ผลของการใช้การสอนการอ่านแบบแลกเปลี่ยนบทบาทและเทคนิคการเสริมสร้างศักยภาพ
ต่อความเข้าใจในการอ่านภาษาอังกฤษ ในชั้นมัธยมศึกษาตอนปลาย

วิทยานิพนธ์
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EFFECTS OF RECIPROCAL INSTRUCTION ON ENGLISH READING

COMPREHENSION OF THAI EFL SECONDARY SCHOOL STUDENTS

Naritsara Jieram

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Arts Program in English

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ชื่อเรื่อง	ผลของการใช้การสอนการอ่านแบบแลกเปลี่ยนบทบาท และเทคนิคการเสริมสร้างศักยภาพต่อความเข้าใจในการอ่านภาษาอังกฤษ ในชั้นมัธยมศึกษาตอนปลาย
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บทคัดย่อ

วัตถุประสงค์ของการวิจัยครั้งนี้ เพื่อ ศึกษาประสิทธิภาพของการสอนการอ่านแบบแลกเปลี่ยนบทบาท และเทคนิคการเสริมสร้างศักยภาพต่อความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 6 ซึ่งเรียนวิชาภาษาอังกฤษพื้นฐาน (อ31102) ภาคเรียนที่ 2 ปีการศึกษา 2556 โรงเรียนบึงนครประชาสรรค์ อำเภอเขวาสินรินทร์ จังหวัดสุรินทร์ จำนวน 48 คน โดยกลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้มีอยู่ 2 กลุ่ม คือเป็น กลุ่มทดลอง และกลุ่มควบคุม โดยกลุ่มทดลองได้รับการสอนการอ่านแบบแลกเปลี่ยนบทบาท และเทคนิค การเสริมสร้างศักยภาพและกลุ่มควบคุมได้รับการสอนการอ่านแบบ Skill-based Teaching การสอนการอ่าน แบบแลกเปลี่ยนบทบาทและเทคนิคการเสริมสร้างศักยภาพประกอบด้วยยุทธวิธีในการอ่าน 4 ยุทธวิธีคือ การทำนาย การตั้ง คำถาม การหาความชัดเจน และการสรุป เครื่องมือที่ใช้ในการวิจัยในครั้งนี้ประกอบด้วย แผนการสอน แบบทดสอบการอ่านเพื่อความเข้าใจ และแบบสอบถามเรื่อง ยุทธวิธีอภิปัญญา

ผลการวิจัยสรุปได้ดังต่อไปนี้

     1. การสอนการอ่าน แบบแลกเปลี่ยนบทบาทและเทคนิคการเสริมสร้างศักยภาพมีผลในทางบวกต่อ การอ่านเพื่อความเข้าใจและการใช้ยุทธวิธีอภิปัญญา คะแนนเฉลี่ยของการสอบหลังเรียนของกลุ่มทดลอง มีค่าสูง กว่าคะแนนเฉลี่ยของกลุ่มควบคุม

     2. การสอนแบบแลกเปลี่ยนบทบาทและเทคนิคการเสริมสร้างศักยภาพช่วยเพิ่มความสามารถในการอ่าน เพื่อความเข้าใจ ของนักเรียนที่มีความสามารถในการอ่านสูง และนักเรียนที่มีความสามารถในการอ่านต่ำ

     3. การสอนการอ่าน แบบแลกเปลี่ยนบทบาทและเทคนิคการเสริมสร้างศักยภาพมีผลต่อการใช้ยุทธวิธี อภิปัญญา นักเรียนใช้ยุทธวิธีอภิปัญญามากขึ้นหลังการเรียนการสอนการอ่านแบบแลกเปลี่ยนบทบาทและเทคนิค การเสริมสร้างศักยภาพ

TITLE	Effects of Reciprocal Instruction on English Reading Comprehension of Thai EFL Secondary School Students
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ABSTRACT

The purpose of this research was to investigate the effects of reciprocal instruction modified from Palincsar and Brown's on the English reading comprehension and metacognitive reading strategies of Matthayomsuksa 6 students in a Thai secondary-school classroom. The samples were 48 Matthayomsuksa 6 (Grade 12) students who enrolled the Fundamental English Course (E31102) in the second semester of the academic year 2013 at Buengnakornprachasan School in Kwaosinarin District, Surin Province. The participants were purposively selected and randomly assigned into two groups: an experimental and a control group. The experimental group was taught through reciprocal instruction while the control group was taught through skill-based teaching. Reciprocal instruction involves four main metacognitive reading strategies: predicting, questioning, clarifying, and summarizing. Skill-based teaching is a reading instruction that focuses on reading comprehension skills, vocabulary skills, sentence structure, finding the main idea of a paragraph, finding the details and facts of a text, and explaining the grammar and structure of a passage with the teacher's help. The reading section of

indebted to the teachers and students participating in this study. Without their patience, cooperation, and attention to this investigation into new knowledge, this study could never have been completed.

To my family, I offer my appreciation for their continuing support and unconditional love. Finally, a million thanks go to my family, in particular, my parents, my sisters, my brothers, and my husband, Woramet Khrutram who always take care of me and support me with understanding. Their love and consideration gave me courage to face challenges and never give up. Without the support of my family, I am not sure I would have been able to finish.

Naritsara Jieram

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Learning to read is one of the greatest accomplishments in childhood because it is the foundation for learning and academic achievements (Paris. 2005). Nowadays, the ability to read English fluently will be useful particularly if one needs to obtain information from internationally-based references and materials. As students gain more access to electronic data bases through the Internet, it is reading, more than any of the other English language skills, that offers access to information. The ability to read has long been considered by literate societies to be one of the basic building blocks affecting commercial exchange, cultural advancement and personal independence.

In Thailand, English is taught as a foreign language, and the purpose of learning English is for communication (Chandavimol. 1998). To communicate efficiently, learners need the four skills of listening, speaking, reading, and writing, but of all these four skills, reading is regarded as the most vital and necessary for students in both a classroom context and an extracurricular environment (Carrell. 1989; Grabe & Stoller. 2002). In classrooms of higher education, Thai college and graduate students need efficient reading skills to comprehend a mass of reading materials from various sources related to their studies (Piyanukool. 2001). Reading is even more important for high-school students since they have to be highly competitive in the English entrance examination (Chandavimol. 1998) and the

National English Test. Therefore, the ability to read and comprehend texts efficiently is crucial for Thai students. In addition, because of the demanding expectations for academic success in all areas of learning, high-school students, as English foreign language (EFL) learners, need to develop their English reading comprehension abilities to a stronger, more advanced level (Soonthornmanee. 2002).

However, these Thai high-school students do not have much opportunity to develop these abilities, since most of the time English language teaching emphasizes on linguistic knowledge such as grammar points and vocabulary (Chandavimol. 1998). Results from previous studies have revealed that the Thai students' English reading ability does not reach a very high level of proficiency. This may come from many causes including classes of a large size, limited reading strategies, and the methods of teaching reading comprehension in Thai classrooms (Chandavimol. 1998; Mejang. 2004). For example, Ratanakul (1998) stated that a Thai reading classroom counts about 50 students, so in such a large class the teacher cannot interact with each student and learners have little opportunity for a consultation with the teacher about their reading difficulties and for assistance with their specific reading problems.

In addition, the findings from Ratanakul's study have revealed that Thai students do not know how to solve problems when struggling with difficult texts, or when lacking background knowledge. They do not know how to work through their reading difficulties to get the full meaning from the reading texts. These struggling students might not be aware of these difficulties, they might lack the proper repertoire of reading strategies, and they might not know how to apply reading strategies effectively to improve their reading comprehension. They were never exposed to systematic training in reading strategies. According to studies from Chandavimol

(1998) and Mejang (2004), all this contributes in making the learners uninterested in reading in English.

Most importantly, the method of teaching English reading comprehension in the Thai classrooms is based on translation from English into Thai instead of based on a reading process which would help the readers construct meaning from a text. This traditional instruction has failed to develop Thai students' abilities to comprehend English texts or to interpret them meaningfully (Chandavimol. 1998; Soonthornmanee. 2002) because reading is more than just a receptive skill through which the readers learn new words and translate sentences or a whole text word by word into their native language. It is thus essential to clarify the reading process and its nature, what reading is, and how proficient readers engage in the reading process and comprehend a text so that a full understanding of these concepts help Thai EFL readers develop a higher level of reading comprehension.

Many researchers have defined reading using three models: the bottom-up, the top-down, and the interactive models. There appears to be a consensus that reading is a highly complex cognitive process that involves the reader, the text, and the interaction between the reader and the text (Kern. 1989). In the reading process, the reader interacts with the text to construct meaning from it using various kinds of background knowledge: linguistic knowledge of words, sentences and paragraphs, and cognitive abilities (Carrell.1989). Reading comprehension then involves a complex combination of the reader's cognitive process, language proficiency, and metacognitive processes (Cohen. 1998). For example, the reader has to make inferences on the context of a text or on the end of a story by using information from various sources: the title, the illustrations, or generally from the previous paragraphs.

In addition, readers have to monitor their reading behavior and find out whether they understand the text (Grabe & Stoller. 2002). When a text is difficult, the reader might reread it (parts of it or the whole of it), or he/she can ask questions about it (Paris, Cross & Lipson. 1984). The reading comprehension processes occur when the reader understands the information in a text and appropriately and meaningfully interprets it (Grabe & Stoller. 2002). Graves, Connie, and Bonnie (1998) explain that reading strategies are conscious and flexible plans that readers apply and adapt to a variety of texts. Reading strategies indicate how readers understand a task, what textual clues they attend to, how they make sense of what they have read, and what they do when they do not understand the reading texts (Block. 1992). In order to help students to comprehend reading texts, it is necessary for the teachers to teach reading strategies in the English classrooms. That is, the teachers need to teach reading strategies with the proper steps.

According to Cohen (1998), the effective reading process is divided into three stages: (a) pre-reading, (b) while-reading, and (c) post-reading. These steps of the reading process help students systematically practice reading strategies (Cohen. 1998). To begin with, in pre-reading, the readers need to apply specific strategies, including scanning and guessing, to survey the type of text they are going to read and to recognize its difficulties. They then read the title, link it to their schemata, and predict the content. These strategies help them create a narrow picture of the text and check whether their prediction is right or wrong (Cohen. 1998; Mejang. 2004).

In the while-reading stage, the learners also need strategies such as self-questioning, self-monitoring, and problem-solving (Allen. 2003; Cohen. 1998). Therefore, students should be trained in questioning skills so that they can ask

themselves questions on the salient points of a text. For example, they can ask a question about the main idea, the supporting details, or the conclusion. Self-monitoring is a strategy that readers use to check their comprehension (Allen. 2003; Cohen. 1998). It is an ongoing activity which involves two components: evaluation and regulation (Wenden. 1999). Evaluation refers to the readers' realization of a comprehension failure and to their assessment of comprehension progress, whereas regulation relates to the strategies used to remedy any comprehension breakdown (Zabrucky & Ratner. 1992). Additionally, Cohen (1998) suggests the teacher should teach the useful strategies of summarizing, clarifying, rereading, and guessing so that the students possess a model of reading to solve the problems while reading. These strategies help the students find solutions to their difficulties when they are confronted with reading problems.

Finally, in the post-reading stage, readers need to evaluate the strategies they used and the quality of their comprehension, and they need to respond to this self-evaluation by asking themselves what they try to do, how they plan to do it, and how well they can do it. All of these questions help them evaluate whether their course of action is effective or not (Alderson. 2000).

However, less proficient readers with insufficient knowledge of cognitive strategies cannot make sense of a text they have read because they fail to control or monitor their own reading process (Baker & Brown. 1984). Proficient readers, on the other hand, can apply appropriate cognitive reading strategies to facilitate their comprehension. They are also aware of their own reading process through which they apply regulatory mechanisms, the so-called metacognitive strategies proposed by Baker

and Brown (1984), to control and monitor their reading behavior, in order to facilitate effectively the reading process (Baker & Brown. 1984). Accordingly, to achieve reading comprehension, the readers need linguistic knowledge, the ability to understand or comprehend a text by applying both cognitive and metacognitive strategies, and an interactive relation between their prior knowledge and the information presented in the text. That is, reading comprehension occurs when skilled readers balance and coordinate many abilities in a very complex way to make comprehension proceed smoothly and more rapidly (Grabe & Stoller. 2002).

Apparently, reading in the first language (L1) is significantly different from reading in the second language (L2). According to the system of communication, second languages differ from first languages in their way of creating meaning and in their writing systems, so L2 reading, which involves two languages, is more complex than L1 reading (Grabe & Stoller. 2002). Phakiti (2003) points out that L2 reading comprehension is highly complex, dynamic, multi-componential, and multi-dimensional. He further argues that L2 reading comprehension involves multiple interactions among readers. Additionally, L2 readers perform the same functions as L1 readers, but their reading process could be slower and less successful. Similarly, Grabe and Stoller (2002) maintain, that reading proficiency in L2 does not develop as completely or as "easily" as it apparently does in one's first language since many components are involved.

As reviewed earlier, the reading process is not passive, but highly interactive, and reading comprehension does not occur automatically. Good readers are active readers who construct meaning through the integration of prior knowledge and new knowledge, and the use of a variety of strategies to control, regulate, and monitor their

own reading comprehension (Paris & Myers. 1981). Therefore, the development of English reading abilities for ESL/EFL learners can be highly demanding. Besides acquiring linguistic knowledge, the goal of reading instruction is to turn those ESL/EFL students, including Thai students, into interactive readers, proficient readers, by developing in them a conscious control or metacognitive awareness of their cognitive reading strategies and by teaching them to apply these to any reading text. Several studies investigating reading in L1 and L2 have been conducted to improve students' reading comprehension by teaching them metacognitive strategies and cognitive reading strategies (Carrell. 1989; Carrell, Pharis, & Liberto. 1989; Cotteral. 1990; and Palincsar & Brown. 1984). These studies indicated that metacognitive and reading strategies can be taught to students. Their results also showed that concentrating on cognitive reading strategies and comprehension monitoring strategies helped students increase their comprehension and helped less proficient readers to self-regulate or self-monitor their reading strategies. However, little research related to the training of metacognitive and reading strategies in Thai classrooms has been conducted, particularly at high-school level. Therefore, it is beneficial to investigate the effects of metacognitive strategy instruction on Thai students in a high-school classroom.

The reciprocal teaching method is one of the effective approaches that teach learners to become responsible for their reading and employ metacognitive reading strategies over cognitive reading strategies (Cohen. 1998). Palincsar and Brown initiated it in the early 1980s in English classrooms of native speakers. Since then, it has gained more attention and has also been recognized as a valuable teaching method by many researchers, reading teachers, and educators because it is a form of

systematic training in strategies that help less efficient readers improve their reading

comprehension and become independent readers (Adunyarittigun & Grant. 2005;

Paris, Cross & Lipson. 1984; Duffy. 2002; Kelly, Moore & Tuck. 1994; Palincsar &

Brown. 1984; Soonthornmanee. 2002; and Speece & Hart. 1998).

Theoretically, reciprocal teaching is based on Vygotsky's Zone of Proximal

Development (1978) and the proleptic model of teaching (Wood, Bruner & Ross.

1976, as cited in Manning & Payne. 1996). According to Vygotsky's concept,

children can develop their learning to reach a level of actual development by

independently solving problems, and another level of potential development under

adult guidance or expert scaffolding and in collaboration with more capable peers. For

language teachers, it is then necessary to provide the learners the scaffolding or tools

that include effective intervention and language learning strategies, and then gradually

remove these as the learners use them on their own. The goal of reciprocal teaching is

to instruct students with specific strategies that they can apply to new texts. According

to Palincsar and Brown (1984), reciprocal teaching is an instructional approach that

can be best characterized by three main features: (a) the scaffolding and explicit

instruction which a teacher uses and which include guided practice and modeling of

comprehension-fostering strategies, (b) the four main reading strategies of predicting,

generating questions, clarifying, and summarizing, and (c) social interaction which

provides opportunities for learners to improve their cognitive, metacognitive and

affective strategies and offers them chances to share ideas, increase confidence, and

learn from their more capable friends. These three features help improve the students'

ability to resolve comprehension difficulties, reach a higher level of thinking, build

metacognition, and increase motivation. As a result, students create new knowledge from what they internalize and develop their reading potential. From these three features, students promote their metacognitive awareness: planning before they read, comprehension-monitoring or control of their own reading process while reading, and self-evaluation while reading and after reading, and if their self-evaluation points to any difficulties, effective readers fix those problems using the same process: planning, controlling, and evaluating.

In first language (L1) classrooms, research on reciprocal teaching and its effects on the reading abilities of different levels and groups of students has been extensively conducted: with primary and college students (Fillenworth. 1995; Palincsar & Brown, 1986; Palincsar & David, 1990), and with students with learning disabilities (Lederer, 2000). The results of these studies showed the positive effects of reciprocal teaching on the participants' reading comprehension abilities.

In Thailand, few studies have been conducted on reciprocal teaching. Adunyarittigun (2004), Ratanakul (1998), and Soonthornmanee (2002) studied the effects of reciprocal teaching on the reading comprehension of university students. The results showed that it had a positive effect on the participants' self-perception and reading performances. Konpan (2006) compared the effects of the reciprocal and communicative language teaching techniques on twelfth-grade students' reading comprehension. The results of this study revealed that the English reading comprehension of the reciprocal teaching group was significantly higher than that of the communicative language teaching group. The results of the studies on reciprocal teaching in Thailand have also showed that it has positive effects on students' reading comprehension.

As mentioned above, most studies on the reciprocal teaching approach have been conducted in L1 language classrooms. Though some studies have been carried in EFL universities or college classrooms in Thailand, few of them have been conducted on the effects of the reciprocal teaching approach on Thai EFL high-school learners (Soonthornmanee. 2002). Moreover, the reciprocal teaching approach showed positive results in L1 for all age groups and in EFL mostly in universities or college classrooms and might be applied effectively to Thai high-school classrooms. The researcher was interested in adapting Palincsar and Brown's reciprocal teaching approach to teach Thai high-school students to improve their reading proficiency by using metacognitive reading strategies.

1.2 Purposes of the Study

The main purpose of this experimental study is to investigate the Effects of Reciprocal Instruction on the English reading comprehension and reading strategies of students in Thai high-school classrooms. More specifically, it aimed to:

1.2.1 Investigate the effects of Reciprocal Instruction and Skill-Based Instruction on the English Reading Comprehension of Matthayomsuksa 6 students at Buengnakornprachasan School by comparing the pretest scores with the posttest scores.

1.2.2 Compare the Metacognitive Strategy use of the students before and after using Reciprocal Instruction.

1.2.3 Investigate the students' opinions toward Reciprocal Instruction English learning and satisfaction.

1.3 Research Questions

1.3.1 Will students who learn the English reading comprehension through reciprocal instruction and skill-based instruction have higher mean scores on post-test than that of pre-test mean scores?

1.3.2 Do students in the experimental group increase their use of metacognitive reading strategies after reciprocal instruction?

1.3.3 What is the level of students' satisfaction in learning reading ability toward Reciprocal Instruction?

1.4 Significance of the Study

This study is significant because of the following reasons.

1.4.1 It will reveal the effectiveness of reciprocal instruction.

1.4.2 The students will read effectively when they employ reciprocal method.

1.4.3 It may also provide educators with new tools and ideas to help improve the level of students reading ability and the motivation of the students.

1.4.4 In addition, reciprocal instruction proposes to support more effective reading and to facilitate students' independent reading through a refined control of their own reading process.

