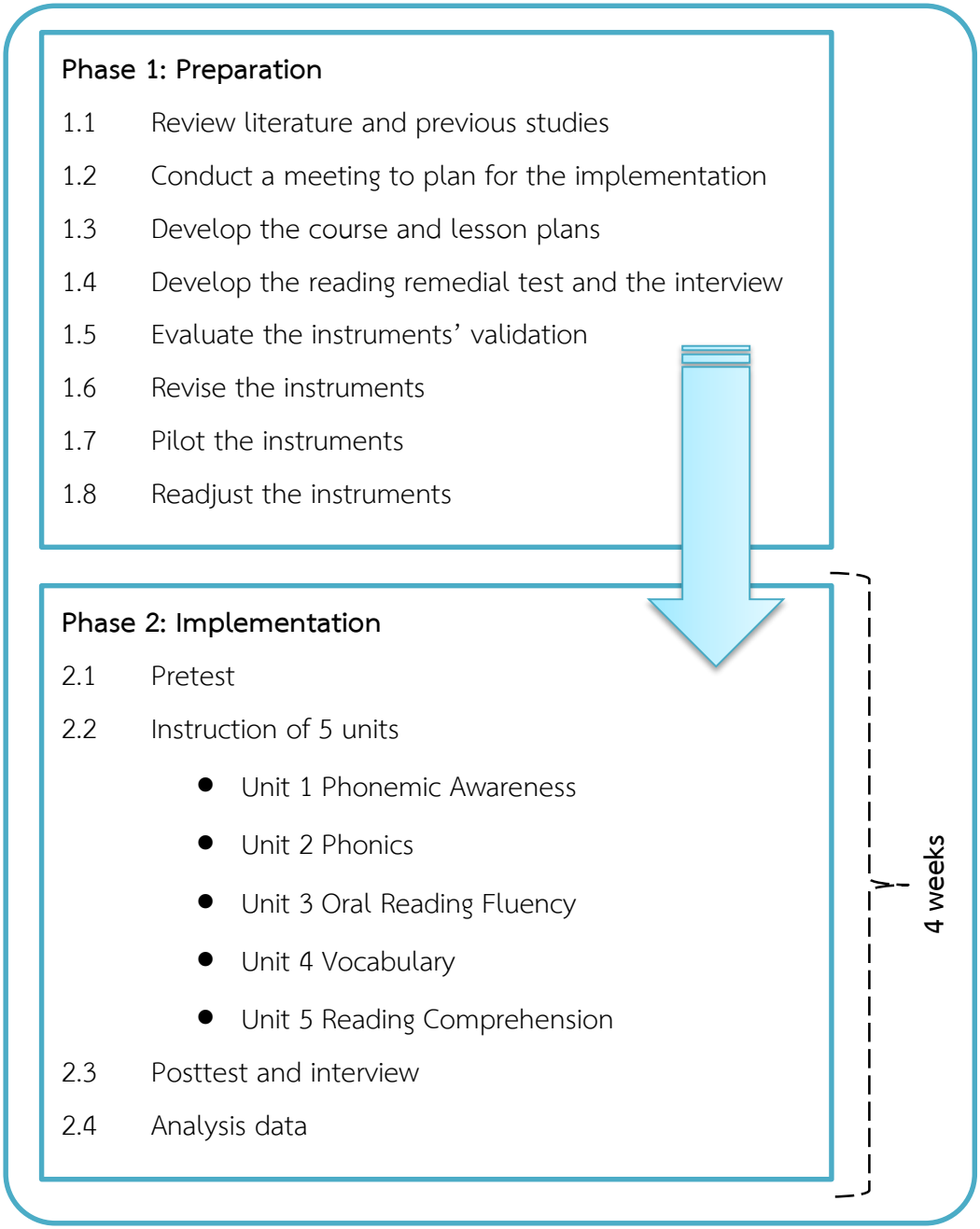


Figure 3.2: Research Procedures

Research Instruments

The research instruments for this study were categorized into 2 categories: Instructional instrument and data collection instrument.

1. Instructional Instrument

The instructional instruments were the long-range plan and lesson plans. These were used by the researcher as a teacher to facilitate and ensure validity of the teaching content.

1.1 Plan and Long Range Plan for Reading Remedial Course

After a meeting with the school's teachers, academic affairs, the participants and their parents discussed the most advantageous and appropriate way to conduct the course. Then the researcher developed a long-range plan as an overview of the remedial course to facilitate lesson planning and monitoring (See Appendix A).

1.2 Lesson Plans

The plans were conducted, evaluated and revised before implementation. The lessons were planed according to Shanahan's teacher practical advice (2005). The content, approaches, and activities were selected and adjusted to meet the participants' needs and the school's requirements. The contents were mostly based on the school's extra reading book—Reading Explorer 2, first edition (MacIntyre, 2009). In each unit, the students learned only some parts of the book, which were associated with the unit's content. For example, in unit 3, some passages from the book were selected for the students to practice their oral reading. When the students studied unit 4, the focus moved to vocabulary from the passage only. After the course and all plans had been designed, the long range plan and sample of lesson plans were delivered to be evaluated the validation by 3 experts who were: 1

Thai and 1 foreign English teachers currently teaching at the target school, and another university lecturer who has been working in language teaching field for more than 20 years. The evaluation was done using the Items-Objective Congruence index (IOC) of 3 rating scales. Most of the comments concerned time allocation and the language use in the lesson plan (See Appendix E). Consequently, the 4 plans were piloted with 10 Grade 9 low achievers in the same condition as the planned sample group. The result of the pilot was thus satisfied.

The 3 scales were:

1	referred	the item was appropriate
0	referred	the expert was not sure whether the item was appropriate.
-1	referred	the item was not appropriate

The Items-Objective Congruence index (IOC) formula applying in this study was

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

IOC	referred	the index of congruence
R	referred	the total score from the experts' opinions
N	referred	the number of the experts

2. Data Collection Instruments

The data collection instruments were a reading diagnostic test and a semi-structure interview.

2.1 Reading Diagnostic Test

The reading diagnostic test was designed to investigate the effect of the English reading remedial course using The Five Pillars of Reading Instruction. The test was used twice, first at the beginning and subsequently at the end of the treatment. The whole class took the test at the same time. The quantitative data was obtained using this tool.

The test was designed to test Thai lower secondary students' reading ability at Wattana Wittaya Academy (See Appendix C). It consisted of 5 content areas of the Five Reading Pillars of Reading Instruction, which mentioned in The National Reading Panel (2000). The 5 elements were phonemic awareness, phonics, oral reading fluency, vocabulary, and reading comprehension. The researcher adapted the test constructs of Woodcock Reading Mastery Test- Third edition (Pearson, 2011; N. Pearson, 2011) and selected constructs associated with teaching constructs suggested in Shanahan (2005) as shown in Table 3.2.

Table 3.2: The Comparison of the Teaching Content of the English Reading Remedial Instruction, Test Constructs of Woodcock Reading Mastery Test (3rd Edition), and the Test Construct of Reading Diagnostic Test

Five Pillars	Teaching Content (Shanahan, 2005)	WRMT: III (Pearson, 2011)	Reading Diagnostic Test Constructs
1.Phonemic Awareness	Phoneme isolation Auditory discrimination Phoneme blending Phoneme segmentation Phoneme deletion Phoneme addition Phoneme substitution	First Sound Matching Last Sound Matching Rhyme Production Phoneme Blending Phoneme Deletion	Phoneme isolation Auditory discrimination Phoneme blending Phoneme segmentation
2. Phonics	Consonants Consonant blends or Clusters Consonant digraphs Short and long vowels Vowel digraphs R-influenced vowels Some common spelling patterns and complex rules Silent consonants	Letter Identification Word Attack	Decoding words
3. Oral Reading Fluency	Oral reading practice	Oral Reading Fluency	Oral reading fluency
4. Vocabulary	Dictionary definition Synonyms Antonyms Category Comparison Real-life example Picture or symbol Act it out	Word Identification Rapid Automatic Naming Word Comprehension	Word identification Word comprehension
5. Reading Comprehension	Summarization Question asking Story mapping Monitoring Graphic organizers	Passage Comprehension	Passage comprehension

This test contains 8 parts. In part 1 through part 4, the examinees listen to audio clips. The scripts were read and recorded by 3 native English speakers who are teachers at Wattana Wattaya Academy. The researcher and the 3 speakers then selected one recording, which was made by an English male speaker, because the sound was clear and the accent was acceptable.

The researcher specified that the testing room must be clean, quiet, well light, and big enough for 10 students to have individual space to do sound recording. Air-conditioner, computer and speaker were provided. The procedures were as shown in Table 3.3.

In part 1-4, the examinee was in the testing room. The examiner was present to explain and check if the test paper and all testing material were ready.

In part 5-6, students were instructed to follow the directions. The same audio clip was played for all examinees. In part 5-6 of the reading test, all examinees were separated and asked to use their own recorder to record. Then, the examinees were given a 15 minute break.

In part 7-8, the examinees spent their time in the testing room doing part 7-8 individually. When the time was exhausted, or the examinee finished the test, all paper, answer-sheets and audio recordings were submitted to the examiner for grading.

Table 3.3: The Procedures of Testing

Content Area		Part	Item	Time Limitation	Score Scale
Phonemic Awareness	Phoneme Isolation	1	1-20	10 minutes	0-20
	Auditory Discrimination	2	21-40	10 minutes	0-20
	Phoneme Blending	3	41-50	10 minutes	0-10
	Phoneme Segmentation	4	51-60	10 minutes	0-10
Phonics		5	61-80	5 minutes	0-20
Oral Reading Fluency		6	2 tasks	10 minutes	Word-Per-Minute (WMP) and error
15-minutes-break					
Reading Comprehension		7	81-90	30 minutes	0-10
Vocabulary		8	91-100	20 minutes	0-10

The reading diagnostic test construct was validated by 3 experts: 2 current English teachers at the school, 1 Thai and 1 native speaker, and another linguist who worked in language field at a university for more than 10 years, using the IOC of 3 rating scales. After the experts validated the test, some items with IOC value below 0.5 were reconsidered and revised using the experts' comments. The Evaluation of the test is shown in Appendix F.

2.2 Semi-Structured Interview

Semi-structured interview was conducted with all participants individually by the researcher in order to qualitatively examine the opinions of students about the English reading remedial course using The Five Pillars of Reading Instruction. The questions inquired about the participants' preferences, and asked for their opinions towards the instruction. Before interviewing the participants, the interview had been

given to 3 experts, who were in-service teachers, to evaluate the appropriateness and content validity using IOC.

Later, the result showed high validity, with IOC value (1.0). Furthermore, the researcher revised some parts due to the experts' comments (See Appendix G).

Data Collection

The data collection took place on day 1 and day 20 (See Table 3.1). On day 1, only the reading diagnostic was used as a pretest for every participant. Later, on day 20, the test was conveyed once again as a posttest. After the test, one-to-one interviews were held using the developed interview questions.

Data Analysis

The data obtained from the reading diagnostic test was analyzed by using Wilcoxon Signed Ranks Test and descriptive statistics calculated by the Statistical Package for the IBM SPSS Statistics to compare students' reading ability. An audio recorder was also utilized. The participants' opinions were collected during the semi-structured interview, and analyzed by using content analysis.

Summary

In conclusion, the reading remedial course using Five Pillars of Reading Instruction was taught by the researcher during Wattana's school break of academic year 2015, and lasted approximately 1 month. During the treatment, the researcher as a teacher used a long-range plan and lesson plans to guide the instruction. To collect the research data, 2 data collection instruments were used:

1) The reading diagnostic test was used to collect quantitative data. The data was analyzed by using descriptive statistics and Wilcoxon Signed Ranks Test to answer research question 1.

2) The semi-structure interview was used to assemble the qualitative data. The data was analyzed by using content analysis technique. The result was displayed via frequency or percentage to answer research question 2 (See Table 3.4).

Table 3.4: The Summarization of Research Instruments

Research Questions	Types of Data	Data Collection Instruments	Data Analysis
1) To what extent does the remedial instruction of each pillar of the Five Pillars of Reading Instruction affect Thai students' English reading ability?	quantitative data	Reading Diagnostic Test	-Descriptive statistics -Wilcoxon Signed Ranks Test
2) What are Thai students' opinions toward the remedial instruction of each pillar of the Five Pillars of Reading Instruction?	qualitative data	semi-structured interview	-Content analysis -Frequency -Percent

CHAPTER 4
RESEARCH FINDINGS

This chapter discusses the findings of the study of effects of teaching English reading remedial course using the Five Pillars of Reading Instruction on EFL low achievers' English reading ability. In this chapter, the research findings are presented in 2 parts in relation to the two research questions:

Part 1: To what extent does the reading remedial course using the Five Pillars of Reading Instruction affect EFL low achievers' reading ability?

Part 2: What are EFL low achievers' opinions about the reading remedial course using the Five Pillars of Reading Instruction?

Part 1: The Result of Research Question 1

The effects of the English reading remedial course using The Five Pillars of Reading Instruction were examined by using a reading diagnostic test before and after the treatment. The findings of the study focus on the EFL low achievers' reading ability after the sample group participated in the reading remedial course using the Five Pillars of Reading Instruction compared with their reading ability before the instruction. The result revealed that the remedial course could statistically significantly improve EFL low achievers' reading ability (Negative Ranks N=0, Z= -2.812, p=0.005) and could develop all 5 components that mentioned above notably (See Table 4.1 and Figure 4.1). Specifically, the course consisted of 5 instructional components: phonemic awareness, phonics, oral reading fluency, vocabulary and reading comprehension

Table 4.1: The Comparison between Overall Pretest/Posttest Results

	test	Mean	Std. Deviation	Min	Max	Z value	Asymp. Sig.
Overall	Pre	71.1	3.66515	66	77	-2.812	.005**
	Post	83.7	2.75076	80	88		
PA	Pre	48.1	3.31495	42	52	-2.680	.007**
	Post	52.0	2.35702	47	55		
Phonics	Pre	15.5	1.50923	12	17	-2.673	.008**
	Post	18.7	.94868	17	20		
Fluency Speed	Pre	107.4	6.11374	96	115	-2.805	.005**
	Post	123.2	3.99444	115	127		
Errors	Pre	5.3	2.35938	2	9	-2.561	.010**
	Post	1.8	1.47573	0	5		
Vocabulary	Pre	3.4	1.26491	1	5	-2.692	.007**
	Post	7.2	1.87380	3	9		
Reading Comprehension	Pre	4.1	1.28668	1	5	-2.388	.017**
	Post	5.8	1.22927	4	8		

**The Z value is significant at the 0.05 level (2-tailed).

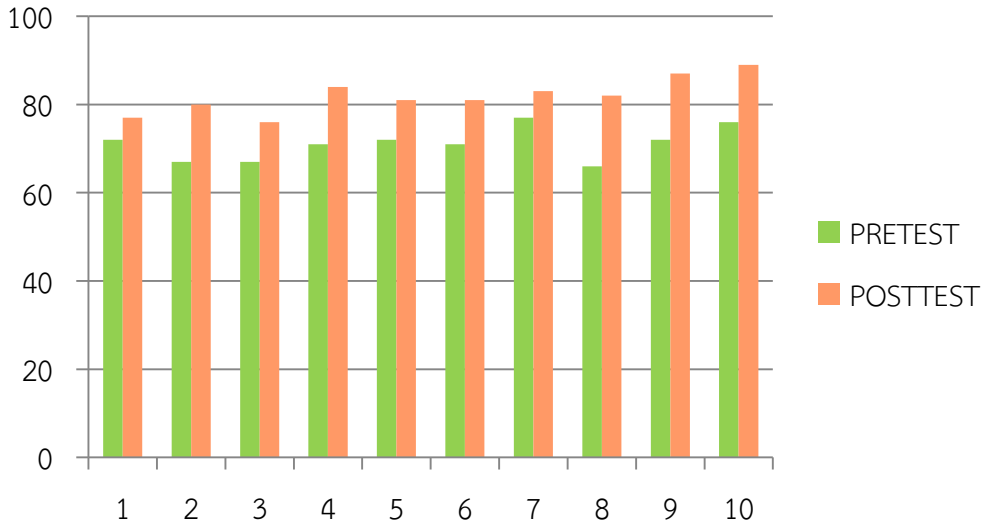


Figure 4.1: The Comparison of Pretest's and Posttest's Result of Each Participant.

1.1 The result of the phonemic awareness instruction

In the first part of the test, it was discovered that 9 students showed benefits from the instruction, whereas 1 student did not show improvement (See Table 4.3). The participant's pretest and posttest average score were 48 and 52 respectively. The value of Z was -2.680 and the p value was 0.007. The result was significant, $p \leq 0.05$. Although almost every phonemic awareness skills seemed to improve, the phoneme blending score was slightly decreased (See Table 4.2).

Table 4.2: The Comparison between Pretest and Posttest Result of Part 1 Phonemic Awareness

	test	Mean	Std. Deviation	Min	Max	Z value	Asymp. Sig.
Overall	Pre	48.1	3.31495	42	52	-2.680	.007**
	Post	52.0	2.35702	47	55		
Phoneme Isolation	Pre	17.8	1.75119	14	20	-1.992	.046**
	Post	19.0	1.24722	17	20		
Phoneme Discrimination	Pre	16.7	1.33749	15	19	-2.058	.040**
	Post	17.9	.99443	16	19		
Phoneme Blending	Pre	6.8	.91894	5	8	-.264	.792
	Post	6.7	.67495	5	7		
Phoneme Deletion	Pre	6.8	1.54919	3	9	-2.372	.018**
	Post	8.4	.84327	7	9		

**The Z value is significant at the 0.05 level (2-tailed).

Table 4.3: Wilcoxon Signed Ranks Test's Result of Part 1 Phonemic Awareness

	Isolation**	Discrimination**	Blending	Deletion**	Overall**
Negative Ranks	2	1	4	1	0
Positive Ranks	7	6	3	7	9
Ties	1	3	3	2	1
Total	10	10	10	10	10

**The Z value is significant at the 0.05 level (2-tailed).

1.2 The results of the phonics instruction

The result from the phonics instruction was significantly increased. Nine participants out of ten received better scores, while one received the same score (See Table 4.5). In addition, the student who did not show improvement in learning phonemic awareness was able to significantly improve in this part of the test (from 12 to 20). For the participant who did not improve for this part, noticeable gains were made on other parts of the test. The results showed the significant increasing Z=-2.673 at the p value= .008 (See Table 4.4).

Table 4.4: The Comparison between Pretest and Posttest Result of Part 2 Phonics

	test	**Mean**	**Std. Deviation**	**Min**	**Max**	**Z value**	**Asymp. Sig.**
Overall	Pre	15.5	1.50923	12	17	-2.673	.008**
	Post	18.7	.94868	17	20		

**The Z value is significant at the 0.05 level (2-tailed).

Table 4.5: Wilcoxon Signed Ranks Test's Result of Part 2 Phonics Pretest/Posttest

		N	Mean Rank	Sum of Ranks
Posttest-Pretest	Negative Ranks	0	.00	.00
	Positive Ranks	9	5.00	45.00
	Ties	1		
	Total	10		

1.3 The result of the oral reading fluency instruction

All of the participants produced faster oral reading speed after the treatment (See Table 4.4). The result indicates a significant difference between pretest and posttest. The fastest posttest speed observed was 127 words per minute, and the average speed of the participants' posttest record was 123 words per minute. While the participants produced better speed, they also produced fewer errors. The average number of errors was 2 words out of 100 total words. However, one participant did not improve and another participant produced more errors. The results showed significantly increasing reading speed Z=-2.805 at the p value= .005, and noticeably decreasing number of errors Z=-2.561 at the p value= .010.

Table 4.6: The Comparison between Pretest/Posttest Results of Part 3 Oral Reading Fluency

	test	Mean	Std. Deviation	Min	Max	Z value	Asymp. Sig.
Speed	Pre	107.4	6.11374	96	115	-2.805	.005**
	Post	123.2	3.99444	115	127		
Errors	Pre	5.3	2.35938	2	9	-2.561	.010**
	Post	1.8	1.47573	0	5		

**The Z value is significant at the 0.05 level (2-tailed).

Table 4.7: Wilcoxon Signed Ranks Test's Result of Part 3 Oral Reading Fluency

		N	Mean Rank	Sum of Ranks
Posttest-Pretest Speed (WPM)	Negative Ranks	0	.00	.00
	Positive Ranks	10	5.50	55.00
	Ties	0		
	Total	10		
Posttest-Pretest Errors (%)	Negative Ranks	8	5.50	44.00
	Positive Ranks	1	1.00	1.00
	Ties	1		
	Total	10		

1.4 The result of the vocabulary instruction

The findings showed significant improvement Z=-2.692 at the p value= 0.007. The mean score of the pretest and posttest were 3.4 and 7.2 respectively. Nine participants out of ten improved their scores, while one student's score did not change.

Table 4.8: The Comparison between Pretest/Posttest Results of Part 8 vocabulary

	test	**Mean**	**Std. Deviation**	**Min**	**Max**	**Z value**	**Asymp. Sig.**
Overall	Pre	3.4	1.26491	1	5	-2.692	.007**
	Post	7.2	1.87380	3	9		

**The Z value is significant at the 0.05 level (2-tailed).

Table 4.9: Wilcoxon Signed Ranks Test's Result of Part 8 Vocabulary

		N	Mean Rank	Sum of Ranks
Posttest-Pretest	Negative Ranks	0	.00	.00
	Positive Ranks	9	5.00	45.00
	Ties	1		
	Total	10		

1.5 The result of the reading comprehension

The findings of this part of the test also showed a statistically significant improvement. The pretest score ranged from 1-5 while the posttest ranged from 4-8. Despite of the significant overall positive impact Z=-2.388 at the p value= 0.017, there were 3 participants who received the same score.

Table 4.10: The Comparison between Pretest/Posttest Results of Part 7 Reading Comprehension

	test	Mean	Std. Deviation	Min	Max	Z value	Asymp. Sig.
Overall	Pre	4.1	1.28668	1	5	-2.388	.017**
	Post	5.8	1.22927	4	8		

**The Z value is significant at the 0.05 level (2-tailed).

Table 4.11: Wilcoxon Signed Ranks Test's Result of Part 7 Reading Comprehension

		N	Mean Rank	Sum of Ranks
Posttest-Pretest	Negative Ranks	0	.00	.00
	Positive Ranks	7	4.00	28.00
	Ties	3		
	Total	10		

Part 2: The Result of the Research Question 2

The opinions of the EFL low achievers about the English reading remedial course using The Five Pillars of Reading Instruction were investigated by providing a semi-structured interview to every participant in Thai after the treatment. The 15 interview questions covered the topics: 1) the opinions and feelings towards the course, 2) the benefits of the course and 3) the suggestions from the students' view for the further remedial course (See Appendix D).

In the investigation of the participants' opinions and feeling, the key concept categories were based on positive, negative and neutral effect of the course in overall and on the particular unit. The categories were Positive, Negative and Comment. The Positive category consisted of 2 sub-categories, which were Enjoyment and Usefulness.

Meanwhile, the questions about benefits of the course were focused on the participants' self- rating reading ability after the course and the relationship among the five components regarding whether the students could feel one component complimenting the others.

The last part of the interview contained general questions inquiring about suggestions for further implementation.

2.1 The opinions and feelings towards the reading remedial course

2.1.1 Opinions about the Reading Remedial in Overall

All of the participants stated that they took pleasure with the reading remedial and felt that this instruction is useful for being better readers. They also agreed that they want remediation to support their learning. Moreover the participants revealed that studying basic knowledge such as phonemes, pronunciations, phonics, and oral reading practice assisted their ability to remember words and comprehend text.

In order to examine the opinions of students about the English reading remedial course using The Five Pillars of Reading Instruction, a semi-structured interview was provided to all 10 participants focusing on their preferences and comments for future reading remedial courses. The interview consisted of 15 main

questions and some additional questions to get more details. The answers to the questions are summarized as follows:

It was found that student have more positive opinions (48.70%) towards the course than negative opinions (26.09%). The category that the participants mentioned the most was the enjoyment of the course following by the usefulness of the course (16.52%) (See Table 4.12). The excerpts expressing enjoyment in the overall of the course were such as “สนุก” (It’s fun), “อยากเรียนแบบนี้ตลอดเลย” (I always want to have this kind of course), “ชอบมาก” (I really liked it), “เลิศค่ะ” (brilliant!) and the excerpts expressing usefulness were such as “หนูว่าดี” (I think it is good one), “รู้สึกฉลาดขึ้น” (I feel more intelligent.) “รู้สึกโง่น้อยลง” (I feel less stupid), “คือดีงามพระราม 8”(It was as good as the Rama 8 bridge). To clarify, the participants ranked the instructions of the 5 units as follows:

1. Unit 3 Oral Reading Fluency (29.3%)
2. Unit2 Phonics (28%)
3. Unit 1Phonemic Awareness (18%)
4. Unit 4 Vocabulary (14%)
5. Unit 5 Reading Comprehension (10.6%)

Table 4.12: Frequency and Percent of Key Concepts Found in the Interview

Categories	Frequency of the Key Concept Found in Students' Answers (N=230)	Percent
Positive	**112**	**48.70**
Enjoyment	63	27.39
Usefulness	49	21.30
Comment	**58**	**25.22**
Earlier Exposure	40	17.39
similarity to phonics	10	4.35
visual aids help	8	3.48
Negative	**60**	**26.09**
Difficulty	35	15.22
Exhaustion	15	6.52
Embarrassment	10	4.35

The negative opinions could be classified to 3 sub-categories: Difficulty of the contents, Exhaustion including consuming of energy and overloaded content, and Embarrassment such as childish activities or shyness when using a sound recorder. In this category, 60 opinions were expressed (26.09). Most of the negative comments related to difficulties of the content—the unit which was considered as the hardest unit was unit 4 Vocabulary.

2.1.2 Opinions about Unit 1 Phonemic Awareness

All participants reported that they had never learned these skills before the treatment; therefore; it was quite difficult but fun to attempt things that they hadn't previously done. In addition, 8 participants commented that learning sounds with some visual aids helped them learn better. Seven participants clarified that their difficulties related to the discrimination of sounds in the middle and at the end of

the words, and some “wired” phonemes such as voiced and voiceless ‘th’ sounds. All people thought this part was likely to be the same as phonics but seemed to be more childish. One student explained, “I think this is fun. I did it when I was very young and I did not know how different between learning sounds alone and phonics. Anyways, you provided some letters. I just felt it was likely to be more childish but somehow some is not easy at all” (See Table 4.13).

Table 4.13: Excerpt of the Interview Question 2’s Answers

Category	Sub-categories	N	%	quotations of the some opinions
positive	Enjoyment	18	7.83	ร้องเพลงสนุก, ชอบเพลง, หนูว่าเพลง, ร้องเพลงน่ารัก, เกมก็ดี, เกมด้วย, เกมสนุก (Singing was fun, I like songs, I think it was song, Singing was lovely, The gams were also good, games, The games were fun)
Comments	Earlier Exposure	13	5.65	มันแปลกดี, ไม่ค่อยมีครูคนไหนสอน,ตอนเด็กเหมือนเคยทำแต่ไม่ได้เรียนskillพวกนี้, ตอนเด็กท่องแค่ ABC แล้วก็คำเลย,ทำไมไม่ได้เรียนตอนเด็ก (It was new, There are not many teachers teach it, I feel like I did before but I did learn these skills, I learned ABC and right after I learned words, Why don’t I learn it when I was younger?)
	Visual Aids	8	3.48	ถ้าฟังแต่เสียงแยกไม่ออก, ดีที่มีจุดๆบนบอร์ด,ถ้าครูไม่มีตัวหนังสือคือตาย (I cannot distinguish sounds without visual aids, It was good to have the dots on the board, If teacher did not provide letter, it seemed impossible)

Category	Sub-categories	N	%	quotations of the some opinions
Comments	Similarity to Phonics	10	4.35	ตอนแรกครูอธิบายหนูว่ามันไม่เหมือนกัน แต่เรียนแล้วมันคล้ายๆ, มันคล้ายๆอันที่2 แต่อันนี้เด็กกว่า, มันเหมือนเด็กเรียน ABC (At first I thought it was not the same because of your explanation but it was quite similar when I learned it, It is alike the second one but more childish, It seemed children learning ABC)
Negative	difficulty	7	3.04	ยาก, เหมือนจะง่าย, ฟังกลางๆคำยาก, ไอ้เสียงแปลกๆท้ายคำฟังไม่ออก (hard, it seemed easy, The middle sound of the words were hard to differ, I cannot differ the 'wired' sounds at the end.
	Embarrassment	9	3.91	เหมือนเป็นเด็กอนุบาล, เหมือนเป็นเด็ก, เหมือนเรียนป.1ใหม่, มันเหมือนเด็กเรียน ABC, มันแอบแบ๊วเหมือนกัน (It seemed kindergarten, I felt I were a kid, I felt like I studied grade 1 again, It seemed children learning ABC, I felt childish)

2.1.3 Opinions about Unit 2 Phonics

Most of the participants expressed that they had experienced phonics until they were grade 1 or 2. Two participants expressed they did phonics in their previous primary school until they were grade 6, but the teacher did not emphasize these skills, "just sing songs and sound out alphabets." All participants enjoyed singing phonics songs and playing phonics games. Unsurprisingly, the participants ranked phonics instruction as the second most enjoyable teaching. None of them expressed negative opinions towards this instruction (See Table 4.14).

Table 4.14: Excerpt of the Interview Question 3's Answers

Category	Sub-categories	N	%	quotations of the some opinions
Positive	Enjoyment	16	3.04	เพลง Jolly สนุก, หนูว่าเพลงช่วยให้ง่ายขึ้น, เกมก็สนุก (Jolly songs were fun, The songs made lesson easier, The gams were also fun)
Comment	Earlier Exposure	10	4.35	80% had studied until grade 1 or 2 หนูเคยทำแบบนี้ตอนป.1 (I used to do this when I was Grade 1) 20% had studied until grade 6 หนูเคยเรียนแบบนี้ที่โรงเรียนเก่า (I learned this in my previous primary school)

2.1.4 Opinions about Unit 3 Oral Reading Fluency

The participants agreed that oral reading fluency had never been the focus of instruction by prior reading teachers. Some of those teachers may have asked students to read aloud in the classroom, but it was not the same. Students explained that they felt nervous or possibly panicked to read aloud in the classroom because it seemed to be punishment rather than a learning activity. All students reported that they like reading-while-listening, paired-reading with a sound recorder, and singing karaoke. They never thought singing karaoke could help improve their reading skills. Eight students claimed that they could immediately observe this instruction's results, so they wanted to practice more to achieve a better outcome. Only one negative attitude was reported due to the participant feeling embarrassed to use the sound recorder and hear their own voice (See Table 4.15).

Table 4.15: Excerpt of the Interview Question 4's Answers

Category	Sub-categories	N	%	quotations of the some opinions
Positive	Enjoyment	30	13.04	<u>immediate feedback</u> ตอนฝึกมันเหมือนเล่นเกมพอรู้ว่าได้เท่าไหร่ก็อยากได้มากกว่าเดิม, เหมือนสอบแล้วรู้ผลเลย (When I practiced, I felt like I played game and wanted to get better score, It seemed test and get result immediately) <u>reading-while-listening</u> หนูชอบอันที่ฟังเสียงแล้วอ่าน, ที่อ่านตอนฟังไปด้วยอันนี้ดีค่ะ (I liked reading-while-listening, Reading-while-listening was good) <u>paired-reading</u> รู้สึกอยากอ่านให้ดีๆตอนที่อ่านคู่กับเพื่อน (I felt I wanted to read well when I read with my pair)
	usefulness	11	4.78	<u>singing karaoke</u> หนูไม่เคยคิดว่าร้องคาราโอเกะจะช่วยให้ภาษาอังกฤษหนูดีขึ้น หนูจะร้องเพลงบ่อยๆเผื่อว่าภาษาอังกฤษหนูจะดีขึ้น (I had never thought singing karaoke could improve my English, I will sing more often for better English) <u>using recorder</u> ฟังเสียงตัวเองถึงรู้ว่าต้องแก้อะไรบ้าง (When I listen to my voice, I knew what to correct)

Category	Sub-categories	N	%	quotations of the some opinions
Comment	Earlier Exposure	10	4.35	หนูไม่เคยต้องฝึกอ่านแบบนี้มาก่อน, ส่วนมากครูเขาก็แค่ให้อ่านบางตอน (They had never experienced this practice, Most of teachers asked me to read just only some parts) Negative Earlier Exposure ตอนครูเขาให้อ่านออกเสียงหน้าห้องหนูกลัวมาก สั่นเลยให้โดนทำโทษเลยดีกว่า (When teacher asked me to read in front of the classroom, I felt so nervous that made me shaken. She was better punish me)
Negative	Embarrassment	1	0.43	หนูเขินเสียงตัวเองตอนอัดเสียง (I was shy when I listened to my self-record voice)

2.1.5 Opinions about Unit 4 Vocabulary

This part seemed to be particularly difficult for participants. Seven participants said this part was hard and required additional concentration. A participant expressed, “I could not remember those vocabulary and I was so confused what should be the best answer. I don’t understand how we can learn that many words. Although we can guess the meaning, it is difficult to know whether I will be correct.” However, she said that she liked the game, running dictation, used during the vocabulary instruction (See Table 4.16).

Table 4.16: Excerpt of the Interview Question 5's Answers

Category	Sub-categories	N	%	quotations of the some opinions
Positive	Usefulness	10	4.35	หนูรู้ว่ามันช่วยมาก, หนูเข้าใจมากขึ้นว่าต้องทำอย่างไร (I knew it helped, I understood what to do)
Negative	difficulty	14	6.07	Vocabulary instruction was hard หนูเข้าใจแต่ว่าจำไม่ได้, มันยากตรงที่จำไม่ได้ (I understood but could not remember, I was hard because I could not remember)
	exhaustion	5	2.17	หมดแรง, อันนี้ที่เหนื่อยสุด (exhausted, This is the most tired part)

2.1.6 Opinions about Unit 5 Reading Comprehension

The participants claimed they felt this part of the instruction improved their reading the most, and encouraged them to learn more. However, more reading experience was still needed. All participants uttered that if they could have more time to study, they might be able to do better (See Table 4.17).

Table 4.17: Excerpt of the Interview Question 6's Answers

Category	Sub-categories	N	%	quotations of the some opinions
Positive	Usefulness	18	7.83	อันนี้ดูเต็มสุด, ใช้ได้ในชีวิตจริง, หนูว่าถ้าทำแบบนี้น่าจะดีขึ้น (This part is the best, This is useful, I think if I practice more, it might be good)
Comment	difficulty	10	4.35	ถ้าเรียนนานกว่านี้หนูว่าเก่งชัวร์ (If I study longer, I am good for sure

2.2 The benefits of the course

After the course, all of the participants stated their reading abilities were improved, making them more confident. They expressed that they have learned many skills from the course. Those skills made them understand more when reading text. In addition, they reported that they learned how to develop reading by themselves through various materials and activities used in the course.

Student: “หลังจากที่เรียนกันมาประมาณเดือนหนึ่ง หนูรู้สึกว่าหนูรู้เรื่องมากกว่าที่เรียนมาทั้งเทอมอีก หนูอ่านรู้เรื่องมากขึ้น ถึงไม่มากแต่หนูก็เข้าใจมากขึ้น คิดว่ากิจกรรมที่ทำกับครูเอาไปทำที่บ้านได้ น่าจะสนุกดี เผื่อว่าจะเก่งขึ้นอีก”
After we spend about 1 month together, I feel I understand more rather that what I have learn for the whole semester. I understand what I read more. Though it not a lot, at least it’s more. I think the activities that I did with you can be done at home. It might be fun. Hopefully, I will be better.

Student: “หลักๆเลย ไม่รู้ทำไม รู้สึกว่าอ่านออกมาขึ้น สะกดได้เยอะขึ้น ปกติหนูไม่เคยสะกดถูก ถ้าฝึกแบบนี้บ่อยๆ หนูคงไม่อายเพื่อน”
Mainly, I don’t know why but I feel I could understand what I read more, could spell more words that normally I can’t. If I practice more, I won’t lose my friends.

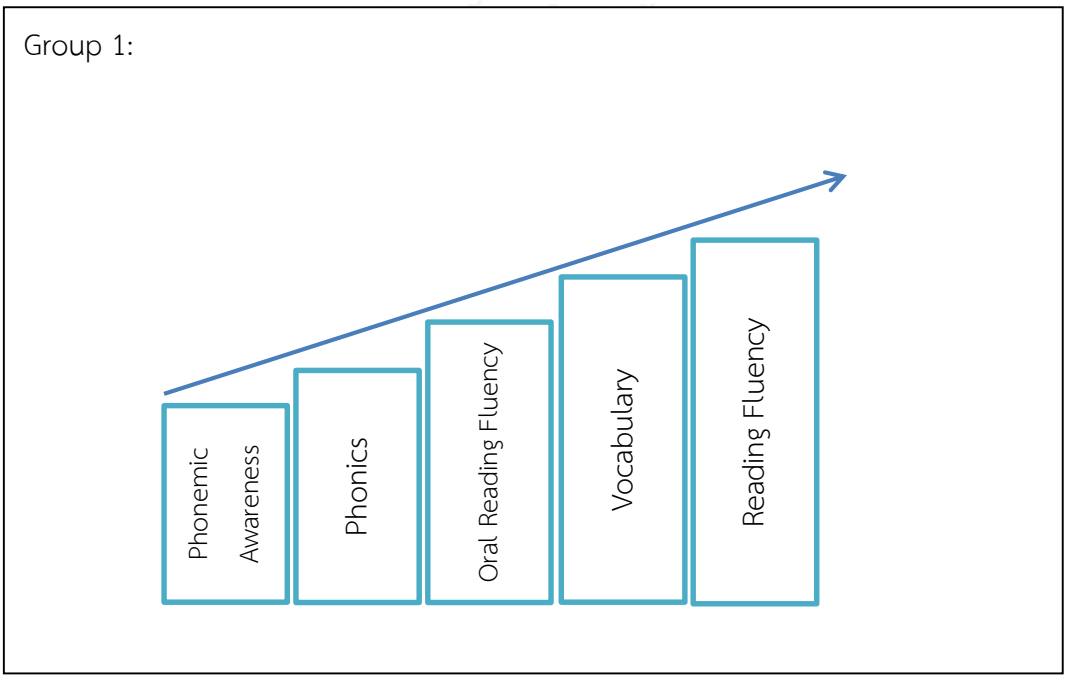
Student: “ข้อความมันเข้าใจง่ายขึ้น บางทีคิดไม่ออกว่าอย่างไรก็นึกถึงไอ้วงๆที่ใช้ตอนเรียนมันก็ช่วย หนูว่าหนูเก่งขึ้นนะ จะลองเอาหนังสือไปลองทำแบบที่ครูบอก ร้องเพลงด้วย ถ้าปีหน้าได้เกรด 4 หนูจะเอามาให้ดู”
The text seemed to be easier. Sometimes, when I struggled, I thought about the circle we used. I think it helps. I feel I’m smarter. I’ll try to read the book like what you taught and to sing. If I get grade 4 next year, I will show you.

Figure 4.2: Students’ Opinion Excerpt about Their Reading Ability after the Course.

When students were asked how each unit could improve their reading abilities, interestingly, the participants reported that they could feel one component supporting the others. Mostly, the participants expressed a progression from unit 1 to 5 (4 from 10), some students overlapping relationships (3 from 10), some students stated that the units seems interlocking (2 from 10), and one participant mentioned that these five components may be interconnected and support the others.

Group 1

In the first group (4 people), the participants expressed that they could feel the progress during each unit, and compared the progress to a staircase with 5 steps. In other words, the students meant that they must master first unit knowledge before moving to the slightly more complex knowledge in unit 2. Two students stated that they felt secure because the procedures of the course began with less complex lessons and gradually moved to more complex lessons (See Figure 4.3).



Conversation A:

Teacher: “นึกถึงการปรับพื้นฐานที่เราเรียนกันไป 5 บทนะ เอา 5 บทเลยนะ หนูคิดว่ามันดีกับหนูอย่างไรคะ” Think about the remedial course that we had 5 units, once again 5 units. How does the course benefit you?