1.5 Scope and Limitation of the Study

Several limitations are noted in the current research as follows:

1.5 1 This study confined itself to investigating the Matthayomsuksa 6 students at Buengnakornprachasan School, in Surin Province, Thailand. In total, it counted 48 participants: 21 students forming the experimental group and 27 students

in the control group. At the time of the investigation, they were all students of the English Reading Course in the academic year 2013..

1.5.2 The reading materials were selected from five reading textbooks. Both groups of participants studied the same materials and the researcher herself instructed both groups. In order to control threats of internal validity, the researcher used the same reading materials, activities, length of time, environment in the classrooms, and midterm and final examinations

1.6 Definition of Key Terms

For the purpose of this study, the following terms are defined.

1.6.1 Reciprocal Instruction refers to the reading instruction originally developed by Palincsar and Brown (1984). It consists of four main strategies: predicting, questioning, clarifying, and summarizing. It occurs in the form of dialogues between teachers and students. At first, the students learn the four key strategies and practice them. Second, the teacher models the entire process step by step using structured dialogues. Third, the teacher gives the students a chance to get involved and coaches them on how to ask appropriate questions, write adequate summaries, and so on. Gradually, the teacher's role as a leader decreases. Finally, the students take on greater responsibility to carry out the whole process. In this study, reciprocal instruction is modeled on the same teaching procedures as the ones found in Palincsar and Brown, as mentioned above.

1.6.2 Skill-based Teaching refers to the reading instruction that focuses on reading comprehension skills, vocabulary skills, sentence structure, finding the main idea of a paragraph, finding the details and facts of a reading text, finding the

references, drawing inferences, and explaining the grammar and structure of a passage. Students use these reading skills while reading with the teacher's help (Soonthornmanee. 2002).

1.6.3 Reading Comprehension refers to the ability to understand the texts the students read and what the writers try to convey to them.

1.6.4 Reading Comprehension Strategies refers to the conscious and flexible plan that students apply and adapt to a text when they face problems while reading. (Allen. 2003).

1.6.5 Metacognitive Strategies refers to the set of reading tactics through which learners are capable of becoming aware of their mental process. It involves thinking about the mental operation used in the learning process, monitoring or controlling learning while it is taking place, solving problems, and evaluating learning after it has occurred. The metacognitive strategies the learners may use when they read include: planning the task and content sequence; focusing on key words, phrases, and ideas; asking questions to clarify meaning; deciding which strategy to use to solve the reading problems; checking whether the predictions/guesses are correct; and evaluating their own progress and whether the goal is met (Oxford. 1990).

1.6.6 Effectiveness Index refers to the students with lessons on the Reciprocal Instruction. Students have a much higher percentage. By measuring the O-NET 2008 (Ordinary National Education Test 2008) tests. The score was then tested before and after the experiment. Instead of dividing the index value in the formula, the effectiveness of lessons by way of the Good Man, Freight Fischer and Schneider's (Goodman, Fretcher and Schneider. 1980) .

1.6.7 Pretest refers to a test taken for practice before the reciprocal instruction.

1.6.8 Posttest refers to a test given after a lesson or a period of instruction to determine what the students have learned.

1.6.9 Thai EFL High School Students refer to students from Reading English Course academic years 2013 who are studying in Matthayomsuksa 6 students at Buengnakornprachasan School, in Surin, Thailand.

1.6.10 Satisfaction refers to the score indicates the student has a good feel for the teaching of Reciprocal instruction was satisfactory, showing off a very high level, a high level, a medium, a low level, and a very low level.

1.6.11 Positive Effects refers to satisfied results of the instruction methods intervened in this study.

1.7 Summary of the Chapter

In conclusion, this chapter has presented the background of the research, research objectives and research questions. The current research is attempted to identify the scope and limitation of the study of learner's strategies for reading strategy instruction based on the reciprocal instruction approach assists Thai EFL high school students in understanding reading texts. This research also provides the definitions of key terms used to define the research variables and contributions of the research. In the next chapter, Chapter Two is presented the review of the related literature.

CHAPTER 2

LITERATURE REVIEW

This chapter aims to review the literature and research relevant to the study. It begins with the definitions of reading. Next, it also explains the metacognitive strategies and reading comprehension, reading as a cognitive process, importance of text structure, and learners' abilities. In addition, it explains theoretical rationale for using reciprocal instruction. After that, it explains the reciprocal instruction and skill based teaching. Lastly, the previous studies related reciprocal instructions are presented. The content of elements to the study will be presented under the following headings:

2.1 Reading

2.1.1 The Meaning of Reading

Researcher has various definitions of reading. According to (Anderson. 1991) "reading is a mental function through which the reader creates meaning from symbols, using the reader's background knowledge and reading materials." (Carrell et. al. 1995) defined reading as a "receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs". Further, (Kennedy. 2001) said "…through recognition of a visual form, the reader can associate the form with a sound or meaning acquired in the past, with use of past experience, interpret the meaning of the visual form." (Diane Henry Leipzig. 2001). "Reading is a multifaceted

process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print".

If a student can read out lead perfectly, but does not understand the words he is saying, then he is not benefiting from the reading. Students must connect meaning to the words. When reading, students use their background knowledge and reading strategies to understand the text (Wisa. 2001). While reading, readers use their past experiences, called background knowledge. In turn, from doing this and from the text they read, they construct new experiences and acquire new knowledge. Readers have different schema and ways to apply their experiences to what they read, and these differences in experiences make some readers comprehend a text quicker and better than others.

The text itself is another factor in the reading process. There are various types of texts, and each one has a different style of writing, organization, pattern, syntax and grammar, vocabulary, cohesion, and purpose. It is the readers' responsibility to know the differences between different texts in order to understand what the writer tries to convey to them. The text and the reader are two factors that are essential to the reading process. The reader reads the text to comprehend it. Therefore, the interaction between the text and the reader is, by itself, another vital factor in this process.

Different readers may get different meanings from the same text. These differences are due to the differences in the readers' background knowledge, reading ability, aptitude, personal interest, classroom environment, and so on.

In conclusion, reading is an act or activity that uses background knowledge to interpret what is read. The main purpose of reading in a classroom is to comprehend

the content. Students learn to read by studying its vocabulary, grammar, and sentence structure.

2.1.2 Reading as a Cognitive Process

Reading is a complex process of many dimensions (Irvin. 1988). Obvious various variables such as student proficiency, age, motivation, instructional setting all impact the degree of success of reading instruction (Grabe. 2004). Many researchers have been conducted over the years, which have reaped conclusive evidence that, contrary to traditional beliefs, reading is an active process (Carrell. 1981). In the past, reading was thought to be a passive process which involved mere decoding of words.

Most of the early information processing models of reading followed the "bottom up" approach. Carrell et al. (1990) points out that early work in second language reading assumed a passive, bottom-up view of second language reading. Second language reading was viewed primarily as a decoding process using letter and word recognition to build meaning. Bottom-up theory argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates.

The problem is also highlighted by Irvin (1998) who claims that past educators viewed the act of reading as a simple task of decoding words. Hence, they placed emphasis on sounding words and recognizing words by 'sight' and in isolation. However, research in the fields of psychology, linguistics and education has led to a new conceptualization of the reading and learning process which recognizes reading as a complex and active process (Irvin. 1998).

Now, many recognize reading as a process which involves active interaction between the reader and the text. The "bottom up" model was challenged by the emphasis of top-down control of reading. According to Carrell et al. (1990), the psycholinguistic model of reading began to have an impact on the views of ESL reading and since late 1970s; a top-down approach to second language reading was introduced. Top-down theory argues that readers bring a great deal of knowledge, expectations, assumptions and questions to the text and given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations (Goodman. 1967).

The top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical) they already possess, then check back when new or unexpected information appears. In the top-down view of second language reading, not only is the reader an active participant in the reading process, making predictions and processing information, everything in the readers' prior knowledge or background knowledge play a potential role in the process.

Hence, reading is a mental making process which involves meaning making through the interaction between the reader and the text within a specific context. The idea of prior knowledge and what the readers bring to the text is delineated by Heilmann et al. (1998). According to them, the greater understanding of the reading process is the result of researches conducted in the field of cognitive psychology which introduced two theoretical models – the schema theory and the interactive theory. The schema theory stresses the integration of new knowledge with a network of prior knowledge. The schemata are ideas contained within the file folders. Hence, as the readers engage themselves in reading; their schemata will be activated to

interact with the new information. Schemata consist of all the information and experiences that the reader has stored in memory. Researchers have identified several specific schemata. Content schema provides readers with a foundation, a basis for comparison (Aebersold & Field. 1997). Readers of a text about a festival can compare it both to specific festivals they have attended and also to the general pattern of festivals in their culture.

The Interactive Theory as described by Heilman et al (1998) stresses the fact that reading is an active process. In order to comprehend a text, students interact with various factors related to them, the text being read and the context in which the reading occur. The interactive school of theorists argues that both top down and bottom-up processes are occurring, either alternately or at the same time.

These theorists describe a process that moves both bottom-up and top-down, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use and culturally shaped beliefs about the reading (Aebersold & Field. 1997).

Teaching reading comprehension does not just involve vocabulary teaching and that the focus should not be on the text. On the contrary, the focus should be on the students and building upon their existing knowledge to scaffold the learning process. Bruner uses the term "scaffolding" to describe the tutorial assistance provided by the adult who knows how to control those elements that are beyond the child's capabilities (Applebee & Langer. 1983). Learners are given as much help as necessary and the assistance given is gradually reduced until the learners are ready to work on their own without the 'scaffolds'. As will be shown later, RT, the focus of this study, incorporates the element of scaffolding in its activities.

The teacher's task, in attempting to develop the reading comprehension of students, is to push the learners one step beyond where they are now. The idea of making learners work one step or level beyond their current level of competence is compatible with Krashen's Input Hypothesis (Krashen. 1982). According to the hypothesis, if the input contains forms and structures just beyond the learner's current level of competence in the language (what Krashen calls 'i+1') then both comprehension and acquisition will occur (Krashen. 1982). Krashen asserted that comprehensible input and a low affective filter are the essential ingredients in language acquisition. The reciprocal teaching model incorporates the concepts of comprehensible input and a low affective filter by engaging learners in a social dialogue with the teacher and peers.

The distinguishing aspect of reciprocal teaching is the emphasis it places on explicit, scaffolded interaction with experts (Lysynchuk et. al. 1990). Scaffolding is focused on enabling students to develop and move to the next step level; never doing for them anything they are capable of doing for themselves with a little support (Nuttal. 1996). Scaffolding provides temporary supports before learners are ready to do unassisted. If reciprocal teaching helps to provide comprehensible input within a low affective filter learning environment, which according to Krashen, will facilitate language development, it therefore follows that the approach could contribute to the growth of general language proficiency in addition to reading comprehension. Such a possibility is worth investigating, as was done in this study.

2.2 Metacognitive Strategies and Reading Comprehension

Reading comprehension is a constructive process by which readers use both cognitive and metacognitive strategies to build their understanding of a text (Dole et al. 1991). Cognitive strategies directly involve the target language and include different methods such as summarizing and deductive reasoning, predicting, using organization, taking notes on the main points, using prior knowledge, and guessing meaning from the context (Oxford. 1990). Metacognitive strategies are actions that allow readers to control their own reading; in other words, they are strategies based on "thinking about thinking." That is, the readers know when and how to use these strategies and adapt them to suit their reading purposes. Metacognitive strategies consist of planning, evaluating, and regulating one's own skills These include such skills as determining the reading task, evaluating the predictions, focusing on important information, relating important information, ignoring unimportant new words, checking the effectiveness of guessing meaning, re-reading relevant information when failure in understanding, and checking the effectiveness of achieving the whole reading task (Oxford. 1990).

Many researchers on reading strategy instruction (Duffy. 2002; Palincsar &Brown. 1980; Salataci & Akyel. 2002) confirm that metacognitive strategy training improves students' reading comprehension. It gives students a chance to plan before reading, control their reading process, organize their own rules, and evaluate themselves. Metacognitive strategy training shapes the students to become independent readers which is the goal of reading. Therefore, in the reading

classrooms, students should be trained to use metacognitive strategies to help them comprehend texts.

Allen (2003), Cotterall (1990), and Palincsar and Brown (1984) suggest that the reciprocal teaching approach is one of the reading instruction methods which covers both cognitive and metacognitive strategies and helps students improve their reading comprehension and thus become independent readers. In this approach, the teachers guide their students towards the right strategies to be used and instruct when and how to use them. Following this, the students will construct their own knowledge and make their own rules while reading texts. In the end, they will be able to apply these strategies and, from their application within cooperative groups, to perform reading tasks without any help from others.

2.2.1 Metacognition and its Components

Before discussing metacognition, it is necessary to understand the cognitive and affective states of which it is composed. The cognitive states involve knowledge of the world, one's own knowledge and capabilities, and knowledge of strategies. The affective states are knowledge of emotions, motivations, and attitudes. This being said, metacognition is explained as the higher level of mental process that learners learn and which they use to control their thoughts or knowledge. It consists of metacognitive knowledge and metacognitive experience (Flavell. 1987). Metacognitive knowledge relates to an awareness of one's knowing about cognitive states and affective states, and one's control of this knowledge to reach a goal. This metacognitive knowledge is declarative, procedural, and conditional (Brown. 1980).

Declarative knowledge involves knowledge of what one knows about cognitive stages and activities and affective states (Brown. 1980; Flavell. 1987); procedural knowledge refers to the way these cognitive states and activities and affective states are used; and conditional knowledge refers to the reason and the appropriate time to apply this knowledge and evaluate the effectiveness of the application of these kinds of knowledge. For their part, metacognitive experiences involve the awareness of one's own cognitive and affective processes (Flavell. 1979). These experiences can change learners' thought processes; they can integrate and justify their current experience with the new metacognitive knowledge experience (Hacker. 1998).

In conclusion, metacognition includes two components, knowledge and experiences. Metacognitive knowledge is declarative (what one knows about one's cognitive states and activities and one's affective states), procedural (how to apply those types of knowledge), and conditional (when and why to apply those types of knowledge). Metacognitive experiences refer to the way one controls and regulates this kind of knowledge through planning, monitoring, problem solving, and evaluating. Knowledge and experiences that are repeatedly used and proven effective will be stored and used in the future, whereas ineffective knowledge and experiences will be rejected.

2.2.2 Role of Metacognition in Reading

Metacognition is thinking applied to one's own thinking. It appears to be the key for thoughtful and active reading and plays an important role in reading comprehension. Duffy (2002) states that metacognition is a core strategic behavior

and leads to control over one's own reading. Not only do successful readers know the reading strategies, but they monitor and control their use. That is, they know what strategies to use, when, and why to apply them, and they adapt them to fit their purpose. Metacognitive readers plan, monitor, evaluate, and regulate their own skills (Block. 1992; Salataci & Akyel. 2002). There are three foundational parts to metacognition: developing a plan, monitoring and controlling the plan, and evaluating the plan (Cohen. 1998; Pressley, 2002). Additionally, through these three fundamental parts, readers have a chance to solve the reading problems they face. They use their background knowledge and interact with the text in order to solve problems and learn new experiences.

Effective readers develop a plan before actually reading a text. They organize what they have to do in a pre-reading stage, a while-reading stage and a post-reading stage (Cohen.1998). In pre-reading, they develop a plan, organizing all the steps of their reading task (Billingsley & Wildman. 1988; Cohen. 1998). While they are reading, they control those steps. Moreover, they perform a conscious reading of the texts to increase their awareness of the problems they face and of what they need to do to solve them, such as choosing the right reading strategies and when and how to use them. Finally, they evaluate the effectiveness of their planning, checking, for example, whether the reading strategies they chose solved the problems or whether they need other strategies to resolve any misunderstanding (Cohen. 1998).

Metacognition relates to the ability to apply reading strategies to solve problems when readers face difficulties in reading texts. Metacognition leads readers into thinking about their learning process, supports them in their development of a

plan of action, helps them monitor their own learning in order to construct their own knowledge, and teaches them how to evaluate their own learning process (Borokowski et al. 1990; O'Malley &Chamot. 1990). Metacognition facilitates the readers' improvement of their reading ability and helps them to reach the ultimate goal which is to become independent readers (Danuwong. 2006).

The next section will focus on the reading instruction approach called reciprocal teaching, consisting of multiple metacognitive reading strategies, which promotes metacognition and which shows positive results in improving the English reading comprehension of native speakers of English.

2.3 Factors Affecting Reading

2.3.1 Importance of Text Structure

The text itself is another factor in the reading process. There are various types of texts, and each one has a different style of writing, organization, pattern, syntax and grammar, vocabulary, cohesion, and purpose. It is the readers' responsibility to know the differences between different texts in order to understand what the writer tries to convey to them.

The text and the reader are two factors that are essential to the reading process. The reader reads the text to comprehend it. Therefore, the interaction between the text and the reader is, by itself, another vital factor in this process. Different readers may get different meanings from the same text. These differences are due to the differences in the readers' background knowledge, reading ability, aptitude, personal interest, classroom environment, and so on.

In conclusion, it could be said that ESL/EFL reading is an interactive process that involves constructing the meaning of a text. Readers interact with a text to derive the meaning from it, relying on different reading models. Therefore, knowing these models will help understand how readers work out the meaning from a text.

2.3.2 Learners' Abilities

According to research findings, good readers and poor readers use different skills in reading comprehension. Good readers, also called skillful readers, possess more superior skills than poor readers. Good readers are identified with abilities such as being able to adjust their reading strategies both to the kind of text and to the kind of information that they hope to get (Oakhill & Garhan. 1988). They can correct meanings of words in a given context, form rapid and accurate decoding, and make many interpretations as they read (Pressley. 1998). They are also described to be automatic in word recognition (Carroll. 1994), efficiently and effectively, and are able to control and be flexible in the reading comprehension process (Carrell et al. 1998). For reading speed and coverage, they can read 1000 or more words per minute for covering 80% of the content (Buzan. 1971).

Poor readers are described to have bad reading habits such as concentrating too much on a morass of details, instead of getting the main idea (Chernow. 1997), sub vocalization, and word-for-word reading (Stine. 1997). And according to Buzan (1971), poor readers can only read 10 to 100 words per minute, which is about 1% to 10% of a good reader, and they can only cover 30% to 50% of the content of a text. Therefore, good readers are readers who can use reading strategies well and at the same time be able to comprehend fully and accurately. And reading instruction,

including Reciprocal Teaching, is heading in the direction of teaching students to develop good reading skills to become independent readers.

2.4 Theoretical Rationale for Using Reciprocal Teaching

2.4.1 The Zone of Proximal Development

The definition of zone of proximal development as defined by Vygotsky (1978) states it is, "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers." As understood by him, a child usually follows or imitates an adult's example for acting and reacting, and gradually develops the ability to perform tasks without any assistance. Hence, zone of proximal development is the difference between what a child can do with help and can't do without assistance or guidance. Originally developed by social cognitive theorist and psychologist Lev Vygotsky, the concept of the zone of proximal development opposes the use of standardized tests as a means to measure student intelligence. Vygotsky suggested that instead of assessing what a student knows to determine intelligence, it is more helpful to compare their ability to independently solve problems with their ability to solve problems with the assistance of someone who has mastered the concepts being learned. Vygotsky began this research because he wanted to understand how children's functions (like attention, memory, and perception) develop and are individual to the learner. Vygotsky contended that children "develop deliberate control over everyday concepts through contact with scientific concepts." Within the Vygotskian concept of zone of proximal development, social interaction is the basis for cognitive growth. Accordingly, the

communication that transpires in a social setting with more knowledgeable or proficient people (parents, teachers, peers, others) assists children in building an understanding of the concept. American psychologist Jerome Bruner (1982) describes the zone of proximal development as "the child's ability to recognize the value of hinges and props even before he is conscious of their full significance."

2.4.2 Zone of Proximal Development in the Classroom

In a classroom setting, the teacher is responsible for structuring interactions and developing instruction in small steps based on tasks the learner is already capable of performing independently — an instructional strategy known as scaffolding. The instructor is also charged with providing support until the learner can move through all tasks independently.

In order for teachers to guide learners through the tasks associated with learning a concept, they must "understand how cognitive tasks fit into the child's cultural activities." These tasks are called "scaffolds," which are tasks or levels on which the teacher builds to develop learners' zones of proximal development. According to John Zeuli, "Instruction should emphasize connections to what the learner already knows in other familiar, everyday contexts." Vygotsky (1962) suggests that these connections do not have to take place immediately, but that "in the course of further schoolwork and reading," learners can make the association between concepts and experience. Vygotsky describes the teacher's role as assisting students in the recognition of decontextualized, systematic concepts. Vygotsky contends, "Instruction cannot be identified as development, but properly organized instruction will result in the child's intellectual development, will bring into being an entire series of such developmental processes, which were not at all possible without instruction."

Accordingly, the teaching methodology that aligns with the zone of proximal development "integrates several approaches to form a comprehensive agenda for research of the genesis, development, function, and structure of the human psyche."

Within the classroom, the person who is more knowledgeable is not always the teacher; students can also be placed in collaborative groups with others who have demonstrated mastery of tasks and concepts.

2.4.3 Locating the Zone of Proximal Development

Teachers, parents, and mentors attuned to a learner can recognize where he or she is within the zone of proximal development by asking questions and recognizing the learner's individual learning style. Thus, the zone of proximal development enables educators and parents to define the learner's immediate needs and the shifting developmental status, which allows for what has already been achieved developmentally, and for what the learner will be able to master in the future. Next, the review about scaffolding.

2.4.4 Scaffolding

The concept of scaffolding is grounded in Vygotsky's social constructivist learning. According to Vygotsky (1978), every mental function in a child's development first appears in collaboration with an adult or expert. Scaffolding is an instructional technique, associated with the zone of proximal development, in which a teacher provides individualized support by incrementally improving a learner's ability to build on prior knowledge. Scaffolding can be used in a variety of content areas and across age and grade levels. When using scaffolding as an instructional technique, the teacher provides tasks that enable the learner to build on prior knowledge and internalize new concepts.

According to Greenfield (1984), scaffolding teaching is adapted to the learners' current learning state; when the learners' skills are developed, the teacher's scaffolding is decreased, and if the text is difficult, greater assistance and feedback are given to the students in order to shape their understanding. However, the teacher acts as a facilitator after the students do not need much help. Scaffolding is eventually internalized and thus promotes the independent performance of reading skills. In order to provide young learners with an understanding of how to link old information or familiar situations with new knowledge, the instructor must guide learners through verbal and nonverbal communication and model behaviors.

Research on the practice of using scaffolding in early childhood development shows that parents and teachers can facilitate this advancement through the zone of proximal development by providing activities and tasks that: motivate or enlist the child's interest related to the task, simplify the task to make it more manageable and achievable for a child, provide some direction in order to help the child focus on achieving the goal, clearly indicate differences between the child's work and the standard or desired solution, reduce frustration and risk, model and clearly define the expectations of the activity to be performed.

In the educational setting, scaffolds may include models, cues, prompts, hints, partial solutions, think-aloud modeling, and direct instruction.

Clark & Graves (2005) suggests that there are eight characteristics of scaffolding instruction. In order to engage in scaffolding effectively, teachers:

1. Provide clear direction and reduce students' confusion. Prior to assigning instruction that involves scaffolding, a teacher must try to anticipate any problems that might arise and write step-by-step instructions for how learners must complete

tasks.

2. Clarify purpose. Scaffolding does not leave the learner wondering why they are engaging in activities. The teacher explains the purpose of the lesson and why this is important. This type of guided instruction allows learners to understand how they are building on prior knowledge.

3. Keep students on task. Students are aware of the direction in which the lesson is heading, and they can make choices about how to proceed with the learning process.

4. Offer assessment to clarify expectations. Teachers who create scaffolded lessons set forth clear expectations from the beginning of the activity using exemplars, rubrics.

5. Point students to worthy sources. Teachers supply resources for research and learning to decrease confusion, frustration, and wasted time.

6. Reduce uncertainty, surprise, and disappointment. A well-prepared activity or lesson is tested or evaluated completely before implementation to reduce problems and maximize learning potential.

7. Deliver efficiency. Little time is wasted in the scaffolded lesson, and all learning goals are achieved efficiently.

8. Create momentum. The goal of scaffolding is to inspire learners to want to learn more and increase their knowledge and understanding.

Malock (2002) suggests that there are eight guidelines that teachers most commonly follow when developing scaffold lessons. According to research in the area of scaffolding, teachers often:

1. Focus on curriculum goals to develop appropriate tasks.

2. Define a shared goal for all students to achieve through engagement in specific tasks.

3. Identify individual student needs and monitor growth based on those abilities.

4. Provide instruction that is modified or adapted to each student's ability.

5. Encourage students to remain focused throughout the tasks and activities.

6. Provide clear feedback in order for students to monitor their own progress.

7. Create an environment where students feel safe taking risks.

8. Promote responsibility for independent learning.

This type of instruction has been praised for its ability to engage most learners because they are constantly building on prior knowledge and forming associations between new information and concepts. Additionally, scaffolding presents opportunities for students to be successful before moving into unfamiliar territory. This type of instruction minimizes failure, which decreases frustration, especially for students with special learning needs.

Although scaffolding can be modified to meet the learning needs of all students, this is also disadvantageous because this technique, when used correctly, is incredibly time-consuming for teachers. Scaffolding also necessitates that the teacher give up some control in the classroom in order for learners to move at their own pace. Teachers who engage in scaffolding as a teaching strategy must be well-trained in order to create effective activities and tasks for all students.

2.4.5 Cooperative Learning

Cooperative learning is one strategy for group instruction which is under the learner-centered approach. Many educators give the definitions of cooperative learning:

> "Cooperative learning is an instructional program in which students work in small groups to help one another master academic content." (Slavin. 1995)

> "Cooperative learning involves students working together in pairs or groups, and they share information .They are a team whose players must work together in order to achieve goals successfully." (Brown. 1994)

In addition, Kessler (1992) proposes the definition of cooperative learning particularly in language learning context:

> "Cooperative learning is a within-class grouping of students usually of differing levels of second language proficiency, who learn to work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience."

According to Johnson (2005), cooperation was not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It was not having students sit side by side at the same table to talk with each other as they do their individual assignments as well. It was not having students do a task individually with instructions that the ones who finish first are to help the slower students. On the contrary, cooperative learning was teaching strategy in which small teams, each with students of different levels of ability; use a variety of learning activities to improve their understanding of a subject. Each member of a team was responsible not only for learning what was taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

2.5 The Reciprocal Teaching

2.5.1 What is Reciprocal Instruction?

Since the mid 1980's Reciprocal Teaching has received much attention as a reading program that promotes reading comprehension (Marks et al. 1993). Palincsar and Brown, the creators of reciprocal teaching described reciprocal teaching's instructional approach as problem solving activities that aim to promote thinking while reading, resulting in better comprehension of the reading (Alfassi. 1998). The delivery of the instruction can take a variety of approaches but usually incorporates scaffolding, small groups and the teaching of four reading strategies: generating questions, summarizing, clarification and prediction. Reciprocal teaching is an instructional model which attempts to facilitate interactive learning as a context for instruction. It has been found that Reciprocal Teaching strategy has shown particular success in helping students who struggle with reading to improve their reading comprehension. Low proficiency English language learners practice and learn to use reading strategies proposed by reciprocal teaching. Effective readers use these strategies in their reading. Apart from the work done by Palincsar and Brown, there is a need to mention other studies that have used reciprocal teaching effectively.

With reciprocal teaching, Palincsar and Brown (1984) developed an effective method to help students improve their comprehension and their ability to monitor their own comprehension. RT has been shown to be successful not only in the original studies by Palincsar and Brown, but in subsequent studies where researchers have employed the techniques developed by the authors. In the late 1970's researchers began to teach students specific reading comprehension strategies such as summarizing and question generating (Rosenshine & Meister. 1994). Until that time,

students were rarely taught cognitive strategies that could help them understand a reading passage. During this period a great deal of instructional time was spent asking students questions about what they read but little time was spent instructing students on reading strategies that would help them with answering the questions (Rosenshine & Meister, 1994). At the end of the decade, researchers began to investigate cognitive strategies that would assist students with understanding a reading passage. Reciprocal Teaching is one of the strategies that came out of that movement.

Rosenshine and Meister (1994) reviewed published articles and unpublished dissertations that analysed reciprocal teaching methods. They found 16 studies all of which used a quantitative methodology. Studies were ranked low, medium and high depending on the researchers' opinion of the quality of design and rigour of the study. The authors concluded that reciprocal teaching was an effective reading strategy to use regardless of grade level. These methods had resulted in significant reading comprehension improvement. The four strategies of reciprocal teaching are questioning, summarizing, clarifying and predicting.

Clarifying is an activity that is particularly important when working with students who have comprehension difficulty. When the students are asked to clarify, their attention is called to the fact there may be many reasons why the text is difficult to understand for example, new vocabulary. They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures by asking for help.

Questioning reinforces the learner one more step in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this

information in question form and self-test to ascertain that they can indeed answer their own question.

Summarizing provides the opportunity to identify and integrate the most important information the text. Text can be summarized across sentences, across paragraphs and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

Predicting is a cognitive strategy that involves the projection of future events based on logical evidence form a text. The goal of predicting in reciprocal teaching is to aid reading comprehension. There should not be any confusion about whether predicting should be about what would come next in future situations outside the parameters of the text, so it should be constrained to discussing what will occur next in the text.

As discussed above, reading is now seen as an interactive process. When students are asked in the RT approach to seek clarification, ask questions, summarize and make predictions, they are in fact being trained to actively engage in the reading process. Engaging in these four strategies encourages students to monitor their own comprehension. For example, if a student is unable to summarize the main point of a paragraph, it is likely that he or she did not comprehend the main point. Here, the strategy fosters comprehension because it signals to the student that he or she needs to reread to comprehend the main point, rather than continue reading without understanding (Seymour. 2003).

The reciprocal teaching model builds on these four strategies through a cooperative learning setting in which students and teachers work together to model and practise strategies used to gain a better understanding of a text. The students and the teacher play specific roles and swap these roles so that everyone remains engaged in the process. Active participation is necessary in reciprocal teaching to ensure the success of these four strategies. In order to learn a new strategy, the person must first practise in small groups to familiarise themselves with this strategy. The students will only participate at a level where he or she is capable of achieving. They may go slightly beyond which is still a comfortable challenge.

Krashen (1982) asserted that comprehensible input and a low affective filter are the essential ingredients in language acquisition and are essential for stimulating the Language Acquisition Device.

The reciprocal teaching model incorporates the concepts of comprehensible input and a low affective filter as discussed earlier by engaging learners in a social dialogue with the teacher and peers about the act of reading, the text being read and the strategies being employed. The Input Hypotheses states that for purposes of acquisition, language must contain vocabulary, meaning, pronunciation and structure already known to the student coupled with language that is new to the student. Krashen described this as i+ 1 ("i" is input or known language and + "1" is language to be acquired (Krashen. 1982). Language at a level just beyond the students' current understanding is the goal of L2 instruction.

The Affective Filter describes a student's state of receptivity to acquiring new language. If a student is relaxed and feels secure, the Affective filter will be low and learning will occur. If the student is anxious or on the defensive, learning will be less

likely to occur. Reciprocal teaching is one method of direct comprehension strategy instruction meant to lower the affective filter and to allow for the language input.

Much of the theoretical framework for Palincsar and Brown's work is compatible with Vygotsky's theory of the zone of proximal development. Vygotsky's zone of a child's proximal development helps to support the idea of reciprocal teaching whereby students are guided before being allowed to work on their own in using the various strategies (Daniels. 2001). A child learning how to summarize, for example, will not be able to formulate an expert summary, and thus will have to be scaffolded to higher levels of performance by the teacher (Seymour. 2003). The teacher's role is to constantly evaluate the child's developing skill and to teach the upper limit of the child's zone of proximal development. Vygotsky argues that higher level skills are the result of the child's learning of social/functional relationships.

2.5.2 The Four Main Strategies.

In this study, the participants used four main metacognitive reading strategies: predicting, questioning, clarifying, and summarizing to foster and monitor their reading comprehension.

2.5.2.1 Predicting

With predictions, reading comprehension improved when students were required to draw connections between their own background knowledge and new learning (Pearson & Fielding. 1991). Moreover using background knowledge determined the goal and hypothesis on a reading text. This increased motivation and interest which are vital elements for enhancing comprehension (Armbruster, Anderson & Ostertag. 1987). Predicting helps students activate their relevant background knowledge (Palincsar & Brown, 1984; Duffy. 2002). Moreover, when

students make predictions about a reading topic and use their prior knowledge, they are more likely to comprehend the text (Wiseman. 1992).

In the experimental group, the participants predicted what the content of the passage they were going to read was about. Predicting helps students activate their relevant background knowledge (Palincsar & Brown. 1984; Duffy. 2002). Moreover, when students make predictions about a reading topic and use their prior knowledge, they are more likely to comprehend the text (Wiseman. 1992).

In this study, in their reading, the participants first had a general look at a paragraph to see its overall content and to verify whether their predictions were correct. They planned what to do before reading. This motivated them to be more involved in their own reading. Moreover, they knew that predicting helped them improve their reading ability.

2.5.2.2 Questioning

Questioning helps readers find the questions they should ask themselves to get to the main point of a paragraph. This requires them to integrate control processes. The ability to generate appropriate questions can enhance reading comprehension, because it fosters active reading and promotes an ongoing processing of information. Creating questions helps readers in two ways: a) it helps them determine a purpose for reading and guides them towards identifying the most important information; b) it requires them to construct answers as they read (Andre and Anderson. 1979). Asking questions on the content of a paragraph is a means of enhancing reading comprehension. In other words, it helps readers to identify the key elements of a text.

In this study, the students in the reciprocal instruction group created and answered questions while reading. According to what has been said during the

interviews, the participants realized that "questioning helps me understand the content of the text." This is confirmed from the transcripts of the audio-taping in which it can be noticed that they asked more questions focusing on the main idea.

In conclusion, questioning is a metacognitive strategy that helped the participants in the experimental group to plan their reading. It also helped them to self-monitor their asking questions: if they were not able to give clear answers to clear questions, they reread the information and clarified their understanding. As a result, questioning involved them in more active comprehension.

2.5.2.3 Clarifying

Clarifying is a metacognitive strategy which critically evaluates a text by focusing on key terms and ideas (King & Johnson. 1999). When comprehension breaks down, readers may reread or move ahead in the text in order to find ways to clarify any ambiguous information. Clarifying requires the readers to identify the parts of a text that are clear. It also activates comprehension monitoring, which helps them eliminate reading obstacles by rereading, using context clues or word formation, consulting the teacher or peers, and using dictionaries. In the experimental group, the participants tried to clarify unknown words, reference terms, and some confusing sentences.

To sum up, the participants in the experimental group used clarifying when they faced problems with comprehension. They cleared up their understanding by asking questions to sort out ambiguities, by rereading, reading further, consulting dictionaries and friends, and asking the teacher for hints. Clarifying is one of the metacognitive strategies that helped these students to improve their reading comprehension.

2.5.2.4 Summarizing

Summarizing helps readers focus on important information. Readers instructed in summarization have greater recall of information. (Rinehart et al. 1986). This strategy fosters a metacognitive process wherein they are conscious of making meaning (Lysynchuck et al. 1990). Baker and Brown (1984) note that summarizing is a means of self-assessing understanding.

In this study, the students developed this skill. The first day of working in groups, most students' summaries were left incomplete and contained too many details. But later on, they better summarized the main ideas of all the paragraphs and connected them in their own words, and this they did concisely and for the whole passage. Moreover, they all agreed that summarizing helped them better understand a passage.

In conclusion, and as can be seen from above, the metacognitive strategies instructed through reciprocal instruction helped the participants in the experimental group improve their reading comprehension. These four key strategies increased the awareness of their own thinking and reading process. They knew what to do and how to do it before reading, while reading, and after reading. They planned, monitored, and self-evaluated all throughout the reading process. In other words, they set the purposes of reading and built hypotheses on what they were about to read. Then, while reading, they tested these hypotheses. They controlled their thinking process and awareness to comprehend a passage. They also tried to solve the problems they faced while reading. Finally, they evaluated their own comprehension. The participants in the experimental group successfully conducted these reading processes.

2.5.3 Social Interaction.

After the teacher modeled the four main strategies and the reading processes to complete the reading task, the students worked in groups of six. Each group included students of mixed abilities. Working in groups, the students learnt from the other members by sharing, discussing, and through peer tutoring. They regulated their own rules on the basis of what they had learnt from this social setting and internalized this knowledge. They engaged in a process of transformation through group discussion.

In brief, social interaction in reciprocal instruction starts from the teacher as an expert and is directed at the students. Then through the working groups, it transfers to student-to-student interaction. According to Soranastaporn and Ratanakul (2000), reading comprehension in a foreign language is enhanced through the collaborative nature of communication. Students assist each other according to their abilities. Working in groups, the less proficient students learn more, gain more experience, and increase their confidence. On the other hand, the proficient students gain more confidence and are eager to work on becoming good leaders and on guiding their group towards the goal of completing the reading task. In this social setting, teacher and peer support enhanced the actual ability of the participants in the reciprocal instruction groups and facilitated the development of their potential.

The results from this study show that both proficient and less proficient students in the experimental group gained from reciprocal instruction. Their posttest mean score are significantly higher than their pretest mean score, at 0.05 level. Moreover, the posttest mean score of the reciprocal teaching group is higher than the one of the control group, also at 0.05. The reason for this may come from the benefits

this group gained from the three features of reciprocal instruction –the four main strategies, scaffolding and explicit instruction, and social interaction

2.5.4 How is Reciprocal Instruction Taught?

Researchers have looked at problems with instruction that could lead to reading difficulties for some students. Durkin (1979) found that teachers spent very little time actually teaching students how to comprehend what they read. Pearson and Gallagher (1983) noted that teachers often re-tell what the reading passage is about because they know their students will not understand what they read.

Teachers are concerned about covering the content while meeting the needs of the diverse learners in their classrooms (Alfassi. 2000). Many teachers use the textbooks as their primary instructional guide. The curriculum is aligned with the textbooks and most of the information that students will learn outside of the classroom comes from reading their textbooks. The type of instruction is based on the assumption that students can read and understand the material that is presented in their textbooks (Bryant et. al. 1999). Therefore, many reading programs, especially those that use pre, during and post reading strategies are designed to increase effectiveness of the textbooks (O'Brien et. al. 1995).

Students need the skills and comprehend their textbooks and other types of expository material. As students move into middle school, instruction shifts from an emphasis on learning early reading skills to using content area subject matter (Bryant, et. al. 1999). If students have left elementary school without reading to learn comprehension strategies, then they are at a major disadvantage in their secondary school classes. If the deficiencies in these reading skills are not addressed then the gap

widens between the poor readers and the good readers as they advance through school.