Student 8: “หนูรู้สึกว่าแต่ละบทมันค่อยๆช่วยให้เข้าใจดีขึ้น เหมือนค่อยๆขึ้นบันไดทีละขั้น ตอนเรียนบทแรกก็งงๆว่าครูจะให้ร้องเพลงอนุบาลทำไม แต่พอขึ้นบทที่ 2 มันช่วยให้หนูสะกดคำดีขึ้นเพราะมันเหมือนหนูฟังได้ละเอียดขึ้น พอเล่นเกมส์สะกดคำที่วิ่งไปวิ่งมากับกลิ้งลูกเต๋าหนูกลับไปหลอนเป็นคำศัพท์เต็มเลย แต่แปลไม่ออก หลอนมากค่ะ”

I felt like each unit gradually increasing my understanding just like I slowly stepped on a stair. I had been confused when you taught the first unit. I had not understood why you asked me to sing kindergarten songs but right after we began unit 2 I realized that I could spell words better. I seem I could hear sound much clearer. However, playing running dictation rounds and rounds and word dies, I was so drunk of words. I dreamt of many nonsense words but I did not know their means.

Teacher: “แล้วพอหลอนเห็นคำเยอะๆ มีผลกับตอนอ่านเร็วไหม”

Did the dream affect you reading fluency?

Student 8: “มันก็ช่วยนะครู ก็เหมือนอันที่อัดส่งครู หนูอัดแค่ 2-3 รอบก็ได้ 125 แล้วก่อนเรียนนะ หนูอ่านหน้าหนึ่ง 5 นาทียังไม่จบเลย แต่หนูไม่รู้นะว่ามันเกี่ยวกันจริงๆเปล่า”

I would say it helped. Just like the one I made sound record and sent you, I could finish it within only few times and the speed was 125. Before the course, I had taken more than 5 minutes. By the way, I’m not sure if it is really related?

Teacher: “แล้วกับบทอื่นล่ะ” How about the other units?

Student 8: “ก็แบบที่บอกค่ะ มันก็ดีขึ้น”As I said earlier, it is better.

Teacher: “อย่างไรคะ” How?

Student 8: “ก็แบบพออ่านเร็วขึ้น มันก็เจอคำศัพท์มากขึ้น อ่านรอบแรกผ่านไป พอรอบสองมันก็เพิ่งเจอ พออ่านไปหลายๆรอบมันก็พอเดาได้นะว่าแปลว่าอะไร พอมันรู้ความหมายศัพท์เยอะขึ้นๆ มันก็เข้าใจดีขึ้น”

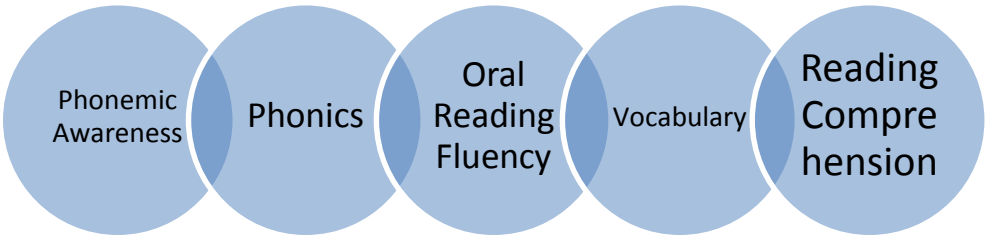
When I read faster, I saw more words. After read text for first time, I found some words in the second time. When I read it many times, I could guess their meaning. When I knew the meaning more and more, I could comprehend better.

Figure 4.3: Group 1’s Opinions Excerpt Expressed the Relationship in Horizontally Linear Progression

Group 2

There were 3 students who remarked that they saw the relationship of the 5 units' contents overlapping. According to the students' statements, at first they could not differentiate one unit from another because of their similarity, so they thought the five components have something in common (See Figure 4.4).

Group 2:



Teacher: "นึกถึงการปรับพื้นฐานที่เราเรียนกันไป 5 บทนะคะว่ามันดีกับหนูอย่างไร"
Tell me about how good the remedial course that had 5 units was.
Student 3: "มันก็ดีค่ะครู มันค่อยๆเป็นค่อยๆไปดี แต่เอาจริงๆนะ ทีแรกๆ ต้นๆของแต่ละบท หนูจะงงๆเพราะมันคล้ายๆกัน ไม่รู้หนูคิดไปเองไหม"
It was good. The content increased gradually. Indeed, I thought in the beginning of each unit was similar to the following unit. I was a bit confused because it's really similar. Am I the only one who have this idea.
Teacher: "อย่างไรคะ"
How?
Student 3: "คือตอนเรียนบท 2 หนูก็สับสนกับบทแรก พอเรียนบท 3 หนูก็ว่ามันคล้ายบทที่ 2 พอเรียนบทที่ 4 ก็ดูเหมือนบทที่ 3 พอบทที่ 5 ก็เหมือนบทที่ 4 เฉพาะตอนต้นๆบทนะ"
When I was studying unit 2, it seem similar to unit 1. When I did 3, it seemed 2 and when I did 4, it wasn't different from Then, I did 5, it was somehow 4. Only the beginning of each unit, I meant.
Teacher: "อธิบายให้ฟังด้วยจ้า ขอละเอียดๆหน่อย" Can you explain?

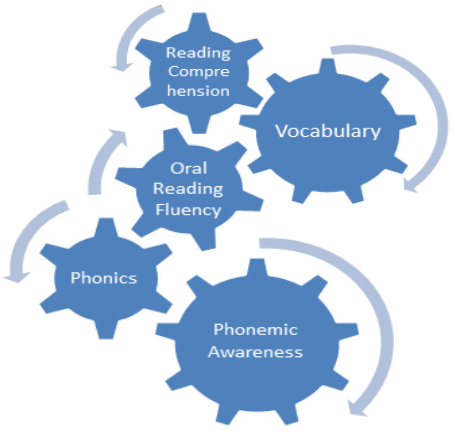
Student 3: “อ้อค่ะ คือแบบ พอเรียนบทที่ 2 อันที่เป็น phonics หนูก็ว่ามันคล้ายๆ PA คือ เรียนเรื่องเสียงเหมือนกันก็เลยสับสน พอเรียนไปสักพักก็แยกออก พอเรียนบทที่ 3 เรื่องอ่านออกเสียงมันก็คล้ายกับ phonics แต่ยาวกว่าก็เลยงงนิดนึง พอทำไปแป๊บหนึ่งก็เห็นว่าไม่เหมือนกัน พอเรียนบทที่ 4 อันนี้ก็อ่านคำ แปลคำจาก passage ก็มันต้องอ่านจาก passage เหมือนกันหนูก็เลยสับสน พออันสุดท้ายก็แปลเหมือนกัน หนูก็เลยสับสน”
Ok, it’s just like when you learned phonics, there were something in common with phonemic awareness. I guessed it involved sounds so I’s confused. After a while, I could differentiate. When I studied unit 3, it was oral reading which was somewhat similar to phonics but the texts were longer. I was a bit confused. After I took a while, I could differentiate. Then, when I had unit 4 which was translating words in passage, I was also confused because I was asked to read the passage again as in the previous unit. Lastly, it was about meaning so I was confused.
Teacher: “แล้วถ้ามันเหมือนกันตอนต้นๆแบบที่หนูว่า หนูจะอธิบายว่าอย่างไรคะ”
In case, there were somethings in common as you said, what will you explain?
Student 3: “หนูคิดว่ามันคงจะมีอะไรที่สักอย่างเชื่อมมันด้วยกันเหมือนบทที่ 1 กับ 2 ที่ออกเสียงเหมือนกัน กับ บทที่ 4 กับ 5 ที่ต้องเข้าใจความหมายเหมือนกัน”
There might be some connecters to stick those components together.
For example, phoneme connects unit 1 and 2 and meaning connects unit 4 and 5.

Figure 4.4: Group 2’s Opinions Excerpt Expressed the Overlapping Linear Relationship

Group 3

In the third group, 2 students explained that the units seemed interlocking. Each unit could compare to a gear meshing with their reading ability. Without one component, a student might not be able to read (See Figure 4.5)

Group 3:



Teacher: “หลังจากที่เราเรียนปรับพื้นฐานไป 5 บทด้วยกัน นักเรียนคิดว่ามันดีกับหนูอย่างไรบ้างคะ”

After we had the course of 5 units, how does the course benefit you?

Student 2: “หนูคิดว่าแต่ละบทก็มีความจำเป็นในการทำให้การอ่านของหนูดีขึ้น ถ้าคนที่ไม่ได้เรียนสักอย่างไปมันก็จะเข้าใจได้ไม่เต็มที่ หรือไม่เข้าใจ”

I think each unit was necessity to make my reading better. If a person did not study one of these, she would fail to read or to gain fully understanding.

Teacher: “อธิบายเพิ่มได้ไหมคะ” Can you elaborate more?

Student 2: “ก็อย่างหนูคือตอนเด็กๆหนูเรียน ABC แล้วก็ Cat แมว Rat หนูเลย หนูไม่รู้ด้วยซ้ำว่ามันประกอบกันอย่างไร ทีแรกหนูคิดว่ามีแต่ภาษาไทยที่อ่านสะกดคำได้ เพราะหนูจำเป็นคำๆมาตลอด หนูก็เลยคิดว่ามันอาจจะไม่ดีเพราะหนูอ่านไม่ค่อยคล่องเลยเป็นแบบนี้”

For example, in my case, I learned ABC and then Cat, Rat. I had never known that how the sounds were blended. I had thought that there is only Thai language that can be read from its spelling because I had learn my vocabulary from remembering. Therefore, I thought that my reading ability was not so good because I am not read fluently.

Teacher: “มีเหตุผลอธิบายให้ครูฟังไหมว่าทำไมหนูถึงอ่านออก”

Do you have any reason to tell me more about how you can read?

Student 2: “คือมันก็สะกดไม่ได้แต่จำเป็นคำๆ พอเจอคำที่ไม่คุ้นก็อ่านได้บ้างไม่ได้บ้างค่ะ หนูไม่ถือว่าอ่านออก มันยากนะคะ”

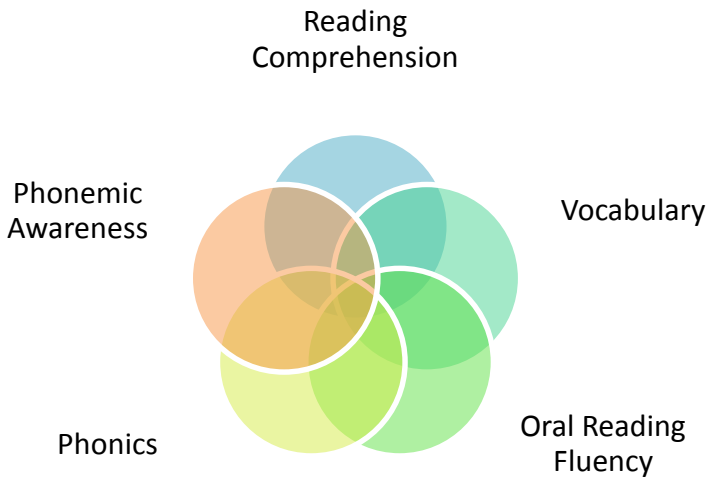
I cannot spell words. When I saw unknown words, sometimes I could read and sometimes not. I don’t think this is called readable.

Figure 4.5: Group 3’s Opinions Excerpt Expressed the Interlocking Relationship

Group 4

Only one student explained that lessons interconnected and supported each other, but she could not explain exactly how or why (See Figure 4.6). Interestingly, she questioned whether without any relationship; could a normal child read well who never speaks or clearly orally reads ?

Group 4:



Teacher: “หลังจากที่เราเรียนปรับพื้นฐานไป 5 บทด้วยกัน นักเรียนคิดว่ามันเป็นประโยชน์กับหนูอย่างไรบ้างคะ”
After we had the course of 5 units, how does the course benefit you?
Student 5: “หนูได้ทบทวนในสิ่งที่หนูลืมไปแล้วอย่างพวก Phonics หรือการอ่านออกเสียง ได้เรียนเรื่อง phonemic awareness ซึ่งหนูไม่เคยรู้ว่าในตัวหนูก็มี มันทำให้หนูอ่านได้ดีขึ้น
I could review what I had already forgotten such as phonics and oral reading. I learned phonemic awareness which I never noticed that I have it. The course improve my reading.
Teacher: “นักเรียนคิดว่าทั้ง 5 บทเป็นประโยชน์กับหนูอย่างไร
Could you tell me how the 5 units benefit you?
Student 5: “หนูคิดว่ามันช่วย support กันแบบทุกอันสำคัญหมดต้องเรียน
I thought they support another and all units are necessary to learn.

Teacher: “หมายความว่าอย่างไรคะ”
What do you mean?
Student 5: “คือหนูว่าแต่ละบทที่ครูสอนมันช่วยทำให้หนูทำบทต่อๆไปได้ดีใน แล้วแต่ละบทก็ทำให้ทักษะที่ได้เรียนก่อนหน้าดีขึ้นด้วย เหมือนมีความสัมพันธ์ต่อกันทุกอันเลย”
I thought that each unit that you taught make I learned the next unit better and each unit also made the skills that had been learned previously improved. It seemed like they are related to the others.
Teacher: “หนูหมายความว่าการเรียนบทที่ 1 จะทำให้เรียนบท 2,3,4,5 ดีขึ้นหรือคะ”
Do you mean that learning unit 1 can improve the skills of units 2,3,4,5?
Student 5: “ค่ะ ใช่ค่ะ แบบนั้นเลย แล้วการเรียนบทที่ 5 ก็ทำให้ 1,2,3,4 ดีขึ้นด้วย”
Yes, that’s it and learning unit 5 also has positive impact on 1,2,3,4
Teacher: “พอจะอธิบายได้ไหมคะว่าทำไมหนูถึงคิดแบบนี้”
Can you explain to me why you think like that?
Student 5: “คือครูเคยบอกว่าเราเรียนphonics จะช่วยทำให้การอ่านออกเสียงหนูดีขึ้น หนูเลยนึกดูว่าจะมีคนพูดไม่ชัดเลยสักคำแต่อ่านเก่งไหม คือหนูก็ไม่เคยเห็น”
As you had said earlier that learning phonics could improve my pronunciation so I considered whether a person who cannot speak clearly could be a good reader. I have never seen one.
Teacher: “คนใบ้ไงนักเรียน” a deaf-mute
Student 5: “เออเนอะ ไม่ๆครูเอาคนปกติค่ะ คือหนูหมายถึงถ้าเขาอ่านพูดไม่ชัด มันก็จะทำให้ความหมายไม่ไม่ตรงกับที่อ่าน”
Oh, yes! No, no, I meant person without disability. I considered that if she could not speak clearly, the meaning would be affected.
Teacher: “สรุปความคิดตัวเองให้ครูฟังอีกรอบได้ไหมคะ”
Could you summarize your idea again?
Student 5: “คือหนูคิดว่าทั้ง 5 บทมีความสำคัญและมันก็สัมพันธ์กัน ขาดอันไหนไปก็ไม่ได้ แต่ละบทก็ช่วยทำให้ที่เหลืออีก 4 อันดีขึ้นคะ”
I think all 5 units are important and they are related. It could not work without one component. One unit could support the rest.

Figure 4.6: Group 4’s Opinions Excerpt Expressed Interconnected Relationship

2.3 The suggestions from the students for further remedial course

The last part of the interview contained general questions asking for suggestions for further implementation.

The researcher, as a teacher, planned to convey 80-hour-instruction consisting of 40 hours of teacher-led instruction and 40 hours of student-led instruction. All of the participants agreed that they needed a remedial course, and did not feel embarrassed to attend the course because of the usefulness and enjoyment of the course.

Participants suggested that the teaching time per day should not be excessively long, and the course should be relaxed so that learners do not feel tired. They suggested that the class be less than 3 hours a day. They declared that they would like to have a classroom which is like a living room with comfortable sofa or bed. The reading material should be something interesting and new. In their dream classroom, drinks and snacks would be served.

It was found that there were 6 participants who preferred teacher-led instruction. By the way, all participants reported that they did not see a big difference between these two teaching roles because they felt comfortable with both kinds of supervision, and they did not mind who led the activities.

Six students preferred kind teachers who are supportive. Three students (30%) mentioned teachers who are good at explaining complex concepts, and another (10%) would like to have teachers who possess world-knowledge.

All students specified that they would like to have a reading class similar to the administered remedial class, but with shorter time each day.

Summary

The results of the pretest established that the participants' knowledge of the reading skills were variable. To illustrate, some people possessed phonemic awareness skills but lacked phonics, whereas some people could read fast with more pronunciation errors. When the instruction was delivered to the participants, the researcher found many factors that may affect learning despite careful planning of the lessons. Some students might learn some skills faster than the others, and some techniques tended to be more effective. When the treatment was done, a posttest was provided. The comparison between the pretest and posttest result was used to investigate the effect of the treatment. It was found that the treatment overall significantly improved students' reading ability in all five areas. On the contrary, the score for phoneme blending slightly decreased. In order to explore the opinions of the participants, a semi-structured was conveyed to all. The satisfaction of the participants on the remedial course was noticed, especially the instruction regarding oral reading fluency. Students stated that the practice caused immediate progress, and the learning activities were pleasant. Although there were some comments on the long period for each instruction, they generally agreed upon their need for the reading remedial course. Furthermore, the participants expressed that after they took the course teaching the 5 components separately, they could illustrate the relationships among the 5 elements. The opinions were categorized into 4 groups; horizontal linear progression, overlapping linear relationship, interlocking relationship, and interconnected relationship

CHAPTER 5
DISCUSSIONS AND RECOMMENDATIONS

This chapter contains discussion of the findings, which are presented in the previous chapter. Firstly, this chapter presents a summarization of the study and of the findings. Secondly, the researcher discusses the findings and opinions about Shanahan's teaching advice and also others. Thirdly, limitations of the study are described in this part. Lastly, pedagogical implications and recommendations for further study are given.

The Conclusion of the Study and Findings

The study was a one-group, pretest-posttest experiment investigating both quantitative and qualitative effects of a reading remedial course covering the instruction of phonemic awareness, phonics, oral reading fluency, vocabulary, and reading comprehension. The implementation of these five pedagogical components was first introduced in the report of the National Reading Panel (NRP, 2000) and later it was named the Five Pillars of Reading Instruction. This concept of instruction was found highly effective, and applied nationally in the United States. Accordingly, the researcher applied Shanahan's 2005 Practical Advice for Teachers in a Thai low-achieving students' remedial class taught during a school break. Based on the hypothesis that this productive approach may affect Thai students differently and might help them to gain better reading ability, lesson plans were produced, evaluated by experts and piloted with Grade 9 low-ability in the same school before conveyance to the 10 selected Grade 8 low achievers.

The effects of the course were measured by using a reading diagnostics test and a semi-structured interview, developed by the researcher.

The findings of the research revealed that the reading remedial course using the Five Pillar of Reading Instruction could effectively improve every participant's overall reading ability. In other words, the participants improved their phonemic awareness, decoding skill, word decoding, reading comprehension, and reading fluency with fewer errors. However, it was found that the phoneme blending skill was not statistically significantly changed among participants. Furthermore, the results from the interview revealed that the low achievers were satisfied with the course due to its enjoyment and usefulness, but suffered exhaustion from the long period studying in a day. They also illustrate that they experienced the 5 pillars as being related, with one pillar supporting the others. The opinions were classified into 4 groups according to the same patterns of relationship expressed by the students. The 4 groups were; horizontal linear progression, overlapping linear relationship, Inter locking relationship and interconnected relationship. In addition, participants expressed that a quality reading remedial course should ideally be taught within a proper time period in a friendly, comfortable and convenient setting and with teachers' supervision.

Discussion

This study aimed to investigate the effects of the reading remedial course using the Five Pillars of Reading Instruction on EFL low achievers' reading ability and to examine the EFL low achievers' opinions about the course.

The findings demonstrated that the course could significantly improve the low-achievers' reading ability at the significance level of 0.005. The participants also agreed that they needed the reading remedial course due to its enjoyment and usefulness.

This section presented the discussion on topics related to the research findings, the researchers' view, the National Reading Panel's report (NIH, 2000), the Report of Sub-groups (NRP, 2000), Shanahan's 2005 Practical Advice and also some other researchers' findings such as Thep-Ackrapong (2005), Sookmag (2013), Likitrattanaporn (2014) and Nelson et al. (2014).

The discussion focused more on the implication and its effects of comparing to the practical advice (Shanahan, 2005). The issues included low achievers' reading ability improvement, the opinions of low achievers about a remedial course, the relationship among the 5 essential components

1. Low Achievers' Reading Ability Improvement

The comparison of the pretest and posttest revealed that every student improved their reading ability at the significance level of 0.005, and the Sign Range Test showed that every student's reading ability was enhanced. The finding of this study was consistent with the reports and the guidance that teaching the five components could ameliorate problems plaguing struggling readers (NIH, 2000; NRP, 2000; Shanahan, 2005). In this study, the instruction was provided in a form of remediation as Nelson et al. (2014) recommended. The result of each pillar is discussed below.

1.1 Issues about the instruction of pillar 1 phonemic awareness

In the first unit of the course, phonemic awareness was taught. The research found that this is a new concept for the students. All students reported that they had never learned these phonemic awareness skills, such as adding or deleting some sounds in words. They knew only that they should be able to read those words. These skills made them aware that there are many small units of sounds.

From the participants' expression, phonology courses provided in school seemed to be theoretical subjects to study, but not to use when the subjects involve testing knowledge of theories.

Shanahan (2005) suggested the time span for teaching young kids phonemic awareness should be about approximately 5-18 hours, depending on individual need and to ensure firm knowledge, 14-18 hours was recommended. The researcher provided 16 hours over 4 days, and found that for Thai students it may require more time due to the students' performance in blending sounds. It was also mentioned by Shanahan (2005) that blending and word segment concepts normally demand more teaching time. Moreover, the researcher noticed that the participants tend to sound out the words from their existing lexical memory more than using their phoneme blending skill.

Shanahan advised the instruction duration for kindergarten students should average 15 minutes a day for a semester. Teaching for a long time through various activities was not problematic for the participant. They still stated enjoyment.

In this study, the researcher managed the phonemics class using a combination of whole-class and small-groups as was recommended. The scholar suggested beginning class with whole-class instruction, and to follow up students by assigning small-groups so that teacher can closely observe every student (Shanahan, 2005). This suggestion was utilized in the experiment and made the classroom easy to be managed. The instruction process proceeded smoothly.

For the pedagogical method, simple instruction focusing on one or two phonemic awareness skills, and use of physical representations of sounds is endorsed (NIH, 2000; Shanahan, 2005). The research found that it was useful and enjoyable, but some participants manifested embarrassment as they said, “the activities were likely childish”. It might be a sign to consider teaching these skills to younger students to ensure that their phonemic awareness is firm enough, or find other activities better tailored for specific groups of students. It is agreed among American researchers that Kindergarten to Grade 1 is the best age to learn phonemic awareness. Accordingly, teaching phonemic awareness may require a teacher to possess knowledge of phonology, sensitive phonemic awareness, and knowledge of correcting related problems.

1.2 Issues about the instruction of pillar 2 phonics

This component is widely considered essential among English teachers (NIH, 2000). Phonics has been studied and used for a long time, and may be the very first approach in teaching English. The participants stated that they began to learn phonics at a very young age. Interestingly, participants reported that they had never done decoding practicing. All of them declared that their teacher did not emphasize much on these skills-“just sing songs and sound out alphabets”.

Consequently, the failure of students' pronunciation and reading could generally align with the findings of Thep-Ackrapong (2005). Unrelated to the participants' opinions towards "childish" activities of phonemic awareness instruction, all of them seemed to enjoy singing phonics songs. In addition, many engaged activities involved songs. Along with the significant improvement, we could see that students expressed enjoyment and felt that the phonics instruction was useful. Therefore, conducting phonics instruction with low reading ability adolescents is suggested (Nelson et al., 2014; Sookmag, 2013).

1.3 Issues about the instruction of pillar 3 oral reading fluency

Approaches to increase reading fluency are cited in Shanahan (2005) such as neurological impress, radio reading, work with tape recorder, repeated reading, the researcher chose paired-reading, and listening-while-reading. The effect of using each approach was not measured but after the practice of both, the researcher found reading-while-listening could model fluent reading and maximize instructional time, just as the originator claimed. From observation, this technique tends to be able to solve mispronunciation and wrong tone usage, but the sustainability of the effect is questionable and recommended for further study.

1.4 Issues about the instruction of pillar 4 vocabulary

The researcher found that it was difficult to move from practicing to content lesson as suggested. Many participants commented that this part was boring despite its usefulness. The explicit methods through direct and indirect teaching including various types of definition, prefixes and suffixes and context clues might cause boredom, and possibly engage students less than a dictation game requiring less thought. The researcher still believes that using the explicit methods is more useful.

However, the researcher disagreed with the teaching advice, which claimed that the best time allocation is a whole day focusing only on exploring vocabulary. This idea might not fit well with Thai low-achieving students. It tended to be difficult for them according to the researcher's observation and the participants' opinions. The participants suggested spending less time and using fun activities.

1.5 Issues about the instruction of pillar 5 reading comprehension

The advice suggested for teaching reading comprehension strategies includes summarization, question asking, story mapping, monitoring, graphic organizers using narrative and expository texts, and through release-of-responsibility approach. The findings further reveal that the treatment significantly improved students' reading comprehension. However, the researcher found that during the instruction, the participants could perform and performed only the "we do it" process. In 16 hours, they still struggled and lacked confidence performing the tasks by themselves. Longer time and more often instruction are suggested.

2. The Opinions of Low Achievers about a Remedial Course

As Bachman (2013) observed, there is a more positive outlook on remediation. This study accordingly found that all of the participants agreed that they need a remedial course. From the interview, the positive comments (48.7%) were found 27.39% were on the course' enjoyment and 21.30% were on its usefulness, while the negative opinions were on exhaustion (6.5%), difficulty (15.22%) and embarrassment (4.35%).

3. The Relationship among the 5 Essential Components.

Many scholars have written that these 5 pillars are related, and some relationships among the five were noted (NIH, 2000; NRP, 2000). Shanahan (2005) also supported that these five components are interconnected. In the same way, Vellutino et al. (2007) declared that reading ability comprised three major components: reading comprehension, context-free word identification, and spoken language comprehension. These major components also composed of minor components, which are visual coding, phonological coding, visual analysis, phonological awareness, semantic knowledge, syntactic knowledge, phonological decoding and spelling. These components seem to be related to the Five Pillars.

From the results of the interview, the participants illustrated 4 types of relationships: horizontal linear progression, overlapping linear relationship, interlocking relationship and interconnected relationship.

Moreover, the results of both the test and the interview show that providing the Five Pillars of Reading Instruction to the low achievers as a remedial course not only helps them improve their reading skills, the instruction was also able to enhance students' learning strategies and their motivation. Participants reported that they used some methods to practice, and the researcher found that they created new activities by themselves to practice problematic parts.

Limitations of the Study

The primary limitation of this study was the need to conduct the research during the first month of school break, due to the school's allowance and the summer program abroad. Therefore, the course schedule was required to be intensive.

Pedagogical Implications

According to the reviews of literature, the findings from both the test and the interview, the researcher suggests providing some extra instruction to help low achievers, such as the reading remedial course. Contents of the reading course should include reading comprehension, but also phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension as mentioned in the Five Pillars of Reading Instruction depending on the students' needs. Some students may need more basic skills such phonics or phonemic awareness, whereas other students' preparedness may be better. Therefore, at the beginning of each semester, teacher should provide a reading diagnostic test or placement test, which includes all 5 elements, so that students are not left behind while they struggle with reading.

Recommendations for further study

After this study has been completed, the researcher highly recommended to study how to teach students in different age groups, both with and without reading disorder, to read effectively. The Five Pillars is an interesting instruction which has been effective in America, but it might be different in the Thai context. Accordingly, many further aspects to study about this instruction are:

- Should one lesson include all 5 elements?

- What is the appropriate time span to teach each element?

- What are the characteristics of teachers which make the instruction most effective?

- What does the Five Pillar of Reading Instruction affect when providing to Thai normal and struggling young learners?

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APPENDIX

Appendix A: The Course's Plan and the Long Range Plan

Subject Title: Reading Remedial Course

Purpose: To improve low achievers' reading ability

Class Size: 10

Time: Mon-Fri within 4 weeks in March

Room: 310

Content

Unit 1 Phonemic Awareness

GOAL: Students can fully divide words into all constituent sounds with ease.

Enabling Objectives:

1. locate the position of the given sounds
2. identify the correct sounds in the given positions
3. differentiate the given sounds
4. segment the given words into sounds
5. add some sounds in the words to make new words
6. delete some sounds out of the words
7. replace portion of words by some other sounds
8. combine the sounds they hear into the correct words

Unit 2 Phonics

GOAL: Student can use letter sounds and spelling patterns to decode words.

Enabling Objectives:

1. pronounce consonants and silent consonants correctly
2. pronounce consonants and silent consonants correctly
3. pronounce consonant blends and consonant digraphs correctly differentiate similar words with short and long vowels
4. pronounce the words with short and long vowel correctly
5. pronounce the words with R-influenced vowels.
6. pronounce the words with vowel digraphs
7. pronounce the words with some common spelling patterns and complex rules

Unit 3 Oral Reading Fluency

GOAL: Students can read portions of text aloud fluently (100 words per minute) and accurately (90%) by themselves.

Enabling Objectives:

1. repeat the reading passage from what they are hearing correctly (90% accuracy).
2. read aloud in the same or a bit slower than what they are hearing (90-100 WPM)

Unit 4 Vocabulary

GOAL: Students can identify the interconnection among words and word meanings

Enabling Objectives:

1. identify meaning of words with various types of definitions
2. explain how they analyze word meaning
3. identify meaning of words by using context clues
4. assume meaning of words from their roots, prefixes, or suffixes
5. identify the definition of words from providing reading passages

Unit 5 Reading Comprehension

GOAL: Students can use multiple strategies to help them comprehend the text.

Enabling Objectives:

1. ask different types of questions
2. answer different types of questions
3. use story mapping to help text comprehension.
4. use story mapping to help text comprehension.
5. summarize the text
6. use graphic organizers to help text comprehension.

Long Range Plan

Unit	Goal	Day	Lesson (2hours)	Content	Approach	In-class	Individual	Objectives Students can:	Activity	Material	Assessment
Introduction	Students are informed the information about the course.	2		Course Introduction	Explanation and demonstration	√		• identify the purpose of the course • explain the brief concept of the course • identify how important of each unit(the Five Pillars of the course • describe how to study in class and individually	• Listen to teacher's explanation • participate in the demonstration- - Sing songs - prepare students 'computers	• Slideshow • Video clips • Students' personal computer or gadgets	Q&A activity
Unit 1 Phonemic Awareness	Students can fully divide words into all constituent sounds with ease.	3	1	Phoneme Isolation	Direct Instruction and activities	√		• locate the position of the given sounds. • identify the correct sounds in the given positions.	•pronunciation Practice •identify position • Play a snakes and ladders	• website • video clips • first and final plates • Form A and B wordlist and paper • a snakes and ladders boards	Pronunciation Checklist
			2				√		• watch clip • Play a snakes and ladders • Paired dictation • Play online games	• clips • a snakes and ladders boards • wordlist • online games	

Unit	Goal	Day	Lesson (2hours)	Content	Approach	In-class	Individual	Objectives Students can:	Activity	Material	Assessment
Unit 1 Phonemic Awareness	Students can fully divide words into all constituent sounds with ease.	3	3	Auditory Discrimination			✓	• differentiate the given sounds.	• Play online games	• online games • computer or other devices supporting flash games	Score record of the online games
		4	4	Phoneme Segmentation	Direct Instruction	✓		• segment the given words into sounds.	• Watch video clip • Practice	• video clips • wordlist	Scoring rubric
			5	Phoneme Addition Phoneme Deletion			✓	• add some sounds in the words to make new words. • delete some sounds out of the words.	• Play online games • Do worksheet	• online games • computer or other devices supporting flash games • worksheet	• Score record • checking the worksheet
			6	Phoneme Substitution			✓	• replace portion of words by some other sounds	• Play online games • Do worksheet	• online games • worksheet	• Score record • checking the worksheet
		5	7	Phoneme Blending		✓		• combine the sounds they hear into the correct words	• Sounds blending practice • Play the Word Machine	• video clips • wordlist	Scoring rubric
			8			✓					

Unit	Goal	Day	Lesson (2hours)	Content	Approach	In-class	Individual	Objectives Students can:	Activity	Material	Assessment
Unit 2 Phonics	Student can use letter sounds and spelling patterns to decode words.	6	9	Consonants Silent Consonants	Synthetic Phonics	✓		• pronounce consonants and silent consonants correctly	• teaching about places and manners of articulation • pronunciation Practice • Dictation	• Chart of places of articulation • Balloon • Small whiteboards and markers	• Pronunciation Checklist • A checklist for dictation
			10				✓		• watch video clips • Play Spelling Dices	• video clips • Dices with letters and spelling patterns on	• Pronunciation Checklist
			11	Consonant blends Consonant digraphs			✓	• pronounce consonant blends and consonant digraphs correctly	• watch video clips • Play Spelling Dices	• video clips • Dices with letters and spelling patterns on	• Pronunciation Checklist

Unit	Goal	Day	Lesson (2hours)	Content	Approach	In-class	Individual	Objectives Students can:	Activity	Material	Assessment
Unit 2 Phonics	Student can use letter sounds and spelling patterns to decode words.	7	12	Short and long vowels		✓		• differentiate similar words with short and long vowels	• Sing Apple and Banana	• video clips • Apple and Banana song lyrics	• Pronunciation Checklist
			13				✓	• pronounce the words with short and long vowel correctly	• Distance Dictation	• Mobile application: Line • Wordlists	The sound recording
			14	R-influenced vowels			✓	• pronounce the words with R-influenced vowels.	• watch video clips • sing a song	• video clips • song	• Pronunciation Checklist
		8	15	Vowel digraphs		✓		• pronounce the words with vowel digraphs	• watch video clips • pronunciation Practice • Spelling Bee	• paper • Spelling Bee wordlist	• Pronunciation Checklist
			16	Some common spelling patterns and complex rules		✓		• pronounce the words with some common spelling patterns and complex rules	• Instruction • Spelling Bee	• Slideshow • Video clips • paper • Spelling Bee wordlist	• Spelling Bee

Unit	Goal	Day	Lesson (2hours)	Content	Approach	In-class	Individual	Objectives Students can:	Activity	Material	Assessment
Unit 3 Oral Reading Fluency	Students can read portions of text aloud fluently (100 words per minute) and accurately (90%) by themselves..	9	17	Oral Reading Practice	Paired Reading	✓		• repeat the reading passage from what they are hearing correctly (90% accuracy). • read aloud in the same or a bit slower than what they are hearing (90-100 WPM)	Paired Reading	Variety of books, passage, and other material such as product packages, news, or advertisement	Peer Review and observation form
			18				✓				
			19				✓				
		10	20			✓					
			21		Reading-While-Listening	✓			• Reading-While-Listening • Recording or reading to their friends	Set 1:tale -script -video clip	Reading scoring rubric
			22				✓			Set 2: article - script - audio clip	
		11	23				✓			Set 3: fiction - script - audio clip	
			24			✓				Set 4: news - script - video clip	

Unit	Goal	Day	Lesson (2hours)	Content	Approach	In-class	Individual	Objectives Students can:	Activity	Material	Assessment
Unit 4 Vocabulary	Students can identify the interconnection among words and word meanings	12	25	Multiple definitions of words	Direct Instruction	✓		• identify meaning of words with various types of definitions	• Instruction • Discussion • Draw mind mapping	• Paper • Reading Explorer 2	Scoring rubric for mind mapping
			26	Analysis of word meanings		✓		• explain how they analyze word meaning	• Instruction • Read and do exercises • Discussion	• Reading Explorer 2 • exercises	Reading exercises
			27	Context Clues		✓		• identify meaning of words by using context clues	• Demonstration of how to assume meaning using context clues • Read and discuss	• slideshow • Reading Explorer 2	Reading exercises
		13	28	Roots and affixes		✓		• assume meaning of words from their roots, prefixes, or suffixes	• Instruction • Read and discuss • Do exercises	• Reading Explorer 2 • exercises	Reading exercises
			29	The meaning of words and of words parts	Indirect Instruction		✓	• identify the definition of words from providing reading passages	• Read passage • Do exercises • Discussion	• Reading Explorer 2 • exercises	Reading exercises
			30				✓				
		14	31				✓				
			32				✓				

Unit	Goal	Day	Lesson (2hours)	Content	Approach	In-class	Individual	Objectives Students can:	Activity	Material	Assessment
Unit 5 Reading Comprehension	Students can use multiple strategies to help them comprehend the text.	15	33	Question Asking	Release-of-responsibility approach	✓		• ask different types of questions • answer different types of questions	• instruction • ask questions • do friends' quiz	• Reading Explorer 2 • paper	Quiz which are made by students
			34	Story Mapping			✓	• use story mapping to help text comprehension.	• instruction • read • do story mapping	• Reading Explorer 2 • paper	Scoring scale for story mapping
			35				✓				
		16	36	Summarization		✓		• summarize the text	• read • summarized the text	• Reading Explorer 2	Scoring rubric
			37	Graphic Organizers			✓	• use graphic organizers to help text comprehension.	• read • use graphic organizers • share and discuss with friends	• Reading Explorer 2 •graphic organizer templates	Scoring scale
			38				✓				
		17	39	Using Multiple Strategies		✓		• use multiple strategies to help text comprehension.	• read • use multiple strategies • share and discuss with friends	• Reading Explorer 2 • graphic organizer templates • paper	Scoring scale
			40			✓					

Appendix B: The Sample of Lesson Plans

Unit 1 Phonemic Awareness **2 hours, in-class activity**

Lesson 1 **Phoneme Isolation**

Goal Students can fully divide words into all constituent sounds with ease.

Objectives: Students can

- locate the position of the given sounds.
- identify the correct sounds in the given positions.

Content Consonants

Approach Direct Instruction

Activity

- pronunciation practice
- First or Final
- play a snakes and ladders

Assessment A Checklist designed for activity 1 and 3

Material:

- website
  http://soundsofspeech.uiowa.edu/english/english.html
- video clips
  https://youtu.be/F2XVfTzel8E
- first and final plates
- Form A and B wordlist and paper

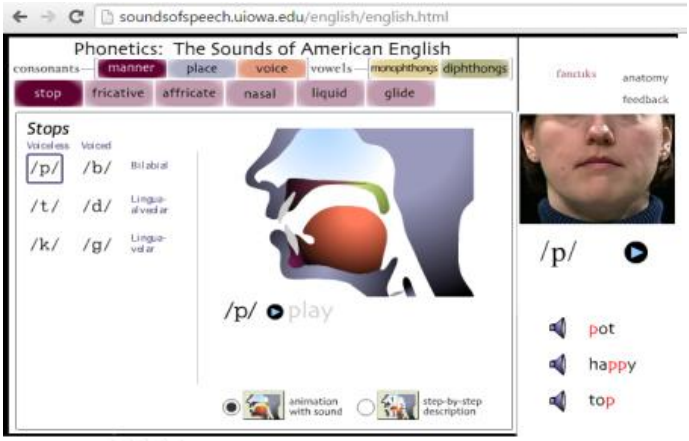
Student number: about 5-10

Procedure

Warm-up **(5 minutes)**	**Introduction to the concept of phonemic awareness** Students will be introduced to the concept of phonemic awareness. T: In these 3 days, we will learn about English sounds and some skills that can help you to be able to fully divide words into all constituent sounds. T: The objectives of this unit are 1) You can locate the position of the given sounds and 2) You can identify the correct sounds in the given positions.

	T: In order to identify English sounds, your ears should be good. In order to sounds out words, your mouth and your speaking organs should be fine too. I want to make sure that they are still working so Let's sing a repeat-after-me song and dance together. This song named Boom-Chika-Boom. https://youtu.be/F2XVfTzel8E 
Presentation **(20 minutes)**	**Activity 1** Students will start the lesson reviewing pronunciation of English sounds, help student to be able to identify the sound that they still make mistake and observe if they can differentiate the sound(s) within words or not. T: Okay, now I have already known your ears and your mouth are still working. Next step, you are learning how to make sounds. In this lesson, we will learn only consonants. T: Now, look on the monitor. We will try to pronounce these consonant sounds together. http://soundsofspeech.uiowa.edu/english/english.html Students practice on their pronunciation and emphasis on the sounds that they struggle. For example, /p/.../p/...pot...pot...happy...happy...top...top

If students cannot pronounce any sounds, teacher has to take note and try to correct those sound.