Reading programs are essential to help students obtain strategies for activating prior knowledge, learning metacognitive skills, and acquiring study strategies. Students lack prior knowledge and do not have good vocabulary skills, so it is essential that reading strategies should be adopted to assist poor readers. These programs are designed to assist students with monitoring their comprehension and to help them intentionally apply strategic actions that are under their control (Alfassi. 1998). Many students read or scan assigned readings without thinking about the ideas that are being presented by the author.

Research indicates that students can acquire reading strategies if teachers model the skills using guides, organizers and procedures (O'Brien et. al. 1995). Richard Sinatra, a proponent of using concept mapping for reading comprehension, states that students need to "read, hear or see the entire topic presentation before engaging in the mapping process" (Sinatra. 2000). Katim and Harmon, using a graphic organiser combined with questioning strategies, found that students had made academically significant gains in comprehending social studies reading passages (Katim & Harmon. 2000). The use of graphic organizers helped students at all levels with reading comprehension. Graphic organizers require students to reflect, review and reorganize what they read into another form. These skills help students see the interrelationships of ideas that leads to better organization and retention of expository reading material (Bryant et. al. 1999).

Teaching students to formulate questions about the reading material aids readers in developing skills. Freshman from an urban school combined strategic

questioning and main idea identification techniques to improve their reading comprehension (Spiak. 1999). In this study, students were asked to develop questions using reciprocal teaching strategies as well as identifying the main idea of the reading. The study found that students who wrote their responses scored better than non-writers. Self-questioning activities help the students to reflect on and monitor their understanding as they read the text (Bryant et al. 1999). This practice is effective because it helps students establish reasonable and focused purposes for their reading (Vacca & Vacca. 1986)

The activities that readers do before, during and after reading are quite varied and some examples may help. Before reading, good readers set a purpose for their reading. They skim the text and activate their prior knowledge related to the topic they will read about. During reading, these readers repeat or restate important points, take notes, make predictions about what may be coming next or paraphrase what they have read. After reading, good readers will reread, reflect, question themselves or summarize what they have read. Many of the comprehension processes used by good readers like predicting, self-questioning, clarifying and summarizing are being taught to students through the process of reciprocal instruction.

In the 1960s, Robinson (1961) developed SQ3R – Survey, Question, Read, Review, Recite. Students were asked to break down the reading process and interact with the text as he or she read. This was a strategy widely practised at that time. Throughout the 1980s, researchers expanded on cognitive strategies instruction practices and showed positive results in student reading achievement.

Brown, Campione and Day (1981) examined how to improve the ability of teachers to help students 'learn how to learn'. Teaching students to be independent

learners was the main focus of 'learning how to learn'. There was a need for students to realize the importance to be a knowing participant in his or her strategy instruction. Reading achievement depends not only on cognitive abilities but also on the reader's motivation. Many students who seem unmotivated or who appear to be less able readers probably also do not possess the strategies to monitor their own learning so they need to be taught to learn how to learn.

The researchers will be decided to target their initial study on EFL students in Thai high-school who would be less likely to possess or to use the four strategies that make up reciprocal teaching. During the study, this last for 20 days, a small number of 12th grade students will be worked individually or in small groups with the researchers.

The teachers and students will be taken turns in the role of dialogue leader either in one settings or in small group. The teacher will be modeled this process for several sessions until students felt competent to take on the role of dialogue leader. The reciprocal teaching process worked as follows:

1. The teacher and students read the text.

2. The teacher and students ask a question about a section of the text read.

3. The teacher and students discuss and answer the questions as a group.

4. The teacher and students clarify misunderstandings that some group members may have about the text.

5. The teacher and students summarize what they have read.

6. The teacher and students predict what may be coming up in the text before moving on to the next text section.

Palincsar and Brown gathered data from daily reading comprehension assessments administered after the reciprocal teaching session, where students had to answer ten questions about a passage they read on their own after the reciprocal teaching session. Palincsar and Brown also relied on their notes on the discussions about the text for insights into the reciprocal teaching process.

The results, both in the initial study and in a follow up study using the reciprocal teaching model, showed a significantly higher levels of comprehension by the students involved as measured by the daily reading assessments. The students receiving training in the reciprocal teaching procedures improved from 15% correct answers before the training to over 80% correct answers after reciprocal teaching. The control groups in this study did not show similar improvement and only had scores near 50% correct answers. The authors also found that the students trained in reciprocal teaching scored higher on social studies and science measures within their social studies and science classes than did a control group of students who were not trained in reciprocal teaching. The improved comprehension existed not only for tasks immediately following the intervention, but was maintained for up to eight weeks after the study (Palincsar and Brown. 1984)

Further research on reciprocal teaching by Lysynchuk, Pressley and Vye (1990) as well as by Bruce and Chan (1991) showed the power of this method to help students monitor their comprehension. Lysynchuk, Pressley and Vye (1990) used reciprocal teaching with 36 fourth graders and 36 seventh graders who were recommended by their teachers as adequate decoders, but poor readers. Using reciprocal teaching with an intervention group and a control group, the authors attempted to measure the effectiveness of the intervention by comparing the

performance of the students in different groups on the standardized reading assessments before and after the intervention. They followed the protocol and process described by Palincsar and Brown in their initial studies except that the intervention only lasted thirteen days (Palincsar and Brown 's study had been for 20 days). The daily assessment required students to answer ten questions about a passage on half the days, while retelling the story as the assessment on the other half of the days.

Additionally, the students took pre and post intervention standardized comprehension measures. Lysynchuk, Pressley and Vye (1990) found that the reciprocal teaching students made improvement in their ability to answer questions on the daily comprehension assessments and their performance on the standardized reading assessment improved far more than the students in the control group. These results supported the findings of Palincsar and Brown and this study involved more students and students at different ages suggesting that reciprocal teaching could be used effectively at different ages and grade levels (Lysynchuk, Pressley and Vye 1990).

With reference to the literature review, much has been said about the problems faced by students in their reading tasks and the various strategies used to improve their reading comprehension. For the purpose of this study, the focus will be on one of these strategies, which is reciprocal teaching as it has shown great potential in helping students better understand what they have read.

2.6 Skill Based Teaching

For much of the past two decades; the proper method for teaching children to read and write was under the divergent influences of two powerful schools of thought, the phonics and the whole language approaches, embroiling educators in the so-called "reading wars." Determining the best means of teaching children to read is of particular concern in light of dismal national reading proficiency scores. In the 21st century, however, this debate has evolved. Instead of focusing on the "either/or" of the phonics versus whole-language approaches to reading instruction, the debate now centers on the essential components of a comprehensive reading program. Phonics, or skills-based instruction, is a bottom-up approach, which starts with the basic parts of words and moves towards reading as a whole. First, lessons begin with sounding out first letters followed by combinations of letters. Sight vocabulary, or easily recognizable words, is emphasized, and students are encouraged to hone their skills on short "basal" (or basic) reading passages and through numerous skills exercises, each with only one correct answer. Proponents of skills-based or phonics instruction maintain that children are better able to decode words on their own only after learning how to decode letters, sounds, and letter groupings (Arbruster, Lehr, and Osborn. 2001).

The meaning-based, or whole-language, approach is a top-down method that emphasizes reading comprehension, or deciphering meanings of words based on context. Supporters of whole-language instruction assert that children learn to read similar to the way they learn to speak and the whole-language approach complements this learning process. Just as their desire to communicate orally prompted them to master vocabulary and learn to piece whole sentences together, children will be so

motivated to learn to communicate in written form (Coles. 2000). The whole language

approach incorporates oral and silent reading, and reading authentic literature as

opposed to the basal readers used in most phonics programs. Today, the reading

debate no longer centers on which approach is better, but rather the proper mix of

each in a comprehensive reading program. Some feel that more emphasis should be

placed on the skills-based instruction within a reading curriculum, while others feel

that more emphasis should be placed on authentic reading tasks. The combination of

the two approaches, known as Balanced Literacy, has continued to evolve over the

last few years as new research has revealed the benefits of both phonics and authentic

reading (Pearson. 2004).

A Houston-based study concluded that at-risk students performed better when

explicit, systematic phonics instruction was taught first in their reading curriculum

(Foorman et al. 1998). Since the publication of that report, federal and state policies

have shifted to require that explicit skills instruction be a part of the reading

curriculum (Moustafa. 2001). In 1997 the National Reading Panel was convened by

the Director of the National Institute for Child Health and Human Development, at the

request of Congress. In 2000, the NRP released an extensive review of reading

research. Five of the six elements of reading instruction researched by the panel

yielded positive results in reading achievement. These elements included:

1. Phonics,

2. Phonemic awareness,

3. Fluency,

4. Vocabulary, and

5. Comprehension

The panel also emphasized the importance of high-quality teacher education and professional development.

Reading First is not without its critics, however. Some argue that the requirements force states to implement reading programs that are heavily weighted toward skills-based instruction, thus narrowing their choices to those commercial reading programs that emphasize skills-based instruction (Allington. 2002). Many of these programs have fulfilled the research requirement only through self-conducted studies, and many have not shown significant outside research to back their methods. (Manzo. 2004). The NRP report, on which the Reading First legislation is based, has also been criticized for ignoring research on other instructional methods and excluding qualitative studies from its research base (Pressley. 2001; Coles. 2003).

2.7 Previous Studies Related to Reciprocal Instruction

Jones (1987) explored the efficacy of the reciprocal teaching method in producing reading achievement gains in decoding and comprehending when it is used with third graders who vary in both comprehension and decoding ability. The study involved twenty third graders from a low SES, rural community. Each subject was randomly assigned to one of four treatment groups: (1) control, (2) decoding only, (3) comprehension only, and (4) decoding and comprehension. Each group received twenty minutes of intervention on Monday, Wednesday, and Friday of each week for a total of twenty interventions. The pre- and posttests consisted of equivalent passages selected from an informal reading inventory. An analysis of covariance procedure with pretest as covariate was used to address the questions under examination. Additional post hoc analyses were conducted by means of Scheffe. Data

analysis revealed a significant effect of reciprocal teaching in comprehension on decoding performance. There was no significant effect of reciprocal teaching in comprehension on comprehension. Also, no significant effects were found for reciprocal teaching in decoding on decoding.

Brown Walters (1989) investigated the effects of the reciprocal teaching of four comprehension-monitoring strategies--summarizing, questioning, clarifying, and predicting--on the reading comprehension ability of sixth-grade students. Treatment extended over a 21-day period. Subjects were 23 sixth-grade students whose comprehension scores were below the 50th percentile on the Stanford Achievement Test. The researcher pretested the students using Degrees of Reading Power (DRP) standardized reading test. Following pretesting, three baseline scores were determined. Descriptive statistics were reported in graphic display of means and percentages of correct responses to comprehension questions. In addition, these data were analyzed using a one-factor repeated measures Analysis of Variance for the overall test of significance for the ten-day repeated measures. Comparison of mean scores revealed that as intervention progressed, students exhibited appreciable increases in percentages of correct responses to comprehension questions, and both short- and long-term maintenance of these increases. The overall inferential test of significance for the baseline-maintenance total score difference was significant. Correlated Samples t-tests calculated on subscores for three question types indicated that mean differences for the three question types were significant, and that differences between DRP pretest and posttest means were also significant. Although there was a decline in follow-up DRP scores, there remained a marked positive difference between baseline performance and long-term probe.

Fischer (1989) determined if instructing and modeling reciprocal teaching comprehension monitoring strategy, using expository text, would have a significant effect on the reading comprehension achievement of third, fourth, and fifth grade Chapter 1 Reading students. The population of the study consisted of third, fourth, and fifth grade students enrolled in regular classrooms and in Chapter 1 Reading in two Midwestern school corporations. There were 266 students in the study. The experimental group received instruction and modeling in reciprocal teaching comprehension monitoring strategy by the Chapter 1 teachers. The control group did not receive instruction and modeling of the strategy. The Iowa Test of Basic Skills, Form G (Levels 9, 10, 11), was administered as the pretest and posttest. An analysis of covariance (ANCOVA) was used to evaluate differences between the experimental group and the control group which may have resulted from the treatment effect. The hypotheses tested the reading comprehension achievement gain, science achievement gain, and social science achievement gain. It was found that there were significant differences in third, fourth, and fifth grade students in science achievement gain when they had instruction and modeling of reciprocal teaching. It was found that there were significant differences in third grade students in reading comprehension achievement and social science achievement when they had instruction and modeling of reciprocal teaching. It was found that there were no significant differences in fourth and fifth grade students in reading comprehension achievement and social science achievement when they had instruction and modeling of reciprocal teaching.

Williamson (1989) examined the effect of reciprocal teaching of students' reading comprehension performance as compared to traditional basal reader instruction to determine if significant differences existed between the two types of reading comprehension instruction. Six teachers volunteered to participate in the study; three of them instructed the reciprocal teaching strategy, and the other three provided traditional basal reader comprehension instruction. A pretest was administered to subjects in all six classrooms involved to determine levels of reading comprehension ability prior to application of the treatment. Following treatment to the experimental group, an equivalent form posttest was given to all subjects to determine if significant differences occurred as a result of reciprocal teaching. A basal reader test was also administered to all subjects to see if treatment significantly affected scores of the experimental group. All six teachers were observed periodically during the study in order to check for adherence to guidelines. Quantitative analyses were conducted to determine if differences in instruction existed. These analyses consisted of an Analysis of Covariance and an Analysis of Variance. Results of these analyses produced no significant differences in the two instructional methods in basal reader instruction.

Karlonis (1994) investigated the effect of reciprocal teaching on the reading comprehension and reading attitude of heterogeneously grouped students. The subjects were 56 fifth-grade students who attended two elementary schools. There were 30 students in the experimental group and 26 students in the control group. This investigator taught reciprocal teaching to a class of 14 students, and another investigator taught reciprocal teaching to a class of 16 students during the one-hour reading period. The regular classroom teacher taught the control group the basal

lessons during the reading period. The students in both groups were divided into three types of readers; good comprehenders/good decoders (Good/Good), poor comprehenders/good decoders (Poor/Good), and poor comprehenders/poor decoders (Poor/Poor). Comprehension and decoding abilities were determined by pretest scores on the Gates-MacGinitie Reading Test and oral reading rates on a reading passage taken from the Classroom Reading Inventory. All students were administered the Gates-MacGinitie Reading Test and the Elementary Reading Attitude Survey (ERAS) as pretests. Results indicated that reciprocal teaching did not significantly affect students' comprehension as measured by the Gates but did significantly affect students' comprehension over time as measured by the investigator-developed tests. Reciprocal teaching also did not appear to significantly affect students' attitude toward recreational reading as measured by the ERAS. However, reciprocal teaching appeared to significantly affect students' attitude toward full scale and academic reading.

Hasan (1994) explored the effects of reciprocal teaching as an instructional intervention that attempts to improve reading performance and cognitive awareness about reading in an English as a Foreign Language (EFL) setting. The sample included seventy-five students enrolled in the University of Kuwait's English Program at the College of Education in the summer of 1992. One treatment group (N = 35) and one control group (N = 40) were established. Subjects used the reciprocal teaching of four cognitive strategies to make sense out of reading text. The Stanford Diagnostic Reading Test (SDRT) and the Index of Reading Awareness (IRA) were used pre and post-treatment to measure subjects' reading achievement and reading awareness. A two-way analysis of covariance revealed that treatment subjects scored higher than

control subjects on both outcome measures. Effect sizes were estimated to depict the magnitude of differences between the two groups. Results indicated that female students (N = 25) benefited more from treatment than their male classmates, especially pertaining to reading awareness.

Anderberg (1996) examined the effects of reciprocal teaching methods on reading comprehension scores with mainstream and LEP students. Two comparison groups of fourth-grade students were the subjects of the study. Students in eight classes received 16 sessions of reciprocal teaching or reading practice (control condition) delivered by their regular classroom teachers. A pre-test post-test control group design was used. An analysis of covariance (ANCOVA) was used to test the research hypotheses. Results from the ANCOVA showed no significant improvement in reading comprehension for either the control or the experiment group. Likewise the research yielded no evidence of a significant difference between bilingual and monolingual students in later reading comprehension. Nor was there evidence of a significant interaction between language proficiency and treatment. The results generally did not support the hypotheses and the theoretical framework of the study.

Hart (1996) investigated the effects of a specific reading comprehension technique, reciprocal teaching, on the reading comprehension of postsecondary students with reading difficulties as compared to postsecondary students with reading difficulties who received a cooperative group supplement. The value students placed on this instruction was examined through interviews. The sample consisted of 50 students enrolled in a local community college. They were required to enroll in a course aimed at helping them succeed in college. This study was conducted as part of this course over a 14 week period. Students in the experimental group received

instruction in reciprocal teaching, a reading comprehension strategy using summarizing, questioning, clarifying and predicting in a dialogic format within groups to improve text comprehension. Students in the comparison group were taught using a cooperative group supplement. Outcomes were measured using the reading comprehension subtest of the Nelson-Denny Reading Test, earned course points, proximal assessments, and the Learning and Study Strategies Inventory (LASSI). The experimental group performed significantly better than the comparison group on the reading comprehension subtest of the Nelson-Denny Reading Test and course points, but not the LASSI. Nonparametric analyses for the proximal assessments showed significant differences between groups favoring the experimental group at posttest, and significant within group differences from pre- to posttest for the experimental group. Exit interviews indicated that students in the experimental group felt that this instruction was a valuable tool in comprehending text. Students in the comparison group felt that group work was a helpful way to learn course material.

Naranunn (1996) examined reciprocal teaching involving summarization, questioning, clarification, and prediction to teaching ESL adult readers. Thirteen students enrolled in an intensive reading course at a western New York public university were taught using the reciprocal instruction (RT) approach. The skill-based group (ST), also composed of 13 students, was given a skill-oriented instruction (i.e., learning new vocabularies, grammar and structure). Findings included the following: (1) After the treatment, the RT group had greater gains than the ST group from the pretest to the posttest on both measures of reading comprehension; (2) The skilled readers performed better than the less-skilled readers on both standardized and essay question tests, regardless of the teaching method they received during the

intervention; (3) Every student viewed vocabulary as important for reading. However, the skilled readers were more concerned with the familiarity of the topic of the given passage while the less-skilled readers tended to be concerned with the difficulty of vocabulary; (4) All ESL adult students in the study appeared to be able to monitor their own comprehension. However, the skilled readers tended to use many more strategies to solve one problem than did the less-skilled readers who normally stuck to one strategy to solve one problem; (5) Finding the main idea was the most important matter for the RT group while vocabulary, grammar, and structure knowledge were important for the ST group; (6) The RT group reported using various kinds of reading strategies, mostly those taught during the treatment period. Similarly, the ST group reported the use of the strategies they were trained to use. However, the four strategies mainly used by the RT readers tended to be more effective than those used by the ST readers, as evident from the results of their reading comprehension tests.

Johnson and Catherine (1998) explored 59 students (3rd through 5th grade) for ten weeks. The students were assigned into three groups: a reciprocal teaching (RT) group, a visualizing /verbalizing (V/V) group, and an untreated control group. The RT group studied through reciprocal teaching and the four main strategies and the V/V group studied how to create images of texts while reading. The results showed that the students in the trained groups showed significantly better performance than the untreated control group. The RT group answered more text questions than the V/V group. It can also be noted that there was no significant difference between the V/V group and the RT group in reading strategies.

King and Parent (1999) investigated the four strategies of the reciprocal

teaching approach with 5th-grade teachers who conducted reciprocal teaching in an

L1 classroom. It was found that when the teacher consistently and clearly modeled all

four strategies, the students effectively monitored their reading comprehension and

gained deeper insight of the text at hand.

Hess (2004) attempted to investigate and describe the implementation and

evaluation of metacognitive reading comprehension strategies taught in the reading

wings program. Five teachers of 4th- and 5th-grade classrooms at an elementary

school in Northern California, and with limited experience in the program reading

wings were sampled from a literacy orientation survey (LOS) – a survey of their

beliefs and practices in their teaching of reading. Then they were interviewed

individually on reading instruction and practices. During their reading class, they

were observed instructing students in reading comprehension using two reading

strategies, clarification and summarization. The findings revealed that all five

teachers' teaching style, beliefs, and practices were improved. In addition, the

students were also observed using metacognitive reading strategies, particularly

clarification and summarization. The results showed that the students also improved

the quality of their discussion, used more questions at a higher critical level of

thinking, and achieved higher scores on the comprehension test.

Bruce and Robinson (2004) assessed the effectiveness of the metacognitive

and reciprocal teaching approach for improving word identification and reading

comprehension skills of upper primary readers experiencing difficulty in a regular

classroom situation. To improve word identification skills, the subjects in the main

training condition were given metacognitive training in the analysis and monitoring of

word identification strategies. Reciprocal teaching procedures, incorporating the

above word identification strategies, were used for comprehension training. The subjects were divided into three groups. The first group received a combined metacognitive word identification and reciprocal teaching program. The second group received traditional classroom word identification and comprehension activities. And the third group received reciprocal teaching of comprehension combined with traditional methods for identifying unfamiliar words. Measures on the improvement in word identification, metacognitive awareness of word identification strategies, and comprehension were applied during the study, which took place over an 8-month period in a school year. The results indicated that the combination of metacognitive word identification strategies and reciprocal teaching for comprehension was clearly more effective than traditional classroom word identification and comprehension activities or than reciprocal teaching for comprehension with traditional methods of word identification.

Diehl (2005) also studied the effect of reciprocal teaching on strategy acquisition of 4th-grade struggling readers who could adequately decode words but poorly comprehend a text. A pretest and a posttest were used to determine the effects of this instruction. Additionally, sessions were taped, transcribed, and analyzed in search of trends in the dialogues relative to strategy use. The results indicated that reciprocal teaching had positive effects on strategy acquisition of these readers and led them to improve their reading comprehension.

Todd and Tracey (2006) investigated how reciprocal teaching affected vocabulary acquisition and reading comprehension in four at-risk students in a 4th-grade inclusion classroom. A single subject research method was used. After determining a baseline, two interventions were applied during a six-week period: reciprocal teaching and guided reading. The key findings indicated that three of the four students increased both their vocabulary acquisition and reading comprehension skills. However, no differences were found when both interventions were used on one student. But all students gained benefits from reciprocal teaching.

2.7 Summary of the Chapter

This Chapter provides some background information for understanding this study. First, the researcher reviews the definitions of reading. Next, it also explains the reading as a cognitive process, importance of text structure, and learners' abilities. In addition, it explains theoretical rationale for using reciprocal instruction. After that, it explains the reciprocal instruction. Lastly, the previous studies related reciprocal instructions are presented. In the next chapter, the methodological approach and the instruments were discussed.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study is to find out whether the effects of Reciprocal Instruction on English reading comprehension of Thai EFL secondary school students. This chapter describes research design; the research samples, the research instruments, data collection, data analysis, and summary of the chapter were presented, respectively.

3.1 Population and Samples

3.1.1 The population of this study were 48 grade 12 students from 2 classes, who took fundamental English (E31102) course in the second semester of academic year 2013 at Buengnakornprachasan School, Kwaosinarin District, Surin Province.

3.1.2 The samples in this study were 48 grade 12 students who took fundamental English (E31102) course in the second semester in academic year 2013 at Buengnakornprachasan School, Kwaosinarin District, Surin Province. All of classes were the classes the researcher taught. The class Matthayomsuksa 6/1 were the experimental groups and class Matthayomsuksa 6/2 were the control groups. The participants in the experimental group were taught to read through the Reciprocal Instruction Model for Reading Comprehension, whereas the control group was instructed through skill-based teaching.

3.2 Research Tools and How to Makes the Tools Qualified

At the time of the study, the school counted 2 classes of Reading and Writing English Study (E31102). The students in these class one were received a pretest formed of the reading part of the O-NET 2008 and class two were purposively selected as the experimental and the control groups according to the similarity of their mean scores. Therefore, before receiving the instruction the English reading proficiency of the participants in both groups is similar. From these 2 classes, one was selected as an experimental group, and the another one as a control group. The experimental group consisted of 21 students and 27 students formed the control group; thus, 48 students participated in this study.

The students were informed that they were selected to participate in a research, and they agreed to do so. They also allowed the data and the scores from the reading test to be used anonymously. The participants in the experimental group were taught to read through the Reciprocal Teaching Model for Reading Comprehension, whereas the control group was instructed through skill-based teaching.

The experimental group was divided into sub-groups of 5 participants according to their final scores to the English Reading Course of the first semester of the academic year 2013. The students' scores on this course ranged from the highest to the lowest and the first 12 students were defined as proficient readers and the 13 to 30 students as the less proficient ones. So each sub-group consisted of 2 proficient readers and 3 less proficient readers.

In addition, all the participants in the experimental group were interviewed after completing the questionnaires. The data were obtained from the participants in the Reading Strategies Questionnaire were then triangulated with the data found in the

retrospective interviews. All the data obtained from the above-mentioned research instruments were analyzed both quantitatively and qualitatively in relation to the research questions.

3.3 Research Instruments

Generally, the research used in this study consisted of a mixed method approach that combined both the quantitative and qualitative data collection and analysis. The quantitative part of this experimental study were designed to examine the effects of teaching on the students' English reading comprehension, and the exploratory study were used to investigate the students' use of cognitive reading strategies in reading English texts.

The research instruments used to collect the data consisted of the Lesson Plans, Test, Reading Test, Reading Materials, and the Questionnaire. The research instruments employed in this study were described as follows:

3.3.1 Lesson Plan

The lesson plans for both the experimental and the control groups were created based on the objectives and goals of the course Reading and Writing English (E31102) at Buengnakornprachasan School. The instruction for both groups were divided in three stages: pre-reading, while-reading, and post-reading.

The teaching materials consisted of 14 lesson plans and 12 reading passages which were adapted to meet the purpose of the study. The reading materials were taken from the four following reading books sanctioned by the website: The Sparrows and What is a newspaper? (http://www.abcteach.com). In addition, the

researcher select12 passages from reading books for Thai high-school students based on the participants' level of English and interests, and from various fields. They consisted of ten passages for reading in the classroom and two passages for assignments. The researcher was constructed 14 lesson plans on reading.

1) Lesson plan 1: Orientation and do the pre-test

2) Lesson plan 2: A Surprise Job More

3) Lesson plan 3: Launch of a Lunch Club

4) Lesson plan 4: The Young's View of the Old

5) Lesson plan 5: No Food in the Flat

6) Lesson plan 6: Brainstorming Session

7) Lesson plan 7: New Competition

8) Lesson plan 8: How Can Animals Communicate?

9) Lesson plan 9: Celebrating Fifteen

10) Lesson plan 10: Frankenstein

11) Lesson plan 11: Earth a Living Planet

12) Lesson plan 12: The Sparrows

13) Lesson plan 13: What is a newspaper?

14) Lesson plan 14: Do the achievement test or post-test and answer the questionnaire.

The researcher finds out correlation between the topic and learning strands and indicators. The lesson plans were examined by advisors and 3 experts about key concepts, indicators, learning strands, activities, learning media, and learning assessment to give some comments about content validity quality. The researcher will be improved the lesson plans based on the advisors' suggestions. The

researcher will be instructed both the experimental and the control groups for two periods (100 minutes) per week, over a 14-week period, using ten reading passages for in class tasks and two reading assignments to be worked at home. In order to prevent any threats to the internal validity of the research, the researcher used the same reading materials, the same activities, the same length of teaching time, the same classroom environment, and the same examination. In spite of, the two groups will be instructed through different teaching techniques. But even so, the researcher made clear to both groups that the instructions used in this study were both efficient teaching techniques that had been designed to improve English reading.

The lesson plans were examined by advisors about key concepts, indicators, learning strands, activities, learning media, and learning assessment to give some comments about content validity quality. The researcher improved the lesson plans based on the advisors' suggestions. The experts were as follows:

1) Miss Sumitra Pankulbadee, the English lecturer at Buriram Rajabhat University.

2) Mr. Mok Sarom, the English lecturer at Buriram Rajabhat University.

3) Mrs. Katthalee Pringprao, the English lecturer at Kwaosinarinwittaya School, Surin Province.

The experimental groups were instructed through reciprocal teaching, whereas the control group was taught through skill-based teaching. In reading classes at Buengnakornprachasan School, the teachers generally use skill-based teaching. In this study, the researcher compared the effects of reciprocal teaching to those of skill-based teaching.

Skill-based Teaching for Reading Comprehension

The control group was instructed to read using the skill-based approach. There are three stages in skill-based teaching: the pre-reading stage, the while-reading stage, and the post-reading stage. In each of them, the participants practiced using the following skills useful in increasing their reading abilities: finding the topic, finding the main idea, finding and inferring details and facts, drawing inferences, explaining vocabulary, and explaining sentence structures and grammar points.

In the pre-reading stage, the teacher explained the background information related to the text. The unknown key words and a few grammar points and structures were explained and reviewed with the students. In the while-reading stage, the teacher told the students to read the text on their own. The readers were encouraged to find the main idea, to find and infer details and facts, and to draw inferences. If they met with difficulties, the teacher assisted them in comprehending the text by explaining the contentious points.

In the post-reading stage, the teacher asked the students to answer questions and guided the learners into the activities or exercises accompanying the materials. In conclusion, reciprocal teaching and skill-based teaching both have a reading process that includes the three steps of pre-, while-, and post-reading. In addition, in both reciprocal and skill-based teaching in this study, the students were asked to find the main idea and the important content of a passage, to clarify the difficult words, phrases, and references, and to complete the exercises after reading. However, the role of the teacher and the stages of reading in both groups were different.

In skill-based teaching, the teacher organized the whole reading class for the entire semester and acted as a lecturer. On the other hand, in reciprocal teaching, the teacher gave the students guided practice, direct modeling, and explicit instruction, and then transferred the leading role to the students, acting as a guide and assistant giving the students a chance to participate in the reading process. In the end, the students read a passage by themselves through the three steps of reading. The teacher acted as a facilitator giving the students feedback and helping them as required. The following Table 3.1 details the summary of the elements of the reciprocal teaching and of the skill based teaching.

Table 3.1

Summary of Elements of Reciprocal Instruction and Skill-based Teaching in this Study

Reciprocal Instruction	Skill-based Teaching
1. Goal Increase reading comprehension Increase metacognitive awareness	1. Goal Increase reading comprehension Increase reading skills
2. Text Expository	2. Text Expository
3. Time 14 weeks	3. Time 14 weeks
4. Instruction Stage 1 – Preparation Stage 2 – Modeling Stage 3 – Participation (pre-, while-, and post-reading) Stage 4 – Cooperation (pre-, while-, and post-reading)	4. Instruction

Table 3.1 (CONTINUED)

Reciprocal Instruction	Skill-based Teaching
4.1 Pre-reading A leader asks the group members to predict the text from the title, subtitles, and pictures.	**4.1 Pre-reading** The teacher explains the background information, key words, and grammar points of the text.
4.2 While-reading The leader then asks the group to read a paragraph, asks questions or encourages friends to ask questions on the content, to clarify the difficult words, references, and structures, to predict the next paragraph, and to check the accuracy of their predictions.	**4.2 While-reading** The students are encouraged to find the main idea; to find and infer details and facts; and to draw inferences on the text.
4.3 Post-reading The participants summarize the text and do the exercises in groups.	**4.3 Post-reading** The students do the activities or Exercises accompanying the text.
5. Teacher's role Guidance, assistance, and facilitation	**5. Teacher's role** Lecture

3.3.2 Reading Test

The reading sections of a test by the Ordinary National Education Test 2008 of 12-grade students at Buengnakornprachasan School were used to assess the subjects' reading ability. The test were administered as a pre-test and post-test.

The reading test consists of ten reading passages were selected from the Ordinary National Education Test 2008, each of which was 60 – 110 words long. There were 30 multiple-choice test items, each which five answer choices. The numbers of the test items in each passage were various. Some passages consist of 2-3 test items while others consist of 4. The period test were 50 minutes. Scores were obtained from the pre-test and the post-test were taken as the subjects' EFL reading ability. A pre-test were administered to all the subjects a week before the subjects

receive different reading treatment: The Reciprocal Instruction and skill based

teaching. The post-reading test will be administered again to both the experimental

group and the control group after 14 weeks of training. The reading test section of the

Ordinary National Education Test 2008 aimed to assess the reading comprehension of

high-school students.

3.3.3 Reading Materials

The reading materials were used through the training sessions consist of

14 reading lessons. The topics of the materials mainly focused from the reading text

book and other passage from the website. For example, A Surprise Job More, Launch

of a Lunch Club, The Young's View of the Old, No Food in the Flat, Brainstorming

Session, New Competition, How Can Animals Communicate?, Celebrating Fifteen,

Lesson plan 10: Frankenstein, Earth a Living Planet, The Sparrows and What is a

newspaper?.

The reading texts for both experimental group and control group were

the same reading materials but the differences were in the methods of instruction used

for both groups. Subjects in the experimental group were received only reading text

with the Reciprocal Instruction while the control group were received original

materials which consisted of reading text and its assignment such as giving the

meaning of the specified vocabulary, identifying main idea, and details of the text,

and making inferences.

3.3.4 Reading Strategies Questionnaire

The purposes of the Reading Strategies Questionnaire (RSQ) were to

investigate the metacognitive reading strategies the participants employed in reading.

The researcher developed and adapted the RSQ from Anderson's questionnaire (2003) and Phakiti's questionnaire (2003). Phakiti's original questionnaire consisted of 40 items and were used to investigate the reading strategies students used while taking exams. Anderson's original questionnaire, on the other hand, counted 15 items and was used to investigate students' cognitive and metacognitive reading strategies. The three main metacognitive reading processes of planning, monitoring, and evaluating, were the 20 strategies that students used in English reading texts, as presented below in Table 3.2. The questionnaire was also used to examine students' reading strategies in the three main stages of reading: pre-reading, while-reading and post-reading. To develop the RSQ, the researcher selected only the strategies that were related to the four main strategies of reciprocal teaching: predicting, clarifying, questioning, and summarizing. Therefore, the questionnaire was applicable to the present study which aimed to explore the use of the metacognitive reading strategies through reciprocal teaching.

The RSQ consisted of 20 items and were divided into three parts. The first part of the questionnaire intended to obtain information about the reading strategies the students used before reading texts; the second part aimed at eliciting the reading strategies they used in the while-reading stage; and the last part investigated the reading strategies they used in the post-reading stage.

This questionnaire used a five-point rating scale (1-5) built according to the frequency of use of the metacognitive reading strategies by the participants. It were administered to the experimental group before and after the implementation of reciprocal teaching (see appendix A). Following the three main metacognitive processes of planning, monitoring, and evaluating, the 20 reading strategies that the

students used can be organized into 10 metacognitive strategies in three processes of

metacognitive, as presented below:

Table 3.2

Description of the Metacognitive Strategies and Number of Related Items in the

Reading Strategies Questionnaire

Metacognitive Process	Metacognitive Reading Strategies	Description	Items
1) Planning	Prediction	Anticipate the information to prepare for and give direction to the task.	1, 2, 4
	Background Activation	Think about and use what is already known to help perform the task.	6,7
	Self-management	Arrange for conditions that help reading.	8
	Goal Setting	Develop personal objectives; identify the purpose of reading.	18,3
2) Monitoring	Note-taking	Write down important words and concepts.	15
	Inferring	Make guesses based on previous knowledge, using logic or contextual clues.	10
	Selective Attention	Choose to focus on specific aspects of situational details that will help with the reading task.	9, 11, 12, 17, 20

Table 3.2 (CONTINUED)

Metacognitive Process	Metacognitive Reading Strategies	Description	Items
3) Evaluating	Verifying Predictions	Confirm the predictions/guesses are corrects	5
Self-evaluation		Judge how well the materials were understood and evaluate the reading strategies used.	14, 19

(Adapted from Chamot, Robbins, El–Dinary, & Barnhard, 1999; Flavell, 1979; and Wenden, 1991).

This questionnaire was constructed based on the specific strategies of the reciprocal instruction approach. The research advisors and three experienced teachers in English reading examined it for any ambiguous wordings, the appropriateness of its content, and whether the content of each item were related to the purpose of the research. To establish its validity and reliability, the RSQ was piloted with 30 Matthayomsuksa 6 students at Buengnakornprachasan School who did not take part in this study.

3.4 Data Collection Procedures

Data was collected to find out 3 types of information: English reading ability, the effectiveness index, attitudes of the students who were trained with Reciprocal instruction. To answer these 3 research questions, the study were divided into 4 main stages: pre-treatment, treatment, post-treatment and delayed data collection about strategy retention. They were presented as follows:

1. Before the treatment period, the reading ability of the subject was assessed using the pre-reading test in order to equally divide the subjects into two groups: the experimental group and the control group. The pre-test were distributed to the subject on December of the second semester in 2013 academic year with a total of 50 minutes.

2. During the second semester in 2013 academic year, the researcher were instructed both the experimental and the control groups for two periods (100 minutes) per week, over a 14-week period, using ten reading passages for in class tasks and two reading assignments to be worked at home. Through the training periods, the researcher were used the same reading materials, the same activities, the same length of teaching time, the same classroom environment, and the same examination. In spite of, the two groups were instructed through different teaching techniques.

3. After the 14 session training, the reading ability of the subjects in both groups were assessed using the same test version as the pre-test. The assessment, the post-test, was conducted on February, 2014 with a total of 50 minutes. Also, the attitudes questionnaire was administered to the subject on the same day with a total of 30 minutes. Ten interview questions were asked to all participants in the experimental group. They were related to the four main reading strategies of reciprocal teaching the participants employed while completing the reading tasks, how they used each strategy, their opinion on each strategy, and their opinion on working in groups (see Appendix C)

3.5 Data Analyses

The data collected through the above instruments were analyzed both quantitatively and qualitatively. The data from the pretest and posttest were analyzed quantitatively, whereas the data from the questionnaire and the interviews were analyzed qualitatively. The quantitative and qualitative data were analyzed in the following ways:

3.5.1. To investigate whether the participants' reading comprehension improved after instruction through reciprocal teaching, the pretest and posttest mean scores of the students in the experimental group were compared to observe any significant difference using the dependent t-test from the statistical software SPSS for WINDOWS.

3.5.2 The posttest mean scores of the participants in the experimental group and the control group were calculated using the independent t-test to determine the presence of any significant difference.

3.5.3 The data obtained from the pre- and post-administration of the RSQ to the experimental group were analyzed by descriptive statistics using the software SPSS for WINDOWS to determine the mean scores and standard deviation (SD) for every metacognitive reading strategy employed by these participants before and after instruction through reciprocal teaching, in order to highlight any difference between the mean scores of the students' ratings from the pre- and post-administration of the RSQ. The findings were to demonstrate the difference between the reading strategies the experimental group employed prior to and after receiving instruction through reciprocal teaching. According to Oxford (1990), the scale value and its interpretation of the frequency of use for each reading strategy offer five levels: a) a very high level

is demonstrated by mean scores between 4.50 and 5.00, b) a high level is defined by mean scores ranging between 3.50 and 4.49, c) a medium level is obtained by mean score between 2.50 and 3.49, d) a low level is defined by mean scores between 1.50 and 2.49, and e) a very low level is characterized by mean scores between 1.00 and 1.49.