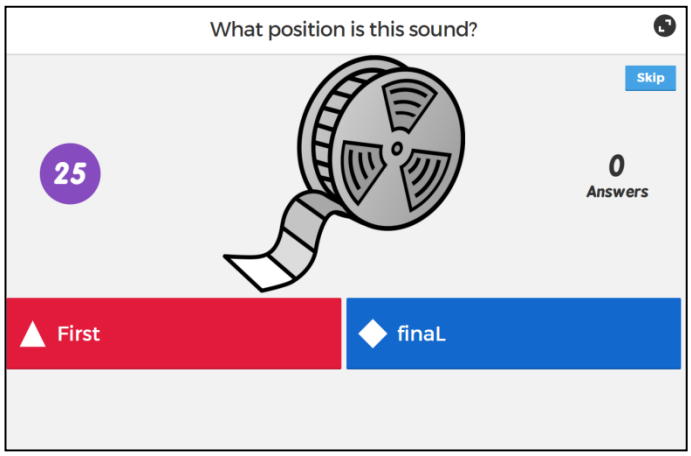


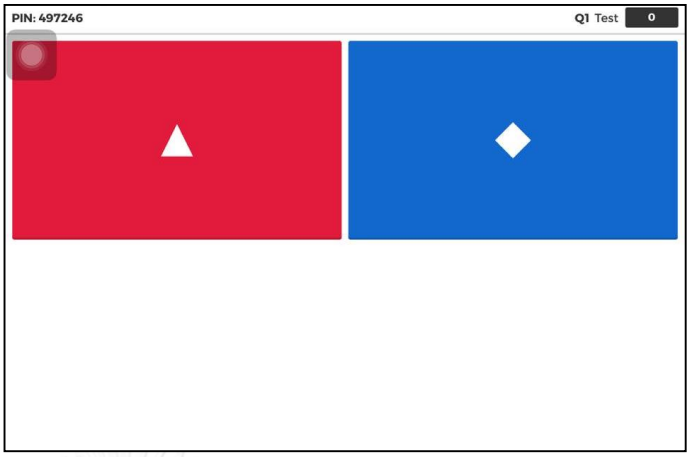
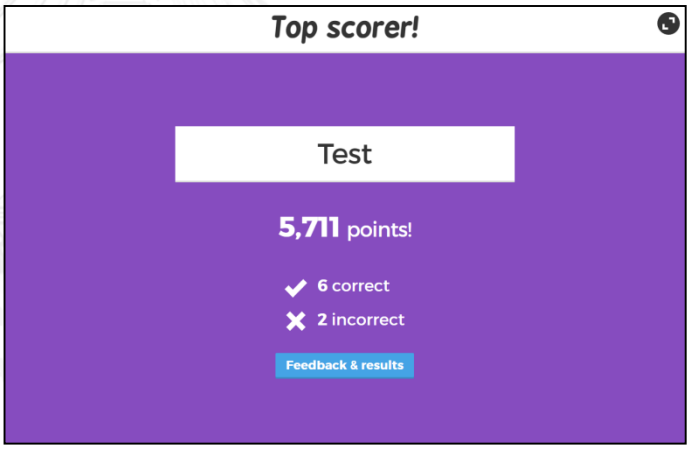
After teacher has already shown students all consonants, teacher will ask students to identify whether the sounds are in first or final position.

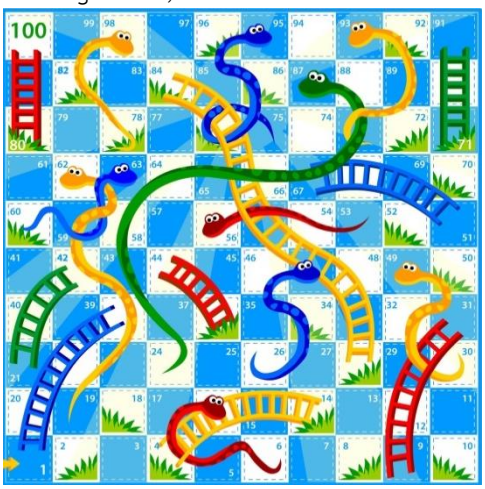
Activity 2 (obj#1)

- Let's students turn on Kahoot™ with their computer or gadget and log in the same room number giving by teacher.
- After every student log in, play game with students.
- The website is used to generate quiz and allow students to use their own gadget to share their answers.

Classroom screen



	Student's screen  When students finish all questions, the website will sum up the score of everyone.  Teacher reads these items when the questions of that item appear on the screen. The wordlist is; 1. film, /f/ 2. cold, /c/ 3. ship, /ʃ/ 4. chess, /s/ 5. soap, /p/ 6. melt, /m/ 7. wild, /d/ 8. wing, /w/ 9. knife, /f/ 10. ring, /ŋ/ Discuss with students

Practice **(70 minutes)**	**Activity 3** (obj#2) - All students will play a snakes and ladders board game together. - Each player puts their counter on the start point. - Take it in turns to roll the dice. Move your counter forward the number of spaces shown on the dice. - The teacher will read the word according to the number and the next player will ask the position. - The player will tell the sound. If she tells the sound correctly, she will get the point from the number which the counter is on. - If your counter lands at the bottom of a ladder, you can move up to the top of the ladder. The player has to be asked 2 questions and receives all score if she answers those questions correct. - If your counter lands on the head of a snake, you must slide down to the bottom of the snake. The player has to be asked 2 questions and not receives any score. - The first player to get to the space that says 'home' is the winner. - During the activity, teacher will observe the students, allow them to do mistake without correcting them, and write down the record. 

References

https://learnenglishkids.britishcouncil.org/en/craft-downloads/snakes-and-ladders

http://www.clker.com/cliparts/M/Y/X/i/1/Q/printable-die-dice.svg

http://2.bp.blogspot.com/-dmj4uiYlPs4/UfFCvS0keKI/AAAAAAAASzk/KJzDZrgpYu0/s1600/Snakes%2Band%2BLadders.jpg

http://www.readingbyphonics.com/reading-program.html#.Vs3PIJyLSUk

Checklist

Write F, if student cannot identify the first position.

Write L, if student cannot identify the final position.

Tick✓, if student can identify both positions.

Activity 1:

	p	b	t	d	ʧ	ʤ	k	g	f	v	ɵ	ð	s	z	ʃ	ʒ	m	n	ŋ	h	l	r	w	j
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								

Activity 3:

	p	b	t	d	ʧ	ʤ	k	g	f	v	ɵ	ð	s	z	ʃ	ʒ	m	n	ŋ	h	l	r	w	j
1																								
2																								
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4																								
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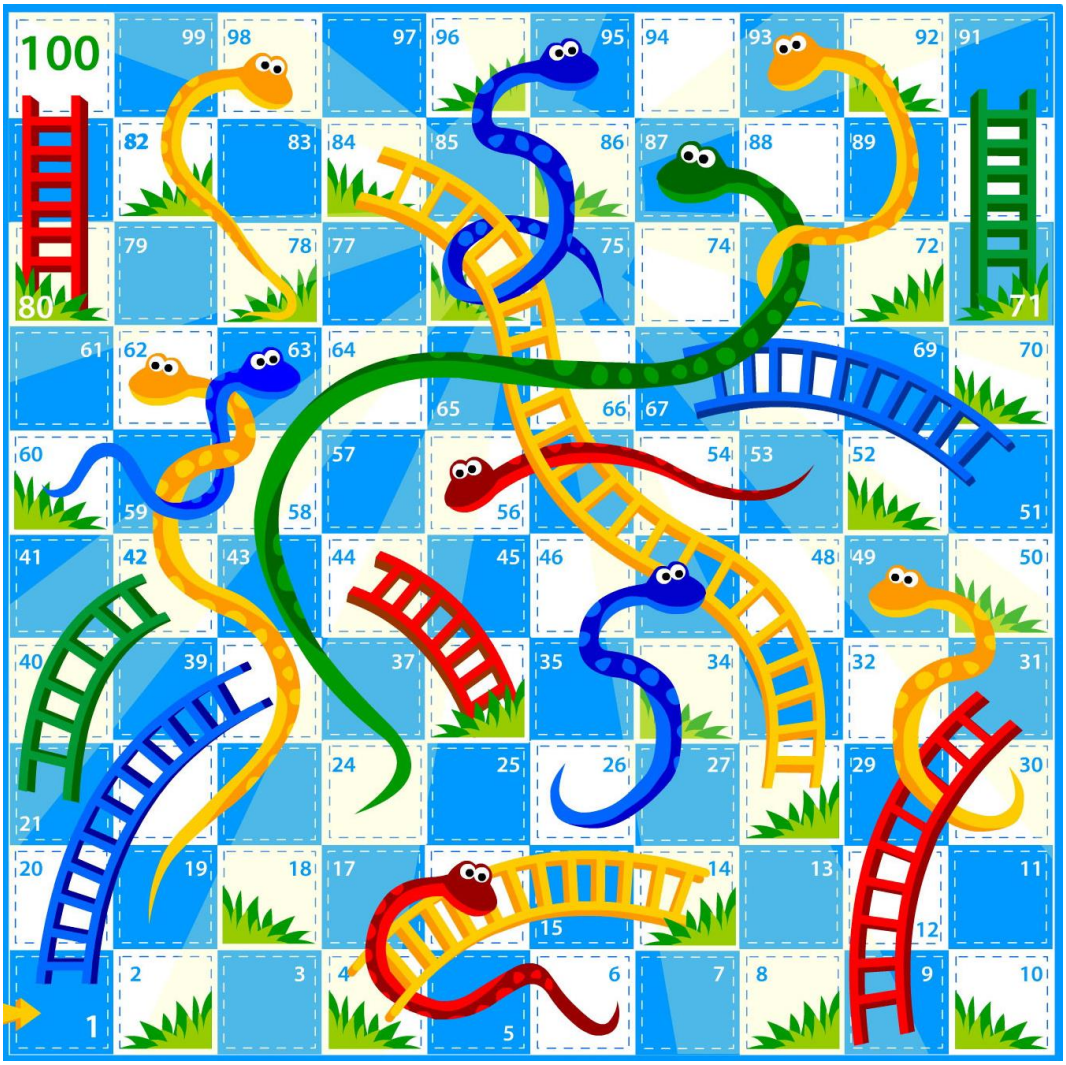
Activity 3: Board game



Activity 3: Wordlist

1) Birth
2) Child
3) Death
4) Aunt
5) Born
6) Niece
7) Wife
8) Boil
9) Care
10) Chance
11) Cost
12) Fair
13) Fast
14) Free
15) Fridge
16) Grow
17) Health
18) Hide
19) Late
20) Leave
21) Lie
22) Male
23) Meal
24) Month
25) Rule
26) Shout
27) Yell
28) Zone
29) Kill
30) Mug
31) Rob
32) Steal
33) Thief
34) Box
35) Case
36) Catch
37) Cheque
38) Crash
39) Franc
40) Gang
41) Guard
42) Gun
43) Neck
44) Note
45) Pair
46) Rope
47) Sack
48) Show
49) Side
50) Solve
51) Thick
52) Clear
53) Hood
54) Break
55) Chat
56) Count
57) Dub
58) Flirt
59) Last
60) Main
61) Set
62) Sign
63) Sound
64) Tribe
65) Vowel
66) Whole
67) Arm
68) Back
69) Chest
70) Ear
71) Foot
72) Hand
73) Head
74) Knee
75) Leg
76) Nose
77) Toe
78) Flu
79) Hurt
80) Pain
81) Sore
82) Blame
83) Boat
84) Bored
85) Bright
86) Cure
87) Drug
88) Fall
89) Fault
90) Fear
91) Fill
92) Ghost
93) Grant
94) Guess
95) Hard
96) Ice
97) Lie
98) Lock
99) Prize
100) Reach

Activity 4

Form A

p	picnic	grape	_____	_____
t	transmit	print	_____	_____
ʧ	cheat	reach	_____	_____
k	critic	block	_____	_____
f	fear	laugh	_____	_____
ɵ	theft	wealth	_____	_____
z	zone	prize	_____	_____
ʒ	fridge		_____	_____
n	note	sign	_____	_____
h	head		_____	_____
r	roof	air	_____	_____
j	yoghurt		_____	_____

Form B

b	birth	rub	_____	_____
d	dub	sand	_____	_____
ʤ	image	fridge	_____	_____
g	grow	leg	_____	_____
v	valley	save	_____	_____
ð	though		_____	_____
s	sick	glass	_____	_____
m	mug	gym	_____	_____
l	late	doll	_____	_____
j	yoghurt	yell	_____	_____
w	with		_____	_____

Unit 1 Phonemic Awareness **2 hours, individual activity**

Lesson 2 **Phoneme Isolation**

Goal Students can fully divide words into all constituent sounds with ease.

Objectives: Students can

- locate the position of the given sounds.
- identify the correct sounds in the given positions.

Content Consonants

Approach Direct Instruction

Activity

- watch clip
- play a snakes and ladders
- paired dictation
- play online games

Assessments

1. pronunciation checklist
2. worksheet

Material:

- a snakes and ladders board game, dice, counters, and paper
- wordlist for paired dictation
- online games

1. Game 1

   http://www.literactive.com/Download/live.asp?swf=story_files/slides_US.swf
2. Game 2

   http://www.education.com/games/short-a-spelling-cat-food/
3. Game 3

   http://www.literactive.com/Download/live.asp?swf=story_files/garden_leaves_US.swf
4. Activity

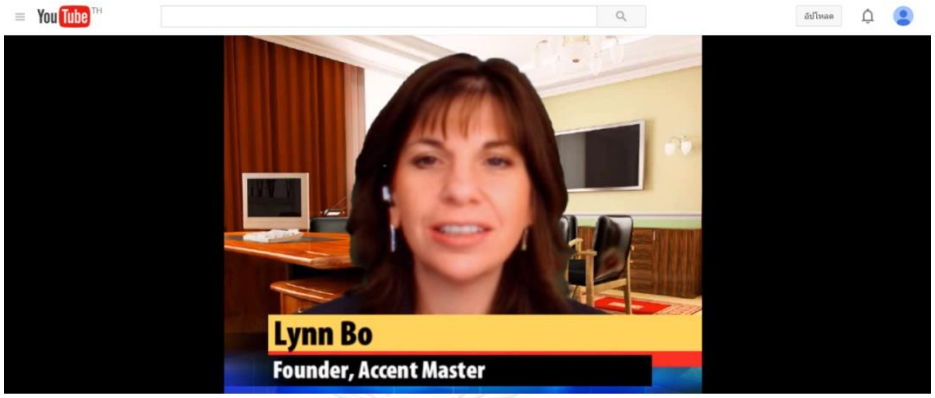
   http://www.education.com/worksheet/article/word-dice/

Student number: about 5-10

Procedure

1. Watch clip: English pronunciation - Don't leave off the final sound!

   https://www.youtube.com/watch?v=LBF9VuJz2cg



2. Play a snakes and ladders board game
3. Play paired-dictation

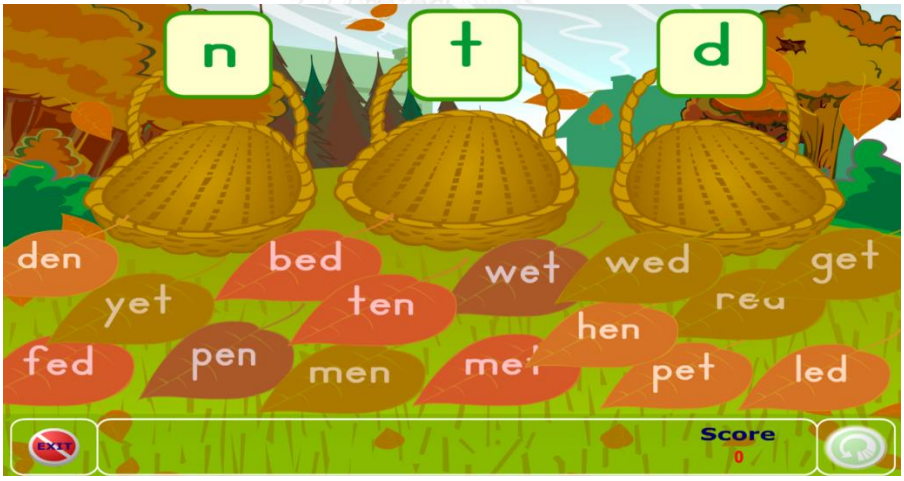
   Let’s students pair up. One student read words and another student write words down. Then, take turns.

4. Play game 1 and record the result in the given worksheet

http://www.literactive.com/Download/live.asp?swf=story_files/slides_US.swf

5. Play game 2: http://www.education.com/games/short-a-spelling-cat-food/

6. Play game 3 and record the result in the given worksheet http://www.education.com/worksheet/article/word-dice/



A Note Paper for Lesson 3 Phoneme Isolation

Individual Study

Name_____Class_____

Activity 1

3. Do you think the 2nd video clip, Don't leave off the final sound!, is useful? How?

_____

_____

_____

_____

_____

_____

Activity 2

Score

Activity 3

Wordlist	1.	2.	3.	4.
5.	6.	7.	8.	9.

Activity 4

Score

Unit 3 Oral Reading Fluency **2 hours, in-class activity**

Lesson 17 Oral Reading Practice

Goal Students can read portions of text aloud fluently (100 words per minute) and accurately (90%).

Objectives: Students can

- repeat the reading passage from what they are hearing correctly (90% accuracy).
- read aloud in the same or a bit slower than what they are hearing (90-100 WPM)

Content oral reading practice

Approach Paired Reading

Activity Paired Reading

Assessments peer review using scoring rubric

Material: Variety of books, passage, and other material such as product packages, news,
or advertisement

Procedure

1. Ask students to pair up.
2. Let each pair select one material
3. Students will take turns reading to each other.
4. Students will give feedback to their friends.
5. Let student watch time to check speed and calculate the percentage of accuracy.

Scoring rubric

CATEGORY	4	3	2	1
Pauses	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.

Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

Unit 3 Oral Reading Fluency 2 hours, in-class activity

Lesson 21 Oral Reading Practice

Goal Students can read portions of text aloud fluently (100 words per minute) and accurately (90%) by themselves.

Objectives: Students can

- repeat the reading passage from what they are hearing correctly (90% accuracy).
- read aloud in the same or a bit slower than what they are hearing (90-100 WPM)

Content oral reading practice

Approach Reading-While-Listening

Activity Reading-While-Listening

Assessments speed and accuracy checking

Material:

- video clip: https://www.youtube.com/watch?v=-KV4uRytZ1k
  https://www.youtube.com/watch?v=TMSIR210mRg
- script and audio clip
- computer or gadget and headphone

Procedure

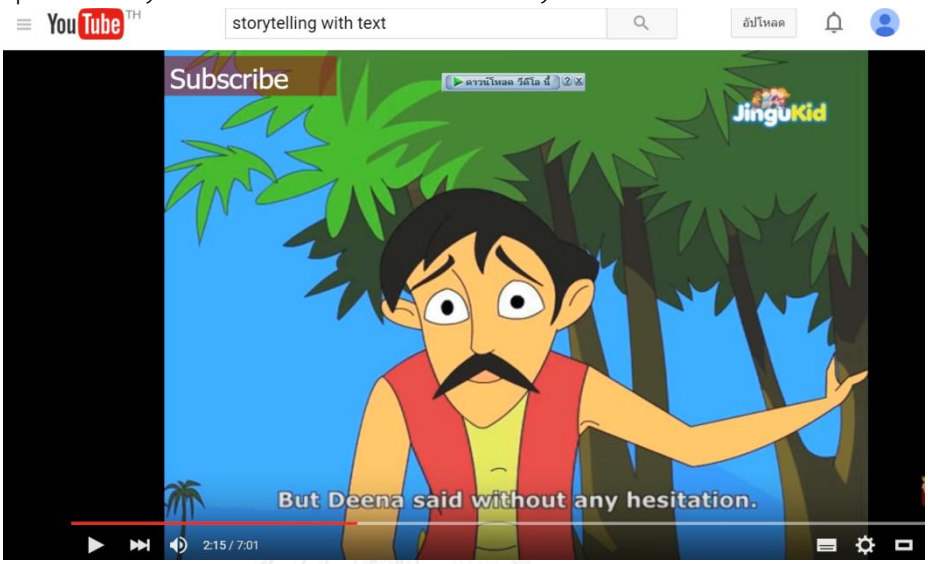
1. Teach students to do Reading-while-Listening.
2. Show students the song lyric: Love yourself and let students sing along the song.

3. Tell them that the Reading-while-Listening is something about the same but we will

do with reading passage.

4. Show students a story telling video clip

https://www.youtube.com/watch?v=-KV4uRytZ1k



5. Let student read along the clip an

6. Students will listen to with the video.

7. Let students use their own gadget to open the video clip and listening with their

headphone Students will give feedback to their friends. Allow students to practice

until they feel confident.