3.5.4 All the participants in the experimental group were interviewed on the four main reading strategies of reciprocal instruction they employed and their opinion on group work while completing the reading tasks. The participants' answers were transcribed and categorized in order to compare the differences of usage of the main reading strategies between the proficient and the less proficient students.

3.6 Summary of the Chapter

To sum up, this chapter has presented in detail the methods and instruments adopted in the research. They exercised caution and deliberation in the design of the present student. In the process, this research exercised care in dealing with threats to validity and reliability. In the next chapter, Chapter four, the researcher were turn to the most interesting and significant parts of this research, which are the major finding and results gained through the various instruments illustrated in this chapter.

CHAPTER 4

RESULTS

This study was conducted with the purpose of investigating the effects of reciprocal instruction on the English reading comprehension and reading strategies of students in Thai secondary school classrooms. It was conducted to answer the following research questions: 1) Will students who learn the English reading comprehension through reciprocal instruction and skill-based instruction have higher mean scores on post-test than that of pre-test mean scores?, 2) Do students in the experimental group increase their use of metacognitive reading strategies after reciprocal instruction?, 3) What is the level of students' satisfaction in learning reading ability toward Reciprocal Instruction?

The data serving as the basis for this study were of two kinds: quantitative and qualitative. The statistical data consisted of a) the pretest and posttest scores of the reading comprehension section of the Ordinary National Education Test 2008, and of b) a list of the metacognitive reading strategies the participants employed as collected from their answers to the Reading Strategies Questionnaire administered before and after instruction. Both the control and the experimental groups took a pretest before and a posttest after the instruction, but only the experimental group answered the Reading Strategies Questionnaire, also before and after the instruction.

Quantitative Results of the Study

The data from the pretest and posttest were analyzed to answer research questions 1 and 2. The findings were based on the mean scores of these tests for both the control and the experimental groups. The pretest and posttest mean scores and standard deviations of the participants in the reciprocal instruction group are shown in Table 4.1. Table 4.2 shows the mean scores in reading comprehension and the standard deviations of the proficient and less proficient students in the reciprocal instruction group. Table 4.3 details the posttest mean scores and standard deviations of the reciprocal and skill-based groups for reading comprehension. Table 4.4 shows the average profile of the sub-metacognitive reading strategies used by the Matthayomsuksa 6 students at Buengnakornprachasan School before and after reciprocal instruction.

4.1 Research Question One : Will students who learn the English reading comprehension through reciprocal instruction and skill-based instruction have higher mean scores on post-test than that of pre-test mean scores?

In order to find out which of the two groups, the one instructed through reciprocal teaching and the one instructed through skill-based teaching, showed greater gain in English reading ability, the posttest mean scores of both were compared using the independent t-test to determine the presence of a significant difference. The results are presented below.

Table 4.1

Reading Comprehension Mean Scores and Standard Deviations (S.D.)

of the Participants in the Reciprocal Instruction and Skill–based Teaching

Groups

Teaching Method	Pretest Mean Score	Posttest Mean Score	S.D.	t	p
Reciprocal instruction	14.22	17.73	5.62	4.537	0.026*
Skill–based teaching	14.02	14.86	4.07		

The data in Table 4.1 point to significant differences between the posttest

mean scores of the experimental group and of the control group, at 0.05 levels. The

students in the reciprocal instruction group (the experimental group) achieved a

higher mean score than those in the skill-based teaching group (the control group).

Thus, it can be concluded that reciprocal instruction better assisted the students in

enhancing their English reading ability than skill-based teaching did.

4.2 Research Question Two: Do students in the experimental group increase

their use of metacognitive reading strategies after reciprocal instruction?

To compare the metacognitive reading strategies the Matthayomsuksa 6

students at Buengnakornprachasan School employed before and after reciprocal

instruction, all the data from the pre-questionnaires and post-questionnaires were

analyzed using the paired t-test to determine the presence of a significant difference in

the frequency of use of the metacognitive strategies. The results are presented in

Table 4.2 below.

Tables 4.2

Show The average profile of the sub-metacognitive reading strategies used by the Matthayomsuksa 6 students at Buengnakornprachasan School before and after reciprocal instruction.

Item	Description	Experimental Group						*t*	*p*
		Before training			After training				
		Mean	S.D.	Level	Mean	S.D.	Level		
1	Prediction	3.30	0.86	M	4.02	0.72	H	5.1115	.000**
2	Prediction	3.70	0.86	H	4.40	0.80	H	4.827	.000**
3	Goal Setting	3.43	1.00	M	4.03	0.85	H	4.872	.000**
4	Prediction	3.00	0.93	M	3.53	0.76	H	4.287	.000**
5	Verification Prediction	3.35	0.05	M	4.06	0.78	H	5.114	.000**
6	Background Activation	3.70	1.10	H	4.23	0.76	H	3.294	.000**
7	Background Activation	3.66	1.00	H	4.16	0.86	H	4.014	.000**
8	Self-management	3.00	0.89	M	3.57	0.72	H	3.615	.001**
9	Selective Attention	3.66	0.98	M	4.13	0.77	H	3.751	.001**
10	Inferences	3.40	1.00	M	4.00	0.74	H	3.525	.001**
11	Selective Attention	2.47	0.87	L	2.80	0.91	L	3.340	.000**
12	Selective Attention	3.50	0.82	H	3.76	0.72	H	1.860	.073
13	Summarization	3.50	0.93	H	4.10	0.71	H	4.038	.000**
14	Self-evaluation	4.06	0.94	H	4.46	0.68	H	3.520	.001**
15	Note Taking	3.10	1.10	M	3.89	0.96	H	4.876	.000**
16	Summarization	3.06	0.90	M	3.73	0.73	H	3.818	.001**
17	Selective attention	3.70	0.70	H	4.07	0.58	H	3.266	.003**

Tables 4.2 (CONTINUED)

Item	Description	Experimental Group						t	p
		Before training			After training				
		Mean	S.D.	Level	Mean	S.D.	Level		
18	Goal Setting	3.26	0.90	M	3.89	0.84	H	4.287	.000**
19	Self-evaluation	3.66	0.88	H	4.23	0.80	H	4.011	.000**
20	Selective Attention	3.78	0.92	H	4.27	0.68	H	2.841	.008**

Table 4.2 shows the metacognitive reading strategies the students of the experimental group used before and after reciprocal instruction as collected from the questionnaire and according to ten metacognitive reading strategies (see Table 3.1 and Appendix B). It can be seen that before the participants were instructed through reciprocal instruction, an average of ten sub-metacognitive reading strategies from 2, 6, 7, 9, 12, 13,14, 17, 19, and 20 stand above 3.5, which is within the range of the high frequency (3.5-5) defined by Oxford (1990). These results indicate that these ten sub-metacognitive reading strategies were the most popular amongst the participants before instruction through reciprocal instruction. Item 14 (Self-evaluation) with a mean score of 4.06 was reported to be the most frequently used by the students, followed by item 20 (Selective Attention) with a mean score of 3.78, items 2, 6, and 17, which all present the same mean score (3.70) and are followed by items 7and 19 with a mean score of 3.66 each. The last two popular metacognitive strategies were items 12 and 13 (respectively Selective Attention and Summarization) with both a mean score of 3.50. The least used metacognitive strategy was item 11 (Selective Attention), with a mean score of 2.47.

From Table 4.2, we can see that after reciprocal instruction the average of most reading strategies stood above 3.5, except the ones for item 11 and item 12 which are in selective attention metacognitive reading strategy. Item 11 was the least used metacognitive strategy by the participants after they received instruction through reciprocal instruction. Its mean score was 2.80 and its paired difference mean was 0.33. However, it shows a significant difference at 0.05. Item 12 is the strategy that improved the least, showed by its paired difference mean which stood at 0.26. Moreover, it does not show a significant difference at 0.05 level.

4.3 Research Question Three: What is the level of students' satisfaction in learning reading ability toward Reciprocal Instruction?

Table 4.3

Comparison of the Reciprocal Instruction with Metacognitive Strategies the Students Employed in Each Reading Step before and after Reciprocal Instruction toward Reading Strategies Questionnaire.

Reading Step	Experimental Group						t	p
	Before training			After training				
	Mean	S.D.	Level	Mean	S.D.	Level		
Pre-reading	3.61	0.65	H	4.17	0.59	H	6.489	.000**
While- reading	3.26	0.49	M	3.80	0.46	H	9.014	.000**
Post-reading	3.67	0.92	H	4.12	0.68	H	4.581	.000**

**p < 0.01*

As shown in Table 4.3, the participants in reciprocal instruction employed a high level of metacognitive strategies in the Pre-reading and Post-reading stages before training (at the mean scores of 3.61 and 3.67 respectively). The use of metacognitive strategies was at a medium level in the While-reading stage (with a mean score of 3.26). However, the highest difference of usage before and after the training was obvious during the While-reading stage. After training, the participants also employed a high level of metacognitive strategies in the Pre-reading and Post-reading steps (with mean scores of 4.17 and 4.12 respectively).

In conclusion, from the quantitative analyses it can be seen that the Matthayomsuksa 6 students at Buengnakornprachasan School receiving reciprocal instruction improved their English reading ability and their use of the metacognitive strategies through the metacognitive process and reading steps. Reciprocal teaching also enhanced the English reading ability of both the proficient and less proficient students in the reciprocal instruction group. In addition, it was found that after the instruction, the students in the reciprocal group obtained significantly higher posttest mean scores than the students in the skill-based group did

4.5 Summary of the Chapter

As evidences in the study, the finding of this study reached statistical significance. In this chapter, Findings from the quantitative data suggested that the students in the reciprocal instruction group developed their metacognitive awareness (planning, monitoring, and evaluating) when they read a passage. After the teacher modeled the procedure of the reciprocal approach, they organized their own thoughts in their cooperative group. Everyone in the group had a chance to be a leader,

something that reflected directly on their own and the other participants'
performances. The stages of the reciprocal approach guided them towards achieving
an understanding of the meaning of the reading passage in order to improve their
reading ability. Besides, the detailed summary of the findings, discussions,
implications for instruction, and suggestions for future researches are presents in the
next chapter, Chapter Five.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter intends to conclude three major results in response to the research

questions and to the results of previous studies. Therefore, this chapter entails four

main sections, namely, conclusion of the major results based on the research

questions, implications of this present study, limitations of the study, and

recommendations for further study.

This chapter is divided into three sections: the first examines the results

presented in chapter four, the second discusses the implications of these results, and

the third offers suggestions and recommendations for future research on reciprocal

teaching.

5.1 Summary of the Major Findings

The purpose of this study was to investigate the effects of reciprocal

instruction on English reading comprehension in a Thai high-school classroom. This

chapter presents the results of the study and their implication in bringing answers to

the three research questions. To investigate the effects of reciprocal instruction on the

English reading comprehension of Matthayomsuksa 6 students, and whether

reciprocal instruction enhanced both the proficient and less proficient participants'

reading ability, the pretest and posttest mean scores of the reading part of the National

Entrance Examination 2008 were analyzed using the dependent t-test. To find out

whether reciprocal teaching had significantly increased the reading ability of the

participants in the experimental group over the reading ability of the participants instructed through skill-based teaching (the control group), the posttest mean scores of both groups were analyzed using the independent t-test. Moreover, the mean scores of the pre-questionnaire and post-questionnaire of the experimental group were analyzed using the dependent t-test to find out whether their use of the metacognitive reading strategies increased after reciprocal instruction. The participants in this study were composed of 48 students in Matthayomsuksa 6 at Buengnakornprachasan School who were divided into an experimental group instructed through reciprocal teaching and a control group instructed through skill-based teaching. Both groups were taught by the researcher with the same materials as part of the course Reading English (E 31102) in the second semester of the academic year 2013.

The results indicated that reciprocal instruction had a significantly positive effect on the English reading comprehension and metacognitive reading strategies of high-school students. The posttest mean score of the experimental group was significantly higher than that of the control group at 0.05 level. Reciprocal instruction also enhanced the reading ability of both the proficient and less proficient students. Moreover, the students in the experimental group employed significantly more metacognitive reading strategies after reciprocal instruction at 0.05 level.

5.2 Discussion of the Findings

5.2.1 The effects of reciprocal instruction on English reading ability.

Regarding the quantitative findings, the first one revealed that the participants in the experimental group significantly improved their reading ability after being taught through reciprocal instruction. In this study, the participants were trained to employ the four key strategies and to know what strategies to use, and

when, why, and how to use each of them. They learned to predict, to generate questions, to identify the main idea of a paragraph, to clarify unclear words, phrases, or sentences, and to summarize their reading. The four key strategies helped them overcome difficulties when reading texts as they planned and monitored their comprehension, and evaluated their planning and its outcome. For these reasons, it can be concluded that the participants in the reciprocal instruction group benefited from practicing all four main strategies and their processes. Therefore, reciprocal instruction is a kind of reading instruction that facilitates the teaching of English reading comprehension.

This finding is in accordance with studies from Clark (2003), Cotterall (1990), Palincsar and Brown (1984), Rattanakul (1998), Smith (1998), Song (1998), Soonthornmanee (2002), and Wisaijorn (2003) at various levels of learning, from primary schooling to university, and with their investigation of the use of reciprocal instruction in training students in reading. They all found that reciprocal instruction improved students' reading comprehension.

5.2.2 The effects of reciprocal instruction on the English reading ability of the proficient and less proficient students.

The finding suggests that reciprocal instruction enhanced both the proficient and less proficient students of the experimental group. Indeed, both types of students gained significantly higher scores in reading comprehension after receiving instruction through reciprocal instruction. Concerning the present study, the proficient students in the reciprocal instruction group also knew how to monitor their comprehension. However, they needed explicit training and more practice (Billingsley & Wildman, 1988). In this study, they were offered more opportunities to practice

through the metacognitive processes and to use the reading strategies. They constantly

planned, monitored, and evaluated themselves through the reciprocal teaching

procedure. This may be the reason why the proficient students performed better after

reciprocal teaching. Baker & Brown (1984) and Block (1992) state that proficient

readers are aware of and can control their cognitive activities while they are reading.

They use various types of strategies and use them in a more efficient way, and when

their reading comprehension breaks down, they know how to work through it. With

respect to the less proficient students, they benefited more from reciprocal instruction

than the proficient ones; indeed, the students in the low proficiency group exhibited

more improvement than the students who already had good reading ability before the

treatment. This result is supported by Palincsar and Brown (1984) who examined the

effect of reciprocal teaching on the reading comprehension of less proficient students

and found that after treatment, the students made significant gains in reading ability.

Three reasons could explain this. First, the less efficient readers might not be aware of

the value of the reading strategies, of what strategies to use, and of how and when to

use them. Though they may know them, they might not utilize those strategies

actively, whereas the proficient students might already know them and may be eager

to use them efficiently in their reading. Second, these strategies must be instructed in

a stepby- step fashion. After practicing, the participants of this study knew what the

four strategies were, and when, why, and how to use them. Then they had enough

practice before working in their own group. Third, they worked in cooperative groups

of participants with mixed abilities, so that the weaker students learned from their

friends. In turn, the proficient students learnt how to act as leaders and how to cope

with comprehension failure. In such a group setting, they were not embarrassed to ask

questions on the points they did not understand and to share their ideas and experiences with their friends.

5.2.3 The effects of reciprocal instruction and skill-based teaching on English reading ability.

As suggested by the finding, the posttest mean score of the students taught with reciprocal instruction was higher than those receiving skill-based teaching. This finding emphasizes that reciprocal instruction was more effective in improving English reading ability than skill-based teaching. In this study, skill-based teaching, an approach widely used by Thai high-school teachers, was assigned to the control group. Reciprocal instruction was assigned to the experimental group as a new technique to promote reading strategies, and because it differs from skill-based teaching, with which Thai students are very familiar, the participants needed to pay more attention in order to learn this new approach.

5.2.4 Scaffolding and explicit instruction.

The students in the reciprocal teaching group improved their reading comprehension and metacognitive strategies following the teacher's scaffolding. They reached a high level of ability with the help of the teacher (Pressley. 2002; Rogoff. 1990; Pearson & Fielding. 1991; and Graves & Graves. 2003). In reciprocal teaching, the teachers support their students' development through explicit instruction. This type of instruction transfers the metacognitive strategies from the teacher to the students. (Vacca & Vacca. 1989). Explicit instruction helps students understand the rationale behind the use of the four main strategies. It shows them what to do, as well as why, how, and when to do it. In other words, explicit instruction helps them

internalize the four main strategies and increase their metacognitive awareness. It also assists them in developing independent strategies for coping with reading comprehension breakdown (Vacca &Vacca. 1989). In this study, the teacher discussed what the four key strategies are and why they are important. Following this, she demonstrated how and when to use them. Then, the students practiced each of them as the teacher modeled a mixture of the four strategies and the procedure of reciprocal teaching, showing what strategies to use, and how and when to use them in the reading passage. Finally, the students worked in cooperative groups in which they were able to apply the four main strategies; this helped them master the self-monitoring strategies (Dewitz, Carr & Patbery. 1987). As a result, they were able to internalize the strategies and take responsibility for their own reading.

5.2.5 Theoretical Implications of the Study

This study investigated the effects of reciprocal instruction and of its four key metacognitive strategies of predicting, questioning, clarifying, and summarizing. This study found that reciprocal instruction significantly improved the English reading comprehension of both proficient and less proficient students. In addition, the results confirmed that the participants in the reciprocal instruction group used metacognitive strategies more often after the instruction. The findings of this study suggested that reciprocal instruction was one of the reading strategy instructions that supported students' metacognitive training through the planning, monitoring, and evaluating processes.

In the reciprocal instruction model, the participants gradually learnt to read. They were trained through explicit teaching and guided practice, and with sufficient practice in each step of the reciprocal instruction procedure. Once used to the

procedure of reciprocal teaching, they were offered opportunities to practice on their own in cooperative groups. They learned not only from the teacher, but from friends too. They regulated their own rules and read consciously using the four key reading strategies through the three processes of metacognitive strategy. Based on the findings previously discussed, reciprocal instruction is one of the reading strategy instructions that can be used in Thai high-school classrooms or in any EFL classroom to help students improve their English reading comprehension and metacognitive awareness.

5.2.6 Methodological Implications of the Study

This study used both quantitative and qualitative data collection. The data from mean scores of the pretest and posttest show the results derived from the different data corroborated each other. The quantitative data showed a significant difference in English reading comprehension before and after reciprocal instruction, and a significant difference between reciprocal instruction and skill-based teaching. The positive effects of reciprocal instruction on the participants' English reading ability were confirmed through the quantitative data.

On the other hand, the analysis of the qualitative data was specifically important in explaining some results of the quantitative data. The quantitative data in this study were obtained from the pretest and posttest, and from the pre-questionnaire and post questionnaire. The results revealed that reciprocal instruction had positive effects on the English reading comprehension of the students in the reciprocal group who also increased their use of the metacognitive strategies after the instruction.

In short, using both quantitative and qualitative data collection contributed to a better understanding and a clearer explanation of the effects of reciprocal instruction on English reading comprehension.

5.3 Pedagogical Implication

The findings of this study offer many vital pedagogical implications for teachers, students, and educators in an EFL reading context. The most obvious pedagogical implication is that reciprocal instruction is one of the reading strategy instructions which, through proper training on metacognitive strategies, best enhances the student readers' reading comprehension and metacognitive awareness. In practice, these findings can be applied in English reading classrooms as follows:

5.3.1 Reciprocal instruction is quite a new technique for Thai students. To teach Thai students to apply the four main reading strategies of reciprocal teaching, the teachers should provide appropriate explanations, explicit modeling, and on-going guidance. Reciprocal instruction requires the teachers to model explicitly and step by step the process and the use of the metacognitive strategies. The students have to know what the four key strategies are and when, why, and how to use them. They need a lot of time to practice each strategy and they need consistent practice of all of them. Time is also a concern when learning is involved. Students should be given enough time for each step. Since it is not always easy for them to accept and understand the four main reading strategies and the steps of reciprocal instruction, they need time to implement them all, to work in groups, to adjust to the leading role, even with the help of their friends, to get used to the steps of reciprocal instruction in general, and to ultimately internalize and use them automatically in their individual reading.

In addition, the teachers could help the students to understand the process and procedure of reciprocal instruction by checking their understanding in their native language (Thai) in order to make sure that they understand and know these process

and procedure. This would help students to be confident to work on their own in cooperative groups.

5.3.2 The teachers should increase their students' responsibility by gradually decreasing their prompts and modeling, as their role changes to facilitators. Moreover, they need to be flexible and attentive to help each student. If the learners have problems, the teachers should provide support and guidance to ensure success during the teaching activities.

5.3.3 To help students while they are working in cooperative groups, the teachers should circulate around the room and listen to the students' interactions. If the learners need help, they should be taught in their groups using appropriate mini-lessons.

5.3.4 For the reading texts used in a reciprocal reading course, teachers should choose materials based on their readers' ability, interest, and level of learning. The students might be given a shorter passage at the beginning and, with enough practice, they might be given a longer passage to help them feel more comfortable in their learning.

5.3.5 In the present study, the proficient and less proficient students gained greater benefits from reciprocal instruction. They not only improved their reading comprehension, they also improved their metacognitive strategies, because they received sufficient training in the four key strategies. This helped them increase their metacognitive awareness: they learned what to do when their comprehension broke down. After more reading and more practice, they will eventually become independent readers and reach the goal of teaching reading. Therefore, the teachers

need to adjust reciprocal teaching to fit their students' ability, schooling grade, interests, and environment.

In brief, reciprocal instruction can help students become more aware of metacognitive strategies through explicit instruction with social interaction, so they can learn gradually and control their own learning process (Brown. 1980). Reciprocal instruction has been shown to offer greater advantages over skill-based teaching. It is one of the successful metacognitive reading strategy instructions for EFL students. Therefore, reciprocal teaching should be taken into consideration in order to adapt its implementation in the English reading class.

5.4 Suggestions for Further Research

This study investigated the effects of reciprocal instruction on the English reading comprehension of students in a Thai high-school classroom. Through the analysis of its results, reciprocal instruction was shown to have advantages over skill-based teaching and to improve students' reading comprehension and metacognitive strategies. Thus, it would be interesting to perform further studies on reciprocal instruction in relation to other aspects of its method. The following are then recommendations for further studies:

5.4.1 The findings of this study point to the positive impact of reading strategies on the participants' reading comprehension and metacognitive strategies. Since the number of participants was rather small, further studies on a greater number of participants should be pursued.

5.4.2 Other studies should be conducted with participants from different levels of learning such as students from primary or junior-high schools, gifted students, students at risk of academic failure, disabled students, and drop-outs. It would be

interesting to see whether reciprocal instruction would still be beneficial to these other groups.

5.4.3 This study compared the effects of reciprocal instruction and skill-based teaching on English reading ability. Reciprocal instruction should be compared to other teaching methods so as to consider which one provides more advantages for the improvement of the English reading comprehension of Thai students.

5.4.4 Other studies should be conducted with other types of classroom management. Some of these different settings could include comparing between teaching a whole class and teaching in groups, comparing working in groups and working in pairs, and teaching in class with extra-curricular teaching. The results will show which types of classroom management improve Thai students' reading ability and which types of classroom management suit which types of students.

5.4.5 This study focused on the skill of reading. It would be worth exploring if reciprocal instruction could be successfully applied to other language skills including listening and speaking. According to the reciprocal instruction processes, when working in groups, the students' roles involve mainly speaking and listening. As a result, it might be beneficial to evaluate whether reciprocal instruction affects students' listening comprehension and speaking ability.

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APPENDICES

Appendix A The English Reading Test

(Pretest and Posttest)

Direction: Read the following passages and choose the best alternative to answer each question.

Passage 1

EDEN'S PLAYHOUSE

Romeo and Juliet   by William Shakespeare
January 28, 29; February 7, 8

The Matchmaker   by Thornton Wilder
January 30, February 3

The Good Doctor   by Neil Simon
January 31, February 4, 6

Saint Joan   by George Bernard Shaw
February 2, 5

---

1. The play that will be performed the greatest number of times at Eden's Playhouse is _____.

   a. Saint Joan   b. The Matchmaker
   c. The Good Doctor   d. Romeo and Juliet

2. Penny enjoyed the January 31st performance of *The Good Doctor* so much that she bought herself a ticket for its next performance on_____.

   a. February 3   b. February 4
   c. February 5   d. February 6

3. Justin has tickets for plays on two consecutive nights. He plans to see the first on January 29, and _____ on the following night.

a. Saint Joan   b. The Matchmaker

c. The Good Doctor   d. Romeo and Juliet

4. The fifth performance will be the play _____.

a. Saint Joan   b. The Matchmaker

c. The Good Doctor   d. Romeo and Juliet

5. Thornton Wilder's play is being performed on _____.

a. January 28, 29 and February 7, 8

b. January 30 and February 3

c. January 31, February 4 and 6

d. February 2 and 5

Passage 2

> **Berlin**- Two German teenagers robbed a girl but accidentally left their own pictures behind for police on a **discarded** mobile phone. After stealing a 15-year-old's shoes, money and mobile phone, the two older girls gave her an old mobile phone, police in the western city of
>
> 5   Bochum said on Wednesday. But the two 17-year-olds had forgotten that the phone had their own photos, striking smiley poses, **which** police published online on Tuesday in an effort to find the **culprits**.
>
> The two muggers turned themselves in when the pictures appeared on the evening news.

6. The best headline for this news article would be _____.

a. Girl accidentally robbed   b. Muggers leave shots

c. Mobile phone discarded   d. Photos appear online

7. The word **discarded** (line 2) is nearest in meaning to _____.

    a. unattended   b. unused

    c. unwanted   d. unidentified

8. The unlucky girl was robbed of _____.

    a. her mobile phone

    b. her own pictures

    c. her 15-year-old shoes

    d. a mobile phone with pictures on it

9. The word **which** (line 7) refers to _____.

    a. the striking smiley poses   b. the forgotten phones

    c. the mobile phones with photos   d. the girls' own photos

10. The word **culprits** (line 8) refers to _____.

    a. their own photos

    b. striking smiley poses

    c. the two 17-year-olds

    d. shoes, money and mobile phone

11. When their pictures appeared on the evening news, the robbers_____.

    a. were arrested by the police

    b. surrendered themselves to the police

    c. took their pictures back from the news reporter

    d. reported to the newspaper that published their news

12. This case was easy enough for the police because the robbers _____.

    a. saw their pictures published online

    b. gave their own mobile phone to the police

    c. left their own pictures in the phone they gave to the victim

    d. threw away their own mobile phone after stealing the girl's

13. All of the following statements are true EXCEPT _____.

    a. the two robbers were German teenagers

    b. the police arrested the robbers the following day

    c. the incident took place in the western city of Bochum

    d. the police solved the case with the help of the Internet

Wilen, W.W. (1990). **Teaching and Learning through discussion**. NY: Charles C. Thomas, Publisher.

Williamson, R. Ann, W. (1989). **"The Effect of Reciprocal Teaching on Student Performance Gains in Third-grade Basal Reading Instruction,"** Ph.D., Texas A&M University.

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APPENDICES

Appendix A The English Reading Test

(Pretest and Posttest)

PRETEST POSTTEST

READING COMPREHENSION TEST ITEMS: 35 TIMES: 50

Direction: Read the following passages and choose the best alternative to answer each question.

Passage 1

<div style="border: 2px solid black;">

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January 28, 29; February 7, 8

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    a. the two robbers were German teenagers

    b. the police arrested the robbers the following day

    c. the incident took place in the western city of Bochum

    d. the police solved the case with the help of the Internet

14. It can be inferred that ____.

    a. the unlucky teenager was new to the city

    b. the robbers were older than the girl who was robbed

    c. the two German teenagers were smiling in the pictures

    d. the unlucky girl's mobile phone was newer than the robbers'

Passage 3

**Give your dog relief from arthritis pain,
and give your children back their favorite companion**

*Now in easy-to-give
chewable tablets*

      Arthritis is a painful disease that can develop in any dog. At any time. So if your dog lags behind when running or playing, seems stiff afterward, or has difficulty climbing stairs, find out how Arthyl (carprofen) has provided real relief for over one million dogs with arthritis! As with other pain relievers in this class, rare but serious side effects involving the digestive system, kidneys or liver may occur. Refer to brief summary for important information for dog owners, or call 1-800-720-DOGS.

Ziefper **Animal**   **Health Arthyl**

www.arthyl.com

---

15. All of the following are signs of a dog suffering from arthritis EXCEPT ____.

    a. climbing stairs with difficulty

    b. running more slowly than its owner

    c. having stiff legs after moving around

    d. having problems with blood circulation

16. Arthyl is a ____.

    a. hospital   b. pet food

    c. foundation   d. brand name

17. The ad is for dog _____.

    a. owners   b. trainers

    c. breeders   d. catchers

18. The pain relievers may have a severe effect on all of the following EXCEPT

    _____.

    a. liver   b. lungs

    c. stomach   d. kidneys

19. To treat arthritis, the medicine must be _____.

    a. taken orally   b. inhaled deeply

    c. applied on the skin   d. injected into muscles

20. To get further information, you can do any of the following EXCEPT _____.

    a. write a letter   b. surf the Internet

    c. make a phone call   d. read a leaflet for dog owners

Passage 4

> Parks Toy (Thailand) has recently suffered sharp falls in its annual income after once enjoying sales of as much as US$6 million a year.
>
> The toy manufacturer, which is owned by Korean business-
> 5 man Young Tae Park, has been in business in Thailand for 17 years and focuses mainly on exports to the US and European countries. But like other exporters, **it** has faced tough price competition following China's entry into its markets. Some toymakers are even seeing **dim** business prospects ahead in Asian markets.
>
> 10   However, Parks Toy is trying hard **to turn a crisis into an opportunity**. It sees some lights of opportunity still burning in the US and European markets and is undergoing a change in its business strategies.
>
> Among other things, it has declared "pay-back" time for its

15   Chinese competitors. It has developed a new brand of Grade A

toys called "Anee Park", and is selling them in China.

"Before we can   fix the problem, we have to know its roots,"

Park explains.

    Chinese manufacturers enjoy a big advantage because of low

20   labor costs. Although the cost of labor in China is rising slightly,

Park believes Thailand's labor costs are still acceptable. The

problem is that workers here do not work to their full capacity, he

says, especially during long holidays, when many are absent.

"Our labor problem is that we can use only 70 per cent of

25   work capacity. This has a major effect on the business because we

are unable to manufacture in time to meet orders."

Low labor costs aside, China also has its own raw materials,

while Thailand still needs to import them from Korea. Some Thai

toy manufacturers recently tried to source their materials locally,

30 but found suppliers were incapable of meeting demand.

    As a result, low labor costs and locally sourced materials are

the two main factors enabling Chinese manufacturers to produce

toys at half the price of their Thai counterparts.

Parks Toy **pondered** what its advantages might be, and it

35 concluded that they were quality, design and after-sales service.

And these things, it believes, should be enough to create business

opportunities.

21. After China entered into Parks Toy's markets, _____.

    a. Park had to sell his toy business in Thailand

    b. the manufacturer's annual income sharply decreased

    c. all Asian markets started facing tough business competition

    d. Chinese manufacturers saw more opportunities in the US market

22. The phrase **to turn a crisis into an opportunity** (lines 10 - 11) can best be
    replaced by "to turn _____".
    a. loss into risk   b. failure into success
    c. danger into certainty   d. difficulty into advancement

23. Parks Toy is paying back its Chinese competitors by _____.
    a. selling its Grade A toy products in China
    b. changing its business brand name in Thailand
    c. creating business opportunities in world markets
    d. developing new toys for the US and European markets

24. All of the following statements are true EXCEPT_____.
    a. Parks Toy used to earn a large amount of money yearly
    b. China can sell their products more cheaply than Thailand
    c. Young Tae Park produces products mainly for Asian markets
    d. China has its own raw materials while Thailand buys them elsewhere

25. The word **pondered** (line 39) means _____.
    a. checked regularly to find out details
    b. planned attentively before starting work
    c. decided unanimously to reach an agreement
    d. thought carefully before reaching a decision

26. _____ is NOT mentioned as an advantage of Parks Toy's products.
    a. Quality   b. Design
    c. After-sales service   d. Production cost

27. The labor problem affecting Parks Toy is _____.
    a. Thailand's labor costs are still very high
    b. the cost of labor in China is rising slightly
    c. they cannot find enough skilled Thai laborers
    d. Thai laborers do not work as much as they should

28. The pronoun **it** (line 7) refers to _____.
    a. Parks Toy   b. income
    c. business   d. Thailand

29. The word **dim** (line 9) could best be replaced by _____ .

    a. risky   b. poor

    c. unclear   d. vague

30. This passage is about _____ .

    a. problems facing Parks Toy

    b. Parks Toy's foreign markets

    c. Parks Toy and its competitors

    d. business strategies used by Park

PASSAGE 5

Ever wished you could decide what to dream at night? A Japanese toymaker says it has a new gadget that can help you do just that. Tokyo-based Takara Company says that its "Dream Workshop" and – shaped like an oversized cellular phone dock and about 14 inches tall – can be programmed to help sleepers choose what to dream.

While preparing for bed, the user mounts a photograph on the device of who should appear in the dream, selects music appropriate to the mood – fantasy, comedy, romantic story, nostalgia – and records key word prompts, such as the name of a romantic crush. Placed near the bedside, the dream – maker emits a special white light, relaxing music and a fragrance to help the person nod off.

Several hours later, it plays back the recorded word prompts, timed to coincide with the part of the sleep cycle when dreams most often occur. It then helps coax the sleeper gently out of sleep with more light and music so that the dreams are not forgotten.

The device targets sleep – deprived businessmen, a company official said. "There are many businessmen today who say they don't sleep because they are too busy. This gadget can be used to help them dream a good dream," said Takara spokeswoman Mayuko Hasumi.

> In a study conducted on a group of men and women between the ages of 20 – 40, the device had a success rate of 22 percent in inducing dreams in which one of the prompt words appeared.

31. What is the main idea of this passage?

    a. to report success in controlling a human's mind

    b. to show how a new gadget help us select our dreams

    c. to reveal that technology can help solve the business dilemma

    d. to point out that technology can do anything beyond imagination

32. What is the most suitable headline for this article?

    a. No More Insomnia

    b. The Dream – Maker Device

    c. The Wonder of Technology

    d. Technology Can Serve All our Needs

33. What did Takara Company call its new gadget?

    a. Dream Catcher   c. Dream Machine

    b. Dream Chooser   d. Dream Workshop

34. What does the user have to do with a photograph in order to operate the device?

    a. press it on   c. present it on

    b. attach it on   d. click it on

35. What mode should a person who wants an alien to appear in his-her dream select?

    a. fantasy   c. western

    b. comedy   d. romance

Appendix B Reading Strategies Questionnaire

(RSQ)

Reading Strategies Questionnaire

Direction: Respond to the following statements about your reading strategies you employ on your reading by ticking (□) in the appropriate number (s). There is no right or wrong answers: answer honestly in terms of your own reading experiences.

1. What did you do <u>before</u> reading?

No	Before Reading	1	2	3	4	5
1	I used titles and subtitles (if any) to predict the content of the test.					
2	I used pictures (if any) to predict the content of the text.					
3	I determined what the reading instruction or exercise questions required me to do.					

2. What did you do <u>while</u> reading?

No	While Reading	1	2	3	4	5
4	I predicted what would happen next while I was reading.					
5	I checked whether my prediction about the text were right or not					
6	I used my own English structure knowledge to comprehend the text.					

7	I used my personal experience (what I have already known) to help me understand the text.					
8	I was aware of which strategy to use and how to use it when I faced the problems in reading.					

3. What did you do <u>after</u> reading ?

No	After Reading	1	2	3	4	5
9	I tried to find topic and main ideas by skimming.					
10	I guessed the meaning of the important new words from the context by reading on or looking back.					
11	I ignored the meaning of the unimportant new words from the context.					
12	I selected relevant information to help me understand the texts.					
13	I related important points in text to one another to understand the text as a whole.					
14	I re-read the relevant information if I do not understand the passage.					
15	I underlined the main ideas or make notes for important points.					
16	I made a mental or written summary of					

		information presented in the reading text.					
17		I tried to find the information for reading comprehension by scanning.					
18		When I started to complete the exercise, I planned how to do it and follow the plan.					
19		I checked whether I had achieved the reading task successfully by reading some parts of the text again.					
20		I used all the relevant information to help me answer the questions.					

(Adapted from reading strategies questionnaire by Phakiti, 2003 & Anderson, 2003)

Appendix C Sample of Lesson Plans of the

Experimental Group and the Control Group

LESSON PLAN 2

(Experimental Group)

Course: English 31102   **Grade Level**: M. 6

Theme: Four Key Strategies   **Topic**: A surprise Job more

Semester: 2/ 2013   **Time Allocation**: 2 periods

---

1. OBJECTIVE

Students will be able to describe what the four key strategies are and how to use them.

2. CONTENT

1. The reciprocal teaching approach consists of two main features. The firstn feature includes four strategies (summarizing, generating questions, predicting, and clarifying) that help readers develop their reading comprehension. The second feature of the reciprocal approach is called scaffolding, Scaffolding is an instructional process in which a teacher acts as a model of reading to help students read. That is, before students are ready to read, will be taught to what the four strategies are and they will also participate using these four strategies.

2. There are four key strategies that readers use when they meet with problems while reading. These four key strategies are summarizing, clarifying, questioning and predicting. In the summarizing process, students will be taught to identify the most important ideas or the main idea of a text. In the generating questions process, students will be taught to construct questions related to the main idea or the important information of a text. This process will help readers check their

understanding of the text being read. In the process of making predictions, students will be taught to link theirn background knowledge (schemata) to the new information or the knowledge found in the text, and will be taught to find some clues in the text to predict what it is about. In the clarification process, students will be taught to restore meaning by using context clues when there is comprehension breakdown or confusion.

3. MATERIALS:

    1. Handout on "Four Key Strategies"

    2. Reading No. 1, "A surprise Job more"

4. INSTRUCTIONAL ACTIVITIES

Procedures

    4.1 Pre-instruction stage

    Min Step

        5 1. Ask students what reading strategies they use when they have reading problems. Students discuss and share their ideas.

        5 2. Lead the students to four key strategies of reciprocal approach: predicting, questioning, clarifying and summarizing. Ask students roughly what they know on each strategy.