8. Let student pair up and watch time to check speed and calculate the percentage of

accuracy for their pair. Then, report.

Script

The Honest Woodcutter - Classic Short Stories for Kids

In a village next to a forest there lived two woodcutters. They were neighbors staying next to each other. Deena, the first woodcutter is a very energetic and honest one. Soma the other woodcutter was a lazy and mean person. Both earn their living by cutting woods in the nearby forest. One day as usual in the morning, Deena started his work.

Soma: Ah! He has started early in the morning. Boring! I will start a bit later. Soma led a miserable life as he was not ready to work hard. Deena went to the forest and looked out for woods.

Deena: Here I don't find any good wood. Let me go to the river side where I will get wood. So Deena walked towards the river. There he found a big tree. Deena climbed up the tree and started to chop the wood. As he was chopping the axe slipped from his hand and fell into the river.

Deena: Oh no. What have I done? That was my only property which earned money. Without that what will I do? Oh God Please helps me. He started crying and prayed to God. God answered his prayer. God appeared and asked him.

God: Why are you crying my son?

Deena: Mother, I dropped my axe in the river. Please help me.

God: Don't worry I will get you the axe. God took an axe from the river. It glittered as it was made of gold. Deena was stunned to see such a shining beautiful axe. But Deena said without any hesitation.

Deena: No mother this is not mine God again took another axe from the river. It was made of silver. God: My Son is this your axe?

Deena: No God now pulled an axe made of iron.

God: Is this yours? Deena face showed the sign of joy.

Deena: Yes mother this axe is mine.

God: My son. I am very much pleased with your honesty. Take all the three axes. This is a reward for your honesty. It's all yours. Deena happily went to his home with the three axes. When he crossed Soma's house Soma saw the axes and was stunned.

Soma: He went with the iron axe in the morning but now he is returning back with golden and silver axe. Something has happened. Let me follow him and find out. Soma without the knowledge of Deena followed him. Deena reached the house and called his wife.

Deena: My dear wife, where are you. Come on fast. I could not wait any long. Wife: I am coming... what's the matter?

Deena: Come and see for yourself.

Wife: Anything special. She came there and saw the axes. She was surprised.

Wife: How.. How come you got this gold and silver axe? Deena explained how the God appeared and gave him the axes.

Wife: I find no words to speak.

Deena: We will sell the golden axe in the market. Soma who was hearing all this from outside decided to follow Deena the next day. The next day Deena sold the golden axe and started a new happy life. Even though he has become rich, Deena went to work as usual.

Soma: Deena where are you going in this early hour. Deena: As usual to work.

Soma: Ok see you... (To himself) he is really a fool. Having become rich still he goes to work instead of enjoying his life. Oh.. Let me follow him to find out where he chops his woods. Soma followed Deena to the forest. Deena went near the river and started his work.

Soma: Ah... this is the river where his axe slipped. Let me wait till he leaves this place. Soma waited till Deena left. Soma immediately went to the river and deliberately dropped his axe in to the river.

Soma: Oh God, please help me to get back my axe. God appeared.

God: Why are you crying my son?

Soma: Mother my axe fell into the river. Please help me.

God: This guy is playing with me. Let me teach him a lesson. God took out his iron axe first.

God: Is this your axe? Soma: What Deena told his wife is that God showed the golden axe first? But now she is showing my iron axe. No problem. Let me tell the answer.

Soma: No God then took out silver axe and showed it to him

God: Is this your axe?

Soma: No, no...not this one God took out the golden axe

God: Is this your axe?

Soma: Yes, yes, yes... this one is mine. God was furious now.

God: How dare you? Telling lies to me? You should be punished for telling lies. Saying this God disappeared with the axe.

Soma: My axe... my axe. God Please forgive me for telling lies. Please give back my iron axe. Oh God... What will I do now? All his shouting went useless. Soma returned home without the axe which was his only property. But he had learnt his lesson.

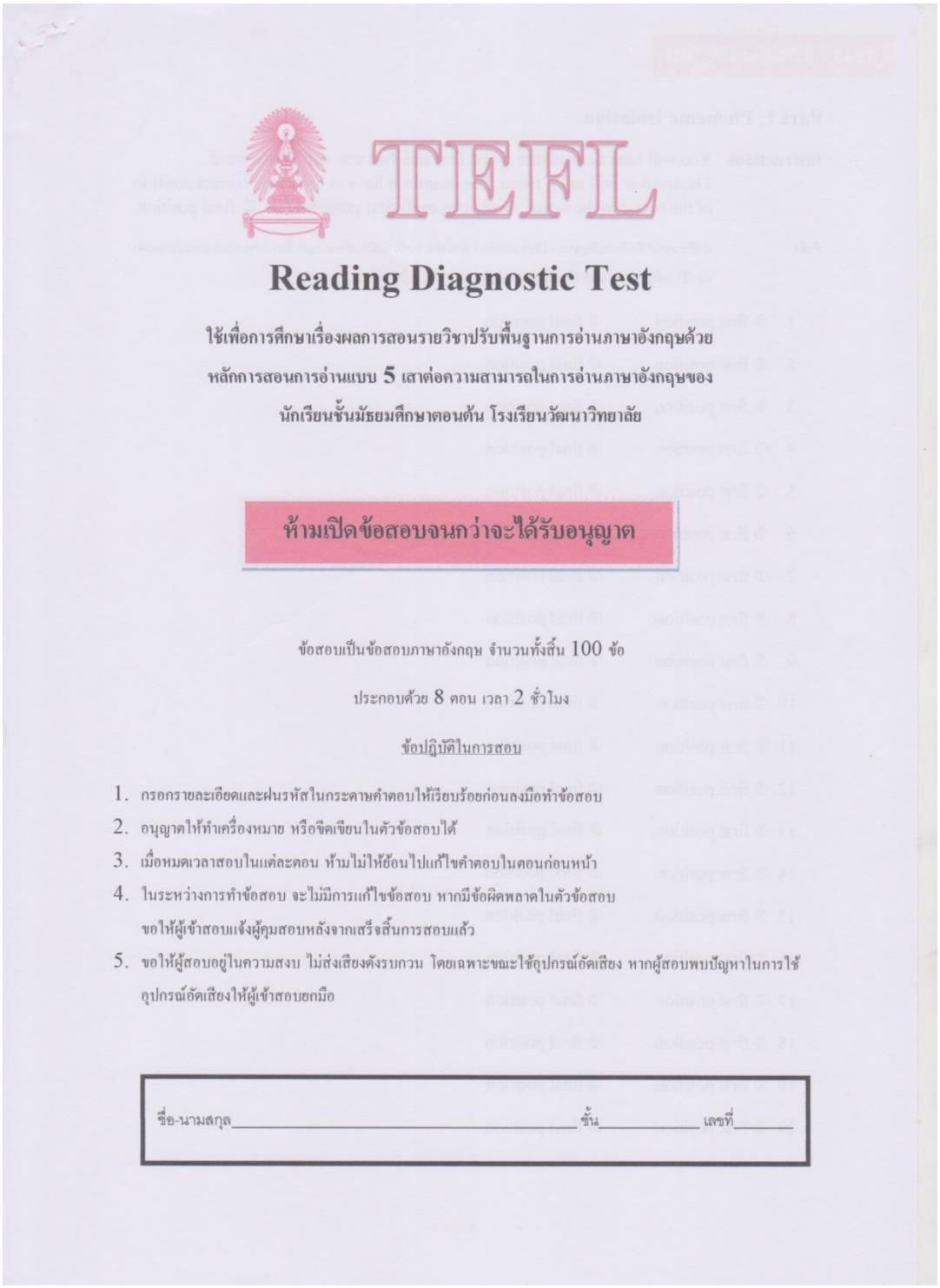
Moral: Honesty is the best policy.

Time	mistakes
	/820
WPM	%

Speed WPM= 820/ time (second) x 60

Accuracy mistake/820 x 100

Appendix C: The Reading Diagnostic Test



TEFL

Reading Diagnostic Test

ใช้เพื่อการศึกษาเรื่องผลการสอนรายวิชาปรับพื้นฐานการอ่านภาษาอังกฤษด้วย
หลักการสอนการอ่านแบบ 5 เสาต่อความสามารถในการอ่านภาษาอังกฤษของ
นักเรียนชั้นมัธยมศึกษาตอนต้น โรงเรียนวัฒนาวิทยาลัย

ห้ามเปิดข้อสอบจนกว่าจะได้รับอนุญาต

ข้อสอบเป็นข้อสอบภาษาอังกฤษ จำนวนทั้งสิ้น 100 ข้อ

ประกอบด้วย 8 ตอน เวลา 2 ชั่วโมง

ข้อปฏิบัติในการสอบ

1. กรอกรายละเอียดและฝนรหัสในกระดาษคำตอบให้เรียบร้อยก่อนลงมือทำข้อสอบ
2. อนุญาตให้ทำเครื่องหมาย หรือขีดเขียนในตัวข้อสอบได้
3. เมื่อหมดเวลาสอบในแต่ละตอน ห้ามไม่ให้ย้อนไปแก้ไขคำตอบในตอนก่อนหน้า
4. ในระหว่างการทำข้อสอบ จะไม่มีการแก้ไขข้อสอบ หากมีข้อผิดพลาดในตัวข้อสอบ ขอให้ผู้เข้าสอบแจ้งผู้คุมสอบหลังจากเสร็จสิ้นการสอบแล้ว
5. ขอให้ผู้สอบอยู่ในความสงบ ไม่ส่งเสียงดังรบกวน โดยเฉพาะขณะใช้อุปกรณ์อัดเสียง หากผู้สอบพบปัญหาในการใช้อุปกรณ์อัดเสียงให้ผู้เข้าสอบยกมือ

ชื่อ-นามสกุล_____ชั้น_____ เลขที่_____

Reading Diagnostic Test

Part 1: Phoneme Isolation

Instructions You will hear a consonant sound first and then you will hear a word. The speaker will say it twice. The examinee have to locate the correct position of the sound in the word. Shade choice ① first position, and ② final position.

คำสั่ง นักเรียนจะได้ฟังเสียงพยัญชนะ 1 เสียง และคำ 1 คำทั้งสิ้น 2 ครั้ง นักเรียนต้องระบุว่าเสียงนั้นๆอยู่ในตำแหน่งใดของคำ ฝน ① พยัญชนะต้น และ ② ตัวสะกด

1. ① first position ② final position
2. ① first position ② final position
3. ① first position ② final position
4. ① first position ② final position
5. ① first position ② final position
6. ① first position ② final position
7. ① first position ② final position
8. ① first position ② final position
9. ① first position ② final position
10. ① first position ② final position
11. ① first position ② final position
12. ① first position ② final position
13. ① first position ② final position
14. ① first position ② final position
15. ① first position ② final position
16. ① first position ② final position
17. ① first position ② final position
18. ① first position ② final position
19. ① first position ② final position
20. ① first position ② final position

Part 2: Auditory Discrimination

Instructions You will hear 3 sounds. Shade the one which sounds different.
The questions will be spoken once only.

คำสั่ง นักเรียนจะได้ฟังเสียง 3 เสียง 1 ครั้ง มี 1 เสียงที่แตกต่างให้นักเรียนเลือกเสียงที่แตกต่าง ① คำที่ 1 ② คำที่ 2 และ ③ คำที่ 3

21. ① first word ② second word ③ third word
22. ① first word ② second word ③ third word
23. ① first word ② second word ③ third word
24. ① first word ② second word ③ third word
25. ① first word ② second word ③ third word
26. ① first word ② second word ③ third word
27. ① first word ② second word ③ third word
28. ① first word ② second word ③ third word
29. ① first word ② second word ③ third word
30. ① first word ② second word ③ third word
31. ① first word ② second word ③ third word
32. ① first word ② second word ③ third word
33. ① first word ② second word ③ third word
34. ① first word ② second word ③ third word
35. ① first word ② second word ③ third word
36. ① first word ② second word ③ third word
37. ① first word ② second word ③ third word
38. ① first word ② second word ③ third word
39. ① first word ② second word ③ third word
40. ① first word ② second word ③ third word

Part 3: Phoneme Blending

Instructions You will hear some sounds in each item. Combine the sounds and select the blended word. The questions will be spoken only twice. The answers will be read.

คำสั่ง ในแต่ละข้อนักเรียนจะได้ฟังเสียงพยัญชนะและสระ จงผสมเสียง และเลือกคำที่ผสมได้จากตัวเลือก

41. ① run ② gun ③ gum
42. ① sick ② thick ③ pig
43. ① male ② pale ③ malt
44. ① sound ② shoot ③ shout
45. ① shame ② chess ③ chest
46. ① bark ② box ③ boss
47. ① crash ② cream ③ crack
48. ① prize ② pride ③ press
49. ① propone ② progress ③ program
50. ① wishes ② wicked ③ weakest

Part 4: Phoneme Deletion

Instructions You will hear a word and then a sound. You have to delete the sound out of the word and shade the answer which is the result. The questions will be spoken twice.

คำสั่ง ในแต่ละข้อนักเรียนจะได้ฟังคำและเสียง 1 เสียง นักเรียนต้องตัดเสียงดังกล่าวจากคำ และเลือกคำตอบที่เป็นผลลัพธ์ เลือก ① เสียงที่ 1 ② เสียงที่ 2 และ ③ เสียงที่ 3

51. ① first sound ② second sound ③ third sound
52. ① first sound ② second sound ③ third sound
53. ① first sound ② second sound ③ third sound
54. ① first sound ② second sound ③ third sound
55. ① first sound ② second sound ③ third sound
56. ① first sound ② second sound ③ third sound
57. ① first sound ② second sound ③ third sound
58. ① first sound ② second sound ③ third sound
59. ① first sound ② second sound ③ third sound
60. ① first sound ② second sound ③ third sound

Part 5: Word Decoding

Instructions Pronounce the given word, twice for each. Make only one recording.
There will be 1 minute to prepare and 3 minutes to make the recording.

คำสั่ง ให้นักเรียนใช้เครื่องอัดเสียงบันทึกเสียงอ่านคำที่กำหนด คำละ 2 ครั้ง และให้บันทึกเสียงได้เพียงครั้งเดียว
นักเรียนมีเวลาเตรียมตัว 1 นาทีก่อนทำการบันทึกเสียง ให้เวลาทำการบันทึก 3 นาที

61. death
62. health
63. catch
64. neck
65. hood
66. wolf
67. street
68. storm
69. chip
70. chat
71. advice
72. website
73. crossword
74. whisper
75. butcher
76. awful
77. physics
78. data
79. refine
80. fashion

Reading Diagnostic Test

Part 6: Oral Reading Fluency

Instructions Read the text aloud clearly with the proper speed and record their sound. You will have 2 minutes to prepare yourself in each text.

คำสั่ง ให้นักเรียนใช้เครื่องอัดเสียงบันทึกเสียงอ่านข้อความที่ 1 และ 2 ตามลำดับ บันทึกเสียงได้เพียงครั้งเดียว อ่านให้ชัดเจนด้วยความเร็วตามธรรมชาติ นักเรียนจะมีเวลาเตรียมตัว 2 นาทีก่อนทำการบันทึกเสียงในแต่ละข้อความ

Passage 1

Welcome to a world of small, beautiful work of art that you just can't stop yourself from eating the world of Thai sweet. The mildness of these aspect of Thai cuisine provides some relief from the delicious but spicy main dishes.

The base of Thai sweet-perhaps rice, coconut, banana, or mango-gives them a lovely taste that says "Thailand." Colorful little sweets shaped like bananas, apples, mangoes, and oranges are even more beautiful and delicious than the real thing.

Lovely rice cake called 'Kamom Chan' have layers of green, white, and pink, or are shaped like flowers. If you travel through Thailand on a hot day, you may occasionally see a child holding a colorful treasure in a plastic cup. It's delicious Thai flavored ice-Nam Kang Sai. If you prefer ice cream, coconut is the most popular among Thais, although traditional imported flavors such as vanilla or strawberry are also well-liked.

From Reading Explorer 2: National Geographic

Passage 2

At Christmas the four March girls decide that they will all try hard to be good, and never to be cross, or lazy, or selfish again. Meg, the oldest, won't complain about her job or not having pretty dresses. Jo won't argue and get angry and run wild like a boy. Shy Beth will try hard to be braver, and little Amy will think less of herself and more of other people.

They don't always succeed, of course, and sometimes there are arguments and secrets and angry tears. But there is also laughter and fun, and soon a new friend-Laurie, the rich and lonely boy next door.

Many troubles and difficulties lie in the year ahead and the girls are growing up. Wild Jo hates the idea of being polite young lady, but Meg will soon be seventeen, and ready to fall in love…

From Little Women: Oxford University Press

Part 7: Reading Comprehension

Instructions Read the passage and choose the correct answer for item 81-85

คำสั่ง อ่านบทความ และตอบคำถามข้อที่ 81-85

Who killed the Iceman?

In 1991, high in the mountains of Europe, hikers made a gruesome discovery: a dead man partly frozen in the ice. However, the police investigation soon became a scientific one. Carbon dating indicated that the man died over 5,300 years ago. Today he is known "Ötzi" for the Ötzal Alps where he was found. Kept in perfect condition by the ice, he is the oldest complete human body on earth.

Who was the Iceman?

Scientists think he was an important person in his society. An examination of his teeth and skull tells us that he was not a young man. His arms were not the arms of a laborer. His dagger was made of stone, but he carried a copper ax. This implies wealth, and he was could make fire, as a fire-starting kit was discovered with him. Even the food he had eaten enabled scientists to deduce exactly where in Italy he lived.

Clues to an ancient murder

But why did the Iceman die in such a high and icy place? There have been many theories. Some said he was a lost shepherd. Others thought he was killed in a religious ceremony. Over the years since he was found, tiny scientific discoveries have led to great changes in our understanding of the story of the Iceman. The newest scientific information indicates that he was cruelly murdered. "even five year ago, the story was that he fled up there and walked around in the snow and probably died of exposure,' said Klaus Oeggl, a scientist at the University of Innsbruck in Austria. "Now it's all changed. It's more like a crime scene."

A bloody discovery

In June 2001, an X-ray examination of the body showed a small dark shape beneath the Iceman's left shoulder. It was the stone head of an arrow. It had caused a deadly injury that probably killed him very quickly. In 2003, an Australian scientist discovered the blood of four different people on the clothes of the Iceman. Did a bloody fight take place before his murder? Injuries on his hand and head indicate that **this** may be true. One theory, put forward by archeologist Walter Leitner, says that the Iceman's murder was the end of a fight for power among his people. However, this idea is certainly debatable.

Today the research continues, proving some theories false while **opening the door to others**. Through scientific research, this oldest member of our human family continues to tell us about his life and the time in which he lived.

81. What is this reading mainly about?
① how people murdered other long ago
② what scientists have learned others long ago
③ the reasons why mummies can last so long in the mountains
④ the reasons why theories about the Iceman are often wrong

82. Why do scientists believe the Iceman was not a young man?
① His clothes were those of an older man.
② He was an important person in his society.
③ He had power arms.
④ His teeth and skull were of an older man.

83. What probably caused the death of the Iceman?
① an axe
② a dagger
③ an arrow
④ a knife

84. The word 'this' in line 25 refers to the fact that _____?
① the Iceman had a head injury.
② the Iceman was in a fight.
③ there was blood on the Iceman's clothes.
④ the Iceman died very quickly.

85. In line 28, what does 'opening the door to mean'?
① allowing the possibility for
② excluding the chance of
③ disproving
④ providing evidence for

Instructions After read the passage, decide which of these statements about the Iceman are facts and which are theories. For item 86-90, choose ① fact, and ②theory.

คำสั่ง หลังจากอ่านบทความ ให้นักเรียนระบุว่าข้อความในข้อที่ 86-90 เป็นความจริง หรือทฤษฎี

86. He was found in the mountains.
① fact ②theory

87. He had a fight before his murder.
① fact ②theory

88. His murder was the end if a fight for power.
① fact ②theory

89. He died over 5,300 years ago.
① fact ②theory

90. He had an injury on his hand.
① fact ②theory

Part 8: Vocabulary

Instructions From the reading passage, there are some words in red. Choose the correct word to complete the information in item 91-100.

คำสั่ง หลังจากอ่านบทความ มีคำที่เป็นสีแดง ให้นักเรียนเลือกคำที่ถูกต้องเติมในช่องว่างในข้อที่ 91 - 100

91. Something that is under another thing is _____ it.
① frozen ② beneath ③ deduced ④ implied

92. If something is _____, it has become very hard because of the cold.
① frozen ② beneath ③ deduced ④ implied

93. If something _____ you to do a particular thing, it makes it possible for you to do it.
① deduces ② implies ③ enables ④ debates

94. If you _____ something, you reach that conclusion because of other things that you know to be true.
① deduce ② imply ③ enable ④ debate

95. If an event or situation _____ that something is true, it makes you think that it is true.
① deduces ② implies ③ enables ④ debates

96. After shooting the Iceman, his murderer may have _____ pulled out part of the arrow and left him die.
① debatably ② imply ③ wealthy ④ cruelly

97. The Iceman lived before the invention of money; in his time _____ meant fine tools, clothing, houses, and animals.
① wealth ② cruel ③ labor ④ debate

98. Scientists believe that Ötzi was not a(n) _____ because his body is in good condition and doesn't show the damage caused by a life of hard work.
① cruel ② tiny ③ laborer ④ debate

99. Many scientists now believe that the cause of Ötzi's death was the _____ arrowhead, only two centimeters across, found under his shoulder.
① frozen ② tiny ③ cruel ④ debatable

100. Although there are many interesting ideas about how the Iceman died, the truth about his death remains _____.
① frozen ② debatable ③ tiny ④ deduced

----------This is the end of the reading diagnostic test----------

Appendix D: The Semi-Structure Interview Questions

Semi-Structure Interview Questions

1. What do you think about this reading remedial course?

2. What do you like and dislike when you were studying unit 1–Phonemic Awareness?

3. What do you like and dislike when you were studying unit 2–Phonics?

4. What do you like and dislike when you were studying unit 3–Oral Reading Fluency?

5. What do you like and dislike when you were studying unit 4–Vocabulary?

6. What do you like and dislike when you were studying unit 5–Reading Comprehension?

7. Could you rank these five units form the best to the worst?

8. What is your feeling after the course?

9. Should we have this kind of remedial course to support low-achieving students?

10. How does the course benefit you?

11. Suggestions or comments on the course

12. Which kind of activity do you prefer, teacher-led or student-led activity?

13. If you were a reading teacher, what your class would be like?

14. What are the good characteristics of a reading teacher?

15. Compare the remedial course and the normal reading class

Appendix E: The Evaluation of Lesson Plans' Validity

Lesson Plan Evaluation Form

Unit 1 Phonemic Awareness **Lesson 1: Phoneme Isolation**

Directions: Please indicate the appropriateness of these statements by ticking (✓) in the box and give your comments or suggestions to improve of the lesson plan.

Statements	Evaluation		
	Appropriate (+1)	Not sure (0)	Inappropriate (-1)
1. The objectives of the lesson are appropriate to raise phonemic awareness.			
Comments …… …… …… ……			
2. The content of teaching PA the lesson is appropriate.			
Comments …… …… …… ……			
3. The teaching materials which are used in teaching PA are appropriate.			
Comments …… …… …… ……			
4. The activities which are used in teaching PA are consistent with the remedial course using the Five Pillars of Reading Instruction			
Comments …… …… …… ……			

Statements	Evaluation		
	Appropriate (+1)	Not sure (0)	Inappropriate (-1)
5. The presentation techniques which are used in teaching PA are appropriate.			
Comments …… …… …… ……			
6. Time allocation which is used in teaching PA is appropriate.			
Comments …… …… …… ……			
7. The assessments which are used in teaching PA are appropriate.			
Comments …… …… …… ……			
8. The language used in lesson plan is clear and understandable.			
Comments …… …… …… ……			

Additional comments / Recommendation:

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Statement	experts' opinions			IOC
	1	0	-1	
1. The objectives of the lesson are appropriate to raise phonemic awareness.	3	0	0	1.00
E1: Very clear, yet simple objectives which are appropriate for the lesson. Good use of terms locates and identifies to outline the expected outcomes.				
2. The content of teaching PA the lesson is appropriate.	2	1	0	0.67
E1: The contents are appropriate including a fun chant as a warm-up activity that should help engage the learner. The level of the activities is generally realistic for the target group of learners. E2: Check the level of difficulty of some of the words on worksheet Activity 4.				
3. The teaching materials which are used in teaching PA are appropriate.	3	0	0	0.67
E1: The material is both appropriate and interactive. It is very likely that the students would be engaged throughout. The material can also be differentiated for different learning outcomes.				
4. The activities which are used in teaching PA are consistent with the remedial course using the Five Pillars of Reading Instruction	1	2	0	0.33
E1: Phonemic awareness is a central element of the Five Pillars of Reading Instruction and is clearly addressed throughout the detailed and well-structured lesson plan provided. E2: Activity 4: As this is Unit 1 lesson 1, low-achieving learners might benefit from a wordlist resource. Thinking in their head and correctly spelling 3 words could be stressful for some. A group of possible words (hard copy or projected) would ensure a higher level of success. E3: ไม่แน่ใจว่าจะได้ครบทั้งหมดไหม (I'm not sure whether all items can be done) Solution: Decrease number of words and pilot the lesson.				
5. The presentation techniques which are used in teaching PA are appropriate.	3	0	0	1
E1: The presentation techniques are appropriate as there is a good split of teacher-led and interactive activities. E2: Make sure there is sufficient teacher modeling/ reinforcement of target sounds before the production stage.				
6. Time allocation which is used in teaching PA is appropriate.	1	2	0	0.33
E1: The time allocated (2hours) is appropriate for the activities included in the lesson. E2: 70 minutes for one activity (Snakes and Ladders) at the M.2 remedial level might be too long. E3: ไม่แน่ใจว่าเวลาจะพอสำหรับกิจกรรมทั้งหมด Solution: Decrease the time playing Snakes and Ladder and allocate more time to other activities. Then, pilot the lesson.				
7. The assessments which are used in teaching PA are appropriate.	1	2	0	0.33
E1: A form of assessment is provided in the form of a checklist for activities 1 and 3. Perhaps further some of assessment such as a self-assessment (peer to peer) could be included although these are clearly incorporated into later lessons. E2: Assessment procedures are unclear for activity 1-3. Checklist is good! Activity 3: Is the teacher recording assessment of sounds for each student during the game while also being involved in leading the game? E3: น่าจะมีวิธีอื่นเพิ่มจาก checklist Solution: Keep using checklist and provide more instruction in using the checklist.				

8. The language used in lesson plan is clear and understandable.	2	1	0	0.67
E1: The lesson plan is structured and clear. It goes on to explain in great detail the outlined activities and expected outcomes through the presentation practice production method. The language used is clear and easy to comprehend. E2: More explicit instructions are needed for the Activity used in production. The teachers instructions as written on the lesson plan did not clearly enough match the students' worksheet. Why do some sounds have 2 given/ example words and some sounds habe inly 1 given word? E3: ไม่แน่ใจสำหรับผู้อื่นที่ไม่ใช่ researcher ถ้านำไปใช้				
Mean Score of IOC				0.67
E1: A good detailed lesson plan with clear objectives and expected outcomes. Perhaps elaborate a little more on the summary, is the feedback individual or to the whole group. E2: ยังมีที่ผิดทางโครงสร้าง grammar ตัวเล็ก-ใหญ่อยู่หลายที่ใน lesson plan				

N=3

Table 16: The Items-Objective Congruence Index Result of Lesson Plan 2

Statement	experts' opinions			IOC
	1	0	-1	
1. The objectives of the lesson are appropriate to raise phonemic awareness.	3	0	0	1.00
E1: Appropriate for the given topic. Good use of locate and identify to separate and give clarify to the objectives.				
2. The content of teaching PA the lesson is appropriate.	3	0	0	1.00
E1: Snake and ladders board game is interactive and is easy for learners to participate in. It also something that could be differentiate for learners various levels.				
3. The teaching materials which are used in teaching PA are appropriate.	2	1	0	0.67
E1: The teaching material is relevant to the topic and could lead to the outlined objectives being achieved. The activities and materials used are particularly usual for the age range and ability of the learner. E2: The word level of what can be seen looks appropriate but the appearance of the games might be too juvenile for secondary students.				

4. The activities which are used in teaching PA are consistent with the remedial course using the Five Pillars of Reading Instruction	**1**	**2**	**0**	**0.33**
E1: The procedures are consistent as the lesson focuses on identifying manipulating and substituting phonemes through methods that are accessible to the learners. This forms a significant element of the Five Pillars of Reading Instruction. E2: paired dictation: peer dictation promotes social engagement and active learning but must be carefully monitored in a remedial setting so as not to reinforce incorrect outcomes. If used informally apart from assessment and with teacher circulation and help, it can be an effective strategy. Solution: Include more explicit teacher's role in the lesson plan. In practicality, the researcher observes the participants more carefully and supervises students closely.				
5. The presentation techniques which are used in teaching PA are appropriate.	**2**	**1**	**0**	**0.67**
E1: The presentation techniques are appropriate as although the teacher sets up a predominantly student-centered lesson it is the choice as the learner in question are most likely to benefit from interactive activities rather than a teacher-led lecture. E2: Not enough detail given to evaluate the presentation techniques of this lesson.				
6. Time allocation which is used in teaching PA is appropriate.	**1**	**2**	**0**	**0.33**
E1: The time stated (2 hours) is a realistic time frame for the activities and objectives to be completed. E2: No time allocation given on lesson plan for components of the lesson. Solution: arrange time allocation.				
7. The assessments which are used in teaching PA are appropriate.	**2**	**1**	**0**	**0.67**
E1: The assessment is appropriate as results and progress is documented in the form of a worksheet. This could be developed further by a teacher-led oral feedback and self-assessment re-brief at the end of the class. E2: The pronunciation checklist and the worksheet were not provided for evaluation.				
8. The language used in lesson plan is clear and understandable.	**1**	**2**	**0**	**0.33**
E1: The language is clear and easily comprehended by the reader. E2: Little written detail of teacher language to be used in the lesson. Solution: Rewrite the plan to be more understandable for other readers.				

Mean Score of IOC	0.67
E1: The lesson plan is well structured and has clear objectives outlined. There is a form of assessment in place which is a worksheet to be liked in by the learners. Perhaps an additional oral self-assessment could be provided focusing on learner reflection. E3: goal, objectives เหมือนกับ lesson 1 น่าจะระบุให้ชัดเจนเพื่อให้เห็นความแตกต่างกิจกรรมควรไม่ซ้ำกับ lesson 1	

N=3

Table 17: The Items-Objective Congruence Index Result of Lesson Plan 17

Statement	experts' opinions			IOC
	1	0	-1	
1. The objectives of the reading practicing lesson are appropriate.	3	0	0	1.00
E1: The objectives focus on learners having the ability of listen and repeat which is appropriate for the level of the students.				
2. The content of the lesson which is used to practice reading is appropriate.	3	0	0	1.00
E1: The students would be able to engage with the provided materials. In addition to this the paired reading activity enables the leaners to help each other in their comprehension of the chosen texts.				
3. The teaching materials which are used to practice reading are appropriate.	3	0	0	1.00
E1: Reading comprehension is a key element of the Five Pillars of Reading Instruction and that is clearly addressed in the lesson through the paired reading activity.				
4. The activities which are used to practice reading are consistent with the remedial course using the Five Pillars of Reading Instruction	3	0	0	1.00
E1: Self-assessment is addressed through the inclusion of students'' feedback to their peers. The scoring rubric could also be used as an effective tool for the students to clearly understand what has been learned and required levels to progress.				
5. The presentation techniques which are used to practice reading are appropriate.	3	0	0	1.00
E1: The time allocated is realistic for the activities and for learning to take place in the classroom.				

6. Time allocation which is used to practice reading is appropriate.	2	1	0	0.67
E1: The material provided is appropriated for the learners reading level in my opinion. The texts are of the correct level and are supported be illustrations that can aid student engagement and comprehension of the text.				
7. The assessments which are used to practice reading are appropriate.	1	1	1	0
E1: The lesson plan has structure and is easy to comprehend. E3: น่าจะมีวิธีอื่นร่วมกับ peer review Solution: Add an assessment by teacher				
8. The language used in lesson plan is clear and understandable.	1	2	0	0.33
E1: The presentation techniques are appropriate as the teacher outlines student-led learning. Perhaps a teacher-led presentation could be added at the start of the lesson as an introduction/ starter. Solution: Rewrite the plan to be more understandable for other readers.				
Mean Score of IOC				0.75
E1: The lesson has a good outlined structure and is appropriate for the learner in question. Time is allocated for feedback and self-assessment. Scoring rubric is used and addressed in the form of a peer review. Perhaps this could also be used in a teacher-led explanation at the start of the lesson? (5-10 minutes, starter) E3: ตัว story ไม่ชัดเจน ตัวเล็ก อ่านยาก				

N=3

Table 18: The Items-Objective Congruence Index Result of Lesson Plan 21

Statement	experts' opinions			IOC
	1	0	-1	
1. The objectives of the reading practicing lesson are appropriate.	2	1	0	0.67
E1: The objectives are in live with the chosen material and are achievable during the allocated time. They are clear and accurate with full details (numerical values) provided. E3: เหมือนกับ lesson 17 น่าจะเขียนให้เห็นความต่าง				

2. The content of the lesson which is used to practice reading is appropriate.	2	1	0	0.67
E1: The contents seem to be at an appropriate level for the learners in question.				
3. The teaching materials which are used to practice reading are appropriate.	2	1	0	0.67
E1: The teaching material is appropriate and is engaging for the learners.				
4. The activities which are used to practice reading are consistent with the remedial course using the Five Pillars of Reading Instruction	2	1	0	0.67
E1: The lesson plan focusses on fluency which a key element outlined by the Five Pillars of Reading Instruction. They are appropriate for use and are also very accessible as they include some elements of popular culture.				
5. The presentation techniques which are used to practice reading are appropriate.	2	1	0	0.67
E1: Presentation techniques are appropriate and vary in comparison to those used in other lessons.				
6. Time allocation which is used to practice reading is appropriate.	1	2	0	0.33
E1: Allocated time for the lesson is appropriate (2 hours) as learner engagement is expected to be high due to the inclusion of material that refers to popular culture. Solution: arrange time allocation.				
7. The assessments which are used to practice reading are appropriate.	2	1	0	0.67
E1: Self-assessment is provided in the form of student feedback of their peers. Students can also self-assess through reporting on their accuracy. Further checks for learning in the classroom could be in the form of more teacher-led assessment at the end through oral questioning.				
8. The language used in lesson plan is clear and understandable.	1	2	0	0.33
E1: Clear, numbered plan with good structure. It is very easy to comprehend the plan and the order of the activities. Solution: Rewrite the plan to be more understandable for other readers.				

Mean Score of IOC	0.58
E1: The lesson plan has good structure and is engaging for the learners, particularly with genre to popular culture. To develop further perhaps links that display progress and learning between the activities could be highlighted, giving reference to any expected outcomes. E3: ตรวจสอบ lesson plan ทั้งหมดในภาพรวมให้ถูกไวยากรณ์ spelling capitalization ควรเขียนให้กะทัดรัด เข้าใจง่ายสำหรับผู้อื่นที่ไม่ใช่ researcher สามารถนำไปใช้ได้	

N=3

After the evaluation, the plans were reconsidered and revised as mention in the table above. Most of the comment was on the time allocation and the language use in lesson plan. Consequently, the 4 plans were piloted with 10 Grade-9-students in the same kind of the treatment. The result of the pilot was satisfied.

4.2 Evaluation of reading diagnostic Test

The reading diagnostic test construct was validated by 3 experts who were 2 current English teachers at the school–1 Thai and 1 native speaker and another linguist who worked in language field at a university using the Items-Objective Congruence index (IOC) of 3 rating scales. The items of which IOC value is lower than 0.5 were reconsidered and revised. The evaluation of the lesson plans are as follows:

Appendix F: The Evaluation of the Test's Validity

Reading Diagnostic Test Evaluation Form

Directions: Please indicate the appropriateness of these statements by ticking (✓) in the box and give your comments or suggestions to improve of the test

Overall of the test

Statements	Evaluation		
	Appropriate (+1)	Not sure (0)	Inappropriate (-1)
1. The constructs of the test are appropriate to be used in the research.			
.....			
2. The constructs of the test are appropriate to measure the reading ability of lower secondary student of Wattana Wittaya Academy.			
.....			
3. The constructs of the test are appropriate to measure the reading ability according to the Five Pillars of Reading Instruction			
.....			
4. The layout and format of the test is appropriate. (font, size, color, number of items per a page,…)			
.....			
5. The printing of the test is appropriate. (quality of paper, printing, …)			
.....			

Statements	Evaluation		
	Appropriate (+1)	Not sure (0)	Inappropriate (-1)
6. The number of item in the test is appropriate.			
Comments			
7. Time allocation of the testing is appropriate.			
Comments			
8. The instructions on the cover page are clear, and understandable.			
Comments			

Additional comments / Recommendation:

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Part 1: Phoneme Isolation

Statements	Evaluation		
	Appropriate (+1)	Not sure (0)	Inappropriate (-1)
1. The target of this part is appropriate to measure phonemic awareness			
.....			
2. The test items in this part are appropriate to measure the examinees' knowledge of phoneme isolation			
.....			
3. The instructions is clear and appropriate			
.....			
4. The number of items is appropriate.			
.....			
5. The selection of the items in this part is appropriate.			
.....			
6. The time given is appropriate.			
.....			
7. The grading method is appropriate.			
.....			
8. The audio using in this part testing is appropriate.			
.....			

Content Validity

item		Appropriate (+1)	Not sure (0)	Inappropriate (-1)	comment
item	1				
item	2				
item	3				
item	4				
item	5				
item	6				
item	7				
item	8				
item	9				
item	10				
item	11				
item	12				
item	13				
item	14				
item	15				
item	16				
item	17				
item	18				
item	19				
item	20				

Additional comments / Recommendation:

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Table 19: The Items-Objective Congruence Index Result of the Reading Diagnostic Test in Overall Construction

Statement	experts' opinions			IOC
	1	0	-1	
1. The constructs of the test are appropriate to be used in the research.	3	0	0	1.00
2. The constructs of the test are appropriate to measure the reading ability of lower secondary student of Wattana Wittaya Academy.	3	0	0	1.00
3. The constructs of the test are appropriate to measure the reading ability according to the Five Pillars of Reading Instruction	3	0	0	1.00
4. The layout and format of the test is appropriate. (font, size, color, number of items per a page,...)	3	0	0	1.00
E4: คำสั่งภาษาไทยควรใหญ่กว่านี้ จัดหน้ากระดาษกระจาย choice ให้กว้างๆจะได้ชัดกว่านี้ และสีแดงที่ใช้ในpart สุดท้ายให้แดงจัดชัดกว่านี้				
5. The printing of the test is appropriate. (quality of paper, printing, ...)	3	0	0	1.00
E4: ดี				
6. The number of item in the test is appropriate.	3	0	0	1.00
7. Time allocation of the testing is appropriate.	3	0	0	1.00
8. The instructions on the cover page are clear, and understandable.	3	0	0	1.00
E4: ระบุข้อกำหนดเรื่องการอนุญาตใช้ dictionary				
Mean Score of IOC				1.00
E4: แก้ไข front ให้เท่ากัน				

Table 20: The Items-Objective Congruence Index Result of the Reading Diagnostic Test's Part1 Phoneme Isolation

Statement	experts' opinions			IOC
	1	0	-1	
1. The target of this part is appropriate to measure phonemic awareness	3	0	0	1.00
2. The test items in this part are appropriate to measure the examinees' knowledge of phoneme isolation	3	0	0	1.00
E4: เพิ่มเสียงที่ไม่พบในภาษาไทย ตัดเสียงที่เกิดใน manner เดียวกันออกบ้าง				
3. The instructions is clear and appropriate	3	0	0	1.00
E4: เพิ่ม ①พยัญชนะต้น ②พยัญชนะสะกด (ตัวเลือกภาษาไทย)				
4. The number of items is appropriate.	3	0	0	1.00
5. The selection of the items in this part is appropriate.	3	0	0	1.00
E4: ให้เพิ่มเสียงที่มีปัญหา เป็นเสียงที่ไม่พบในภาษาไทย				
6. The time given is appropriate.	3	0	0	1.00
7. The grading method is appropriate.	3	0	0	1.00
8. The audio using in this part testing is appropriate.	3	0	0	1.00
Mean Score of IOC				1.00

item	experts' opinions			IOC	comment
	1	0	-1		
1	3			1	
2	3			1	
3	3			1	
4	3			1	
5	3			1	
6	3			1	
7	3			1	
8	3			1	
9	3			1	E4: สามารถเปลี่ยนเป็นเสียง voiced th and /ʒ/
10	3			1	
11	3			1	
12	3			1	
13	3			1	
14	3			1	
15	3			1	
16	3			1	E4: ดี
17	3			1	
18	3			1	
19	3			1	
20	3			1	

Additional comments/ Recommendations:

E4: /ʒ/ /ɹ/ /ɾ/ and the voiced /th/ ควรมีในข้อสอบ เพราะพบในระบบเสียงภาษาอังกฤษแต่ไม่พบในภาษาไทย

Table 21: The Items-Objective Congruence Index Result of the Reading Diagnostic Test's Part 2 Auditory Discrimination

Statement	experts' opinions			IOC
	1	0	-1	
1. The target of this part is appropriate to measure phonemic awareness	3	0	0	1.00
2. The test items in this part are appropriate to measure the examinees' knowledge of phoneme isolation	3	0	0	1.00
E4: เพิ่มเสียงที่ไม่พบในภาษาไทย ตัดเสียงที่ปิดใน manner เดียวกันออกบ้าง				
3. The instructions is clear and appropriate	2	1	0	0.67
E4: แก้คำสั่งภาษาไทยให้ชัดเจน และเพิ่มคำสั่งภาษาไทยในคลิปเสียง				
4. The number of items is appropriate.	3	0	0	1.00
5. The selection of the items in this part is appropriate.	3	0	0	1.00
6. The time given is appropriate.	3	0	0	1.00
7. The grading method is appropriate.	3	0	0	1.00
8. The audio using in this part testing is appropriate.	3	0	0	1.00
Mean Score of IOC				0.96

item	experts' opinions			IOC	comment
	1	0	-1		
1	3			1	
2	3			1	
3	3			1	
4	3			1	
5	3			1	
6	3			1	
7	3			1	
8	3			1	
9	3			1	
10	3			1	
11	3			1	
12	3			1	
13	3			1	
14	3			1	
15	3			1	
16	3			1	
17	3			1	
18	3			1	
19	3			1	
20	3			1	

Additional comments/ Recommendations:

E4: เพิ่มเสียงสระที่แตกต่างจากภาษาไทย

Table 22: The Items-Objective Congruence Index Result of the Reading Diagnostic Test's Part 3 Phoneme Blending

Statement	experts' opinions			IOC
	1	0	-1	
1. The target of this part is appropriate to measure phonemic awareness	3	0	0	1.00
2. The test items in this part are appropriate to measure the examinees' knowledge of phoneme isolation	3	0	0	1.00
3. The instructions is clear and appropriate	2	1	0	0.67
E4: แก้ จงผสมเสียงที่ได้ยิน และเลือกคำที่ผสมได้จากตัวเลือก 1,2,3				
4. The number of items is appropriate.	3	0	0	1.00
5. The selection of the items in this part is appropriate.	3	0	0	1.00
6. The time given is appropriate.	3	0	0	1.00
7. The grading method is appropriate.	3	0	0	1.00
8. The audio using in this part testing is appropriate.	3	0	0	1.00
Mean Score of IOC				0.96

item	experts' opinions			IOC	comment
	1	0	-1		
1	3			1	
2	3			1	
3	3			1	
4	3			1	
5	3			1	
6	3			1	
7	3			1	
8	3			1	
9	3			1	
10	3			1	
11	3			1	
12	3			1	
13	3			1	
14	3			1	
15	3			1	
16	3			1	
17	3			1	
18	3			1	
19	3			1	
20	3			1	

Additional comments/ Recommendations:

E4: รูปแบบที่แต่ละยากให้เปลี่ยนเป็น fill in the blank

Table 23: The Items-Objective Congruence Index Result of the Reading Diagnostic Test's Part 4 Phoneme Deletion

Statement	experts' opinions			IOC
	1	0	-1	
1. The target of this part is appropriate to measure phonemic awareness	3	0	0	1.00
2. The test items in this part are appropriate to measure the examinees' knowledge of phoneme isolation	3	0	0	1.00
3. The instructions is clear and appropriate	3	0	0	1.00
4. The number of items is appropriate.	3	0	0	1.00
5. The selection of the items in this part is appropriate.	3	0	0	1.00
6. The time given is appropriate.	3	0	0	1.00
7. The grading method is appropriate.	3	0	0	1.00
8. The audio using in this part testing is appropriate.	3	0	0	1.00
Mean Score of IOC				1.00

item	experts' opinions			IOC	comment
	1	0	-1		
1	3			1	
2	3			1	
3	3			1	
4	3			1	
5	3			1	
6	3			1	
7	3			1	
8	3			1	
9	3			1	
10	3			1	
11	3			1	
12	3			1	
13	3			1	
14	3			1	
15	3			1	
16	3			1	
17	3			1	
18	3			1	
19	3			1	
20	3			1	

Additional comments/ Recommendations: -

Table 24: The Items-Objective Congruence Index Result of the Reading Diagnostic Test's Part 5 Word Decoding

Statement	experts' opinions			IOC
	1	0	-1	
1. The target of this part is appropriate to measure phonemic awareness	3	0	0	1.00
2. The test items in this part are appropriate to measure the examinees' knowledge of phoneme isolation	2	1	0	1.00
3. The instructions is clear and appropriate	3	0	0	1.00
E4: เครื่องบันทึกเสียง โดยนักเรียนสามารถบันทึก, "ก่อนทำการบันทึก"→ก่อนบันทึกเสียง, มีเวลาในการบันทึกเสียง				
4. The number of items is appropriate.	3	0	0	1.00
5. The selection of the items in this part is appropriate.	3	0	0	1.00
6. The time given is appropriate.	3	0	0	1.00
7. The grading method is appropriate.	3	0	0	1.00
E4: ถ้าเปลี่ยนเป็น native speaker ตรวจแล้วใช้ inter-rater แทนจะดีมาก				
Mean Score of IOC				1.00

item	experts' opinions			IOC	comment
	1	0	-1		
61	3			1	
62	3			1	
63	3			1	
64	3			1	
65	3			1	
66	3			1	
67	3			1	
68	3			1	
69	3			1	
70	3			1	
71	3			1	
72	3			1	
73	3			1	
74	3			1	
75	3			1	
76	3			1	
77	3			1	
78	3			1	
79	3			1	
80	3			1	

Additional comments/ Recommendations: -

Table 25: The Items-Objective Congruence Index Result of the Reading Diagnostic Test's Part 6 Oral Reading Fluency

Statement	experts' opinions			IOC
	1	0	-1	
1. The target of this part is appropriate to measure phonemic awareness	3	0	0	1.00
2. The test items in this part are appropriate to measure the examinees' knowledge of phoneme isolation	3	0	0	1.00
3. The instructions is clear and appropriate	3	0	0	1.00
E4: กลุ่มนักศึกษา				
4. The number of items is appropriate.	3	0	0	1.00
5. The selection of the items in this part is appropriate..	3	0	0	1.00
6. The time given is appropriate..	3	0	0	1.00
7. The grading method is appropriate..	3	0	0	1.00
Mean Score of IOC				1.00

item	experts' opinions			IOC	comment
	1	0	-1		
1	3			1	
2	3			1	
3	3			1	
4	3			1	
5	3			1	
6	3			1	
7	3			1	
8	3			1	
9	3			1	
10	3			1	
11	3			1	
12	3			1	
13	3			1	
14	3			1	
15	3			1	
16	3			1	
17	3			1	
18	3			1	
19	3			1	
20	3			1	

Additional comments/ Recommendations: -

Table 26: The Items-Objective Congruence Index Result of the Reading Diagnostic Test's Part 7 Reading Comprehension

Statement	experts' opinions			IOC
	1	0	-1	
1. The target of this part is appropriate to measure phonemic awareness	3	0	0	1.00
2. The test items in this part are appropriate to measure the examinees' knowledge of phoneme isolation	3	0	0	1.00
3. The instructions is clear and appropriate	3	0	0	1.00
E4: ให้นักเรียนอ่านบทความ คำสั่งควรเป็นสีดำ				
4. The number of items is appropriate.	3	0	0	1.00
5. The selection of the items in this part is appropriate.	3	0	0	1.00
6. The time given is appropriate.	3	0	0	1.00
7. The grading method is appropriate.	3	0	0	1.00
8. The audio using in this part testing is appropriate.	3	0	0	1.00
Mean Score of IOC				1.00

item	experts' opinions			IOC	comment
	1	0	-1		
1	3			1	
2	3			1	
3	3			1	
4	3			1	
5	3			1	
6	3			1	
7	3			1	
8	3			1	
9	3			1	
10	3			1	
11	3			1	
12	3			1	
13	3			1	
14	3			1	
15	3			1	
16	3			1	
17	3			1	
18	3			1	
19	3			1	
20	3			1	

Additional comments/ Recommendations: -

Table 27: The Items-Objective Congruence Index Result of the Reading Diagnostic Test's Part 8 Vocabulary

Statement	experts' opinions			IOC
	1	0	-1	
1. The target of this part is appropriate to measure phonemic awareness	3	0	0	1.00
2. The test items in this part are appropriate to measure the examinees' knowledge of phoneme isolation	3	0	0	1.00
3. The instructions is clear and appropriate	3	0	0	1.00
E4: ในบทความที่นักเรียนอ่านมีคำที่พิมพ์ด้วยอักษรสีแดง 10 คำ ให้นักเรียนเลือกคำจากกลุ่มคำดังกล่าวเติมในช่องว่าง				
4. The number of items is appropriate.	3	0	0	1.00
5. The selection of the items in this part is appropriate.	3	0	0	1.00
6. The time given is appropriate.	3	0	0	1.00
7. The grading method is appropriate.	3	0	0	1.00
8. The audio using in this part testing is appropriate.	3	0	0	1.00
Mean Score of IOC				1.00

item	experts' opinions			IOC	comment
	1	0	-1		
1	3			1	
2	3			1	
3	3			1	
4	3			1	
5	3			1	
6	3			1	
7	3			1	
8	3			1	
9	3			1	
10	3			1	
11	3			1	
12	3			1	
13	3			1	
14	3			1	
15	3			1	
16	3			1	
17	3			1	
18	3			1	
19	3			1	
20	3			1	

Additional comments/ Recommendations: -

Appendix G: The Evaluation of the Interview-Questions' Validity

Statement	experts' opinions			IOC
	1	0	-1	
1. The interview questions are clear and understandable.	3	0	0	1.00
Q6: The interview should be conducted in Thai				
2. The questions are appropriate.	3	0	0	1.00
3. The number of items is appropriate.	3	0	0	1.00
4. The time given is appropriate.	3	0	0	1.00
5. The questions are covered and able to answer the 2nd research question.	3	0	0	1.00
Mean Score of IOC				1.00

Appendix H: Pretest Result

Before the treatment, the researcher provided a pretest to the participants to diagnose their reading ability in 5 components. The test result found that these low-achieving students were various and could

The pretesting showed that the participants are variety. It is founded that there were 3 students did the highest score in some parts and also the lowest score in some parts. There were 3 students gained the minimum score in some part and did not show that they gained maximum score in any parts, while there were 3 students got the highest score in some parts and did not get any minimum score in any part. Therefore, it is showed that the ability of participants is diversity and quite individual.

There were 60 items from 4 different tasks distributed to the participants to choose the correct answer in which to assess the awareness of phonemic knowledge. The average overall score was 80.17%. The highest score was gained from phoneme isolation (89%), following by phoneme discrimination (89%), phoneme blending (68%), and phoneme deletion (68%) by order. In part 5, the participants could pronounce the words on the examination paper and averagely gained 77.5%. In part 6, two passages were assigned to be read in order to measure the proportion of speed and errors. The study found students could produce approximately 107.4 words per minute and committed 5.3 words in one hundred words. The part 7 of examination was questioned about the participants' ability of comprehend the text read. It was found that the minimum score was 1 and the maximum score was only 5 while the mean score was 41%. Lastly, in part 8-vocabulary, there were 10 items asking about the meaning of words in their context.

The items required the test-takers' knowledge of decoding the definition of vocabulary in text and found that some participants still lack of this skill. In this part, the lowest score was 1 and the highest score was only 5. The calculated mean score was equal to 34%.

Overall, the participant did best in part 1 phoneme isolation and did worst in part 7 vocabulary. The participants could averagely produce 107 words per minute in oral reading and make 5 mistakes in 100 running words. Unsurprisingly, the low-achieving students gained 41% in reading comprehension.

Table: The Pretest Result of the Sampled Group

Part	1	2	3	4	SUM PA	5	6		7	8
No	P 1	P 2	P 3	P 4		Phonics	Speed	Error	Comprehension	Vocab
1	17	16	7	8	48	15	96	3	5	4
2	14	15	8	6	43	16	102	7	5	3
3	18	15	7	7	47	12	103	9	5	3
4	18	16	7	7	48	14	115	5	4	5
5	18	18	7	7	50	16	106	2	4	2
6	20	19	6	7	52	17	110	8	1	1
7	19	17	8	7	51	16	106	3	5	5
8	16	16	7	3	42	16	108	4	4	4
9	19	17	5	9	50	16	113	5	3	3
10	19	18	6	7	50	17	115	7	5	4
agv	17.8	16.7	6.8	6.8	48.1	15.5	107.4	5.3	4.1	3.4
%	89	84	68	68	80.2	77.5			41.0	34.0
min	14	15	5	3	42	12	96	2	1	1
max	20	19	8	9	52	17	115	9	5	5
s.d.	1.75	1.34	0.92	1.55	3.315	1.510	6.114	2.359	1.287	1.265

Appendix I: Teacher's Record

While the researcher was delivering the instruction to the participants through the validated lesson plans, there were many interesting phenomenal beyond the measurement of the instruments which might be useful or affected the outcomes of this study. Therefore, the researcher would like to exhibit the information as a descriptive writing from the classroom observation by the researcher as a teacher.

Week 1

In the first week, every student came on time (8 am). Most parents called the teacher and asked about how they could support their child learning.

The researcher created a Line group for the parents to inform them about the time and the activities happening along the course. As the course was held during the school holiday, the students were allowed to wear private outfits except the first week because there was a formal re-testing at the time.

Students were given the pretest and introduction to the course. Some concepts seemed to be new for students. Many questions were asked. The students requested to rearrange time table for more convenient without affecting the learning hour such as asking for longer break, some more breaks. So it was permitted to make the changes and expand the time that students had to be in the school. Teacher and students decorated the classroom together, set up a reading corner, zone the classroom areas and specified some classroom agreements. The classroom was separated in 3 zones which were reading zone, entertaining zone, and living zone. In reading zone, classroom setting was set up. Movable student desks and chairs were arranged in 2 rows, 5 each in front of a whiteboard. Entertaining zone was equipped with big screen and a computer system.

Students had their own seat mats on the floor in front of the screen. The last zone was living zone that students can eat, play board game or do their individual reading activities. Floor tables and a big mat were used. Some fruits, snacks, candy and drinks were prepared for the students. Here a book shelf was placed by students.

In the first week, the learning activities ran smooth. Some activities could be done fasted than the plan. Hence, students and English teachers at the school who secretly observe the class suggested some related additional activities. Although many phonemic awareness skills seemed to be easily learned, phoneme blending tended to be hard especially when students tried to blend the phonemes that make nonsense words or no meaning words. The researcher hypothesized that older students such the sample group sound out the words from their lexical memory. However, producing such errors helped classroom atmosphere enjoyable. In addition, distinguish between teacher-led and student-led activity somehow seem to be unclear because students often called teacher to ask questions, for helps or at least to appear besides them.

Week 2

In the second week, teacher and students seemed to be familiar to the setting and to the instruction. Students worked on phonics and some part of oral reading practice. Surprisingly, some students reported that they had never been experienced phonics instruction before. There were only 2 students from international primary schools claimed that they got used to phonics. The most engaged activities were involved songs. Students showed high interesting on Jolly phonics' songs rather than computer phonics games and simple instructions of letters' sounds.

Spelling Bee was great in the very first times using but after a while without rewards the researcher could feel boredom. Consequently, karaoke transcription was used. On Thursday, oral reading practice was introduced to the participants using paired-reading. Teacher gave the same books to the pairs of students. Students followed the instructions well in teacher-led session and the focus seemed to be more on practice reading. When they were granted to read individually with their pair, peer coaching and correcting peer's pronunciation were obviously seen. After 4 hours of paired-reading (with some breaks), the researcher could notice that the participants looked exhausted and could not pay any more attention on reading. Even though the researcher assigned students new pairs after lunch, students did not appear as attentive as the very first hours. On Friday, reading-while-listening was planned to use. Fortunately, every student had their own iPhones which could make better recording and give more quality sound, the researcher decided to use the gadgets instead of the prepared instruments. By the way, every participant seemed very tired. Some of them came to the class late.

After working privately on reading-while-listening for a while, the researcher moved all students to a coffee shop in the school area to have refreshment. The participants asked to continue doing the activity at the coffee shop. It was found that students seem to work better in the new atmosphere. The researcher assumed that the participants might feel that they were rewarded. In the last hour, students listened to sang new songs and then they were asked to sing while reading lyric. It was fun and engaging activity to practice reading. The students requested to have more time to sing karaoke and were not shy to try singing the songs they had never known or even rap songs.

Week 3

On Monday, students still practiced oral reading fluency by using reading-while-listening. On the day, the text was a news report. The audio clip was read by an English-English teacher. Interestingly, this technique gave an immediate effectiveness. Students could orally read with more accuracy and better tone and stress. Moreover, all students repeated some Thai words which were read with similar English accent. On the next days in the week, when students started to learn vocabulary, the class looked less enjoyable and more stressful. They spent less time in classroom and tended to avoid studying. The researcher felt it was hard to teach the suggested contents explicitly and enjoyably, yet it was obviously useful. The students stated that it consumed a lot of energy and it was hard to concentrate on what is not leisure even they know exactly that it is truly important and useful. However, the earnest situation became relieved when the focus changed to reading comprehension on the Friday. Teaching types of questions and prompting students to ask and answer questions were more successful in term of students' engagement. Students participated to the class more.

Week 4

In the last week, there were only two day to teach and it seemed not enough to cover the planned topics. The concept of using graphic organization and summarization could not be taught in within the time. Application of the treatment in the real classroom made the research known that these concepts require a lot more time to build students' logical skills. Students need more experiences and skills beyond reading. The participants explained that they understood the functions of graphic organizer but they still could not select the proper one use put the information form reading passage in the graphic when they do it by themselves.

Appendix J: Students' Background Information

Student No.	ENG22202 Critical Reading I	Pretest				
		PA	Phonics	Fluency	Vocab	Compre
1	1.5	48	15	96	4	5
2	1	43	15	102	3	5
3	1.5	47	12	103	3	5
4	2	48	14	115	5	4
5	1	50	16	106	2	4
6	2.5	52	17	110	1	1
7	2	51	16	106	5	5
8	2	42	16	108	4	4
9	2.5	50	16	113	3	3
10	2	50	17	115	4	5

Student No.	Posttest				
	PA	Phonics	Fluency	Vocab	Compre
1	52	19	118	5	5
2	50	20	115	3	8
3	47	20	121	7	6
4	55	19	127	8	6
5	51	18	125	7	7
6	53	17	124	9	5
7	53	18	127	9	5
8	51	19	125	8	4
9	54	19	126	8	5
10	54	18	124	8	7

Appendix K: Experts' Name list

1. Jaruporn Pongsiriwet, Ph.d.

Faculty of Liberal Arts and Science, Kasetsart University, Kamphaeng Saen Campus

2. Miss Linda Cole

Bangkok Christian College

3. Miss Onprapin Kittiveja

Faculty of Liberal Arts and Science, Kasetsart University, Kamphaeng Saen Campus

4. Miss Pymrutchny Yingdon

Wattana Wittaya Academy (In 2015)

5. Mr. Danial Walker

Wattana Wittaya Academy (In 2015)

VITA

Onwipa Durongtham was born in Ratchaburi Provice and lived in Samutsongkhram. She studied at Wattana Wittaya Academy until finishing Grade 12. In 2009, she began studying for a Bachelor's Degree majoring in English language at Kamphangsean campus, Kasetsart University. In 2012, she obtained her degree and started teaching at Wattna Wittaya Academy as a substitute English teacher at the secondary level. At the same time, she was studying for a Master's degree in Teaching English Language as a Foreign Language at the Faculty of Education, Chulalongkorn University. In 2014, she worked as a guest English language instructor for the Royal Thai Army Headquarter.