    4.2 Instruction stage

    Prediction Strategy

    Min Step

        5 1. Students read the first strategy on Handout2 silently. Ask them what

prediction is, what they should do to help them predict what the text is about, and what they use to help them make a prediction of the text. Then the teacher make a conclusion.

5 2. Students practice prediction on exercise: predicting from the picture, predicting form the title, and predicting from the main point. Then check the answers. If there are some problems on the answers, students discuss with the teacher's help.

5 3. Students read tip of prediction and make a conclusion the steps of prediction.

Questioning Strategy

Min Step

5 1. Students read and find out what questioning is, the purpose of questioning, and how to make questions. Then students discuss to share their ideas and make conclusion by teacher's guide.

5 2. Students practice asking questions on the content on example. The teacher reads the text and asks student what questions they can ask.

T : What do they in sentence 2 refer to?

Ss : Camels.

T : What can camels do?

Ss : They can carry goods and people.

T : How long it may take for camels to cross desert?

Ss : About two months.

5 3. Students discuss and conclude the technique to make the questions.

5 4. Students work in pair or small group and practice making question on Reading 1 "Can We Ever Communicate?" paragraph by paragraph. Then check the answers.

Clarifying Strategy

Min Step

5 1. Students read "clarification" and discuss. Then the teacher makes a conclusion.

5 2. Explain the students how to clarify the references. Then students do the example with the teacher's help from 1.1 – 1.7.

5. 3 Explain the students how to clarify vocabulary by using context clues and word formation. Then students practice clarifying vocabulary on example 1 – 3 with the teacher's help.

Summarizing Strategy

Min Step

5 1. Read and discuss what "summarizing" is, how to find main ideas, and how to write summarizing.

5.2. Practice how to find main ideas from the passage on exercise 1.

5.3 Practice how to find main ideas and write summarization on exercise 2.

4.3 Post-instruction stage

Min Step

Review what has been studied.

5. Assignments

Make a conclusion (either in Thai or English) of the four key strategies.

6. Evaluation:

6.1How to evaluate:

- Correct students' answering the questions.

- Observation of the conversation in pairs and in class.

- Check exercises

6.2 Instrument of evaluation:

- Observation form

6.3Criterion of evaluation:

- Students participate in learning at good level.

- Students do the exercises correctly at 60 %

7. Subject Area Involved:

- Communication in World Wide.

8. Additional Activity:

- Students can change the situation in which they like.

9. Remark:

9.1 Result of the learning

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

9.2 Problems / Obstacles

....
....
....
....

9.3 Supplement

....
....
....
....

Signature

(Miss Naritsara Jieram)

FOUR KEY STRATEGIES

Prediction

Prediction involves finding clues by using your own background knowledge and personal experiences. The purpose is to link between what you have already known about the topic and the new knowledge you are about to acquire through reading and to keep the reader actively thinking and on task reader is reading. Title and graphic are the clues to start predicting what the texts about. As reading proceeds, find clues in the text to make predictions. There are three ways for predicting: predicting from the picture, predicting from the title, and predicting from the main points.

I Predicting from the title

Look at the title from a magazine article, which of the following ideas would you find in this article. Then discuss with your friends on the answers.

> **Perth: A Good Place to Study**

_____1. Perth is a dangerous place

_____2. There are good universities in Perth.

_____3. The education system in Perth is very bad.

_____4. People are friendly in Perth.

_____ 5. People like to walk and jog in the city parks.

II Predicting from the main points.

HOW CAN PEOPLE COMMUNICATE WITH ANIMALS?

People have been talking with animals ever since prehistoric times, when we first began to work with horses and dogs. But it is impossible to teach animals to use human language. Animals do not have the right kind of vocal organs needed for speaking human languages. What can we do so that we can communicate with animals?

1) What is your prediction when you read the title?

_____

2) Skim the first paragraph; Who is the passage about?

_____

3) Read the last sentence; What is your prediction for the next paragraph?

_____

Tip. For the prediction strategy, first you read the title and figure out what the passage is about and you can also look at the subheadings and pictures, if any. Secondly, read the first paragraph by skimming (picking out what you think they are main ideas). Don't pay your attention on every word. While reading you can predict what is going on next. Finally, you can predict the next paragraph from the contents of the paragraph you are reading.

Questioning

Questions are constructed to ask about the main idea or the important formation of the text. The purpose of this strategy is to test whether the reader

understands the text read and to help the reader identify important information in the text. Some useful question words are who, what, when, where, why, and how. For example, what is happening? "Why is this happening?"

Example

Camels have been helpful to people who live in deserts for thousands of years. They have carried people as well as their goods on their backs. They are able to cross deserts and mountains on trips that may take two months.

Questions _____

_____

_____

_____

Exercise 1 Read these paragraphs and ask the questions.

Can We Ever Communicate?

In the past, most people couldn't communicate with other people around the world because of time, distance, and their different languages. But as the 20th century closes and the 21st century begins, new machines and inventions help us to communicate with each other.

Questions _____

_____

_____

_____

Think about life before modern communications. Until the 15th century, most

people communicated only face-to-face or by handwritten letter. Books were made by hand, so they were rare and expensive. But after the printing press was invented, authors could tell their ideas to thousands of readers, cheaply and quickly.

Questions _____

_____

_____

_____

Since the 19th century, sending messages has become easier and faster. First, Samuel Morse invented the telegraph in 1844. By sending simple clicking sounds over a wire, people could communicate between faraway places-instantly.

Questions _____

_____

_____

_____

Clarification

Clarifying occurs when there are comprehension breakdowns or confusions and the reader attempts to restore meaning. For example, the reference terms are unclear, difficult or unfamiliar vocabulary is. To help the reader to understand the text, you should look for some signals: that is, or, in other words, such as, and for example. These signals may be in the previous or the next sentences. There are two ways for clarifying: reference and vocabulary.

1. Reference

1.1 Personal *pronoun:* I, You, We, They, He, She, It and me, you, us, the,

him, her, it.

Example Mangoes are sweet when they are ripe.

They refers to _____.

    1.2 Demonstrative: this, that, these, those.

Example The doctor prescribed the wrong drug. This nearly cost the patient's

life.

This refers to _____ .

    1.3 Indefinite *pronoun:* Some, all, both, each, many, more, most, others.

Example Twenty candidates applied for the job. One was successful while

The others failed.

One refers to _____ .

The others refers to _____ .

    1.4 Relative Pronoun: Who, whom, whose, which, and that

Example This is why Mark is active about many things which he knows to

be unimportant.

Which refers to _____ .

    1.5 Adverb of time

Example It was 10 years ago when I met Jennie and she was a littlie girl

them.

Then refers to _____ .

    1.6 Adverb of place

Example Two years ago he visited his friend who worked in Sukhothai.

There he met his twin brother.

There refers to _____ .

1.7 Super – ordinate

Example Mr. Pike finally came in sight. The man looked very tired.

The man refers to _____ .

2. Vocabulary

There are two ways to help you clarify the unknown vocabulary: word

formation and context clue.

1. The poor boy knows what he wants to say but he just cannot **articulate it.**

articulate = _____

clues = _____

2. I wonder how you can **extol,** or praise, such sloppy work.

extol = _____

clues = _____

3. Bob enjoys **aquatic** sports such as swimming and sailing.

aquatic = _____

clues = _____

Exercise 1. Read the following paragraphs and clarify each reference word.

1. Teaching methods in nursery schools differ from **those** of elementary and

high schools. The children in nursery schools spend most of **their** time playing or in

activities **they** have chosen instead of doing work assigned by the teacher. The

classroom of a nursery school also looks different. Instead of rows of chairs and

desks, **it** has areas called activity centers. **Each** has different equipment and materials

for thechildren to use.

those = _____   their = _____

they = _____   it = _____

Each = _____

2. As **its** name Suggests, shorthand is a shortened form of writing for speedily recording the spoken word. Shorthand was employed as early as the first century BC when Marcus Tiro, secretary to Cicero, the Roman orator, invented **his** own system **that** soon came into general use. Today the two best known systems are Pitmen and Gregg, in **which** symbols are used to represent the sounds of words or entire phrases.

its = _____ his = _____

that = _____ which = _____

Exercise 2 Write down the meaning and the clues of each bold word.

1. In several parts of this country there were two financial extremes: from **penury** to great wealth.

penury = _____

clues = _____

2. Jack is usually **loquacious,** but today he's rather silent.

loquacious = _____

clues = _____

3. The government must ensure that the people are supplied with **transport facilities:** planes, trains, buses, cabs and ferries.

transport facilities = _____

clues = _____

4. A helpful context clue is **an antonym** – a word which means opposite to the

unfamiliar word.

An antonym = _____

clues = _____

5. **Carnivores,** or animals that mainly eat meat, are also hunted for leather.

Carnivores = _____

clues = _____

6. The writer suggests **two basic rapid-reading techniques:** scanning and

skimming.

Two basic rapid-reading techniques = _____

clues = _____

7. **Citrus fruits** (juicy and sharp-tasting fruits) such as oranges, lemons and

grapefruits grow in warm or hot countries.

Citrus fruits = _____

clues = _____

8. **Amphibians** are animals that live two kinds of life: the first part in the water

and the latter part mostly on land.

Amphibians = _____

clues = _____

9. The main idea may be stated in **part of a sentence**-that is, in a clause or in

phrase.

Part of a sentence = _____

clues = _____

10. Some birds such as the **condor** – a large South American bird-eat the meat

of dead animals.

condor = _____

clues = _____

Summarization

A summary consists of one or two sentences. It identifies the most important ideas/main idea of the passage. A good summary does not include details that are not important. Summarization is used to help you to understand the main ideas of the text in order to comprehend the whole pictures of what you have read and to guide you for your further reading. You should think of what the paragraph/text is mostly about. Find a topic sentence and construct a sentence that reflects the most important information in the paragraph.

The main idea of a paragraph is usually stated by one of the sentences in the paragraph. The main idea sentence is commonly known as "a topic sentence" or "topic statement." It may appear in one of several paces in the paragraph. *Most frequently the first sentence of a paragraph states the main idea.*

Exercise Read the following paragraph and make note of the main idea for each paragraph.

1. In the 1960s, satellites helped build a global communications network. How we have audio cassettes, video cassettes, computers, e-mail, telex and fax machines, too. And many people log on to the "Web." In fact, we have everything we need for instant worldwide communication-except one single language!

Main idea: In the 1960s, satellites helped build a global communications network.

However, the main idea sentence may also appear in other places: in the middle or at the end of a paragraph.

2. "We are slaves to nothing but the clock," it has been said. Time is treated as if it were something almost real. We budget it, save it waste it, steal it, kill it, cut it, and account for it; we also charge for it,. It is a precious resource. Many people have a rather acute sense of the shortness of each lifetime. Once the sands have run out of a person's hourglass, they cannot be replaced. We want every minute to count.

Main idea: It (= Time) is a precious resource.

In this paragraph, the main idea appears in the middle of the paragraph.

3. Americans believe no one stands still. If you are not moving ahead, you are falling behind. This attitude results in a nation of people committed to researching, experimenting and exploring. Time is one of the two elements that Americans save carefully, the other being labor.

Main idea: Time is one of the two elements that Americans save carefully, the other being labor.

In this paragraph, the main idea appears at the end of this paragraph.

4. When a volcano erupts, melted rock, steam, and ashes are forced through the top of the mountain. The area around the volcano is sprayed with ashes and boiling liquid called lava. Trees and buildings in its path are destroyed. Wildlife and people are killed.

Main idea: When a volcano erupts, it destroys both land and people surrounding it.

Please notice that sometimes there is no sentence in the paragraph which directly states the main idea. That doesn't mean that there isn't main idea in the

paragraph, only the main idea is implied. In these cases you have to write a sentence to sum up the main idea of the paragraph.

Exercise 1 Read these paragraphs and make note of the main idea for each paragraph.

1. In the past, most people couldn't communicate with other people around the world because of time, distance, and their different languages. But as the 20th century closes and the 21st century begins, new machines and inventions help us to communicate with each other.

Main Idea:

Think about life before modern communications. Until the 15th century, most people communicated only face-to-face or by handwritten letter. Books were made by hand, so they were rare and expensive. But after the printing press was invented, authors could tell their ideas to thousands of readers, cheaply and quickly.

Main Idea:

Since the 19th century, sending messages has become easier and faster. First, Samuel Morse invented the telegraph in 1844. By sending simple clicking sounds over a wire, people could communicate between faraway places-instantly.

Main Idea:

Then, after the telegraph, the telephone was invented in 1876. People could

speak to each other from far away, using their own voices. Later came radio-one person could speak or sing to millions of listeners at the same time. After that, television allowed millions of people everywhere to see and hear the same pictures at the same time.

Main Idea:

_____

In the 1960s, satellites helped build a global communications network. Now we have audio cassettes, video cassettes, computers, e-mail, TELEX and FAX machines, too. And many people log on to the "Web." In fact, we have everything we need for instant worldwide communication-except one single language!

Main Idea:

_____

Exercise 2 Summarize the whole above text.

....

....

....

....

....

Assignments

Make a conclusion (either in Thai or English) of the following topics.

1. What is predicting? When do you use prediction? How do you use it?

And how can it help you improve your reading?

2. What is questioning? When do you use questioning? How do you use it?

And how can it help you improve your reading?

3. What is clarification? When do you use clarification? How do you use it?

And how can it help you improve your reading?

4. What is summarizing? When do you use summarizing? How do you use it?

And how can it help you improve your reading?

Appendix D Course Schedule

Course Schedule		
Week	**Control Group**	**Experimental Group**
1	Pretest	Pretest and pre questionnaire
2	Reading 1 "A Surprise Job More?"	Four main strategies and Reading 1
3	Reading 2 "Launch of a Launch Club"	Reading 2
4	Reading 3 "The Young's View of the Old"	Reading 3
5	Reading 4 "No Food in the Flat"	Reading 4
6	Reading 5 "New Competition"	Reading 5
7	Midterm examination	Midterm examination
8	Reading 6 "How Can Animal Communicate?" Assignment 1 "Earth Living Planet"	Reading 6 Assignment 1
9	Reading 7 "Celebrating Fifteen"	Reading 7
10	Reading 8 "Frankenstein"	Reading 8
11	Reading 9 "Earth a Living Planet"	Reading 9
12	Reading 10 "The Sparrow"	Reading 10 Assignment 2
13	Posttest	Posttest and post-questionnaire
14	Final examination	Final examination

Appendix E Results of the Questionnaire

Item	Description	Before training			After training			T
		Mean score	SD	Level	Mean score	SD	Level	
1	I used titles and subtitles (if any) to predict the content of the text.	4.39	0.95	M	4.02	0.72	H	5.116*
2	I used pictures (if any) to predict the the content of the text.	3.70	0.87	H	4.40	0.81	H	4.824*
3	I examined what the reading instruction or exercise questions required me to do.	3.42	1.00	M	4.02	0.85	H	4.861*
4	I predicted what would happen next while I was reading.	3.00	0.94	M	3.52	0.76	H	4.277*
5	I checked whether my predictions about the text were right or not.	3.35	0.06	M	4.06	0.78	H	5.113*
6	I used my own knowledge on English structure to comprehend the text.	3.70	1.10	H	4.23	0.77	H	3.395*
7	I used my personal experience (what I already know) to help me understand the text.	3.65	1.00	H	4.14	0.85	H	4.012*
8	I was aware of which strategy to use and how to use it when I faced reading problems.	3.00	0.90	M	3.54	0.72	H	3.614*
9	I tried to find the topic and main ideas by skimming.	3.66	0.99	H	4.13	0.77	H	3.741*
10	I guessed the meaning of the important new words from the context by reading on or looking back.	3.40	1.00	M	4.00	0.74	H	3.525*
11	I ignored the meaning of the unimportant new words from the context.	2.45	0.86	L	2.80	0.92	L	3.339*
12	I selected the relevant information to help me understand the text.	3.50	0.82	H	3.76	0.72	H	1.861*
13	I related the important points to one another to understand the text as a whole.	3.50	0.93	H	4.10	0.71	H	4.039*
14	I re-read the relevant information if I did not understand the text.	4.06	0.94	H	4.45	0.87	H	3.519*
15	I underlined the main ideas or took notes on the important points.	3.10	1.10	M	3.89	0.95	H	4.878*
16	I made a mental or written summary of the information.	3.05	0.90	M	3.72	0.72	H	3.814*
17	I scanned the text to find the information.	3.70	0.70	H	4.06	0.57	H	3.265*
18	When I started to complete the exercise, I planned how to do it and followed that plan.	3.25	0.87	M	4.23	0.80	H	4.287*
19	I checked whether I had successfully achieved the reading task by re-reading some parts of the text.	3.65	0.87	H	4.22	0.80	H	4.010*
20	I used all the relevant information to help me answer the questions.	3.79	0.91	H	4.25	0.68	H	2.840*

CURRUCULUM VITAE

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APPENDICES

Appendix A The English Reading Test

(Pretest and Posttest)

READING COMPREHENSION TEST ITEMS: 35 TIMES: 50

Direction: Read the following passages and choose the best alternative to answer each question.

Passage 1

> ### EDEN'S PLAYHOUSE
>
> *Romeo and Juliet*   by William Shakespeare
> January 28, 29; February 7, 8
> *The Matchmaker*   by Thornton Wilder
> January 30, February 3
> *The Good Doctor*   by Neil Simon
> January 31, February 4, 6
> *Saint Joan*   by George Bernard Shaw
> February 2, 5

1. The play that will be performed the greatest number of times at Eden's Playhouse is _____.
   a. Saint Joan   b. The Matchmaker
   c. The Good Doctor   d. Romeo and Juliet

2. Penny enjoyed the January 31st performance of *The Good Doctor* so much that she bought herself a ticket for its next performance on_____.
   a. February 3   b. February 4
   c. February 5   d. February 6

3. Justin has tickets for plays on two consecutive nights. He plans to see the first on January 29, and _____ on the following night.

    a. Saint Joan   b. The Matchmaker

    c. The Good Doctor   d. Romeo and Juliet

4. The fifth performance will be the play _____.

    a. Saint Joan   b. The Matchmaker

    c. The Good Doctor   d. Romeo and Juliet

5. Thornton Wilder's play is being performed on _____.

    a. January 28, 29 and February 7, 8

    b. January 30 and February 3

    c. January 31, February 4 and 6

    d. February 2 and 5

Passage 2

> **Berlin-** Two German teenagers robbed a girl but accidentally left their own pictures behind for police on a **discarded** mobile phone. After stealing a 15-year-old's shoes, money and mobile phone, the two older girls gave her an old mobile phone, police in the western city of
>
> 5   Bochum said on Wednesday. But the two 17-year-olds had forgotten that the phone had their own photos, striking smiley poses, **which** police published online on Tuesday in an effort to find the **culprits**.
>
> The two muggers turned themselves in when the pictures appeared on the evening news.

6. The best headline for this news article would be _____.

    a. Girl accidentally robbed   b. Muggers leave shots

    c. Mobile phone discarded   d. Photos appear online

7. The word **discarded** (line 2) is nearest in meaning to _____.

   a. unattended   b. unused

   c. unwanted   d. unidentified

8. The unlucky girl was robbed of _____.

   a. her mobile phone

   b. her own pictures

   c. her 15-year-old shoes

   d. a mobile phone with pictures on it

9. The word **which** (line 7) refers to _____.

   a. the striking smiley poses   b. the forgotten phones

   c. the mobile phones with photos   d. the girls' own photos

10. The word **culprits** (line 8) refers to _____.

   a. their own photos

   b. striking smiley poses

   c. the two 17-year-olds

   d. shoes, money and mobile phone

11. When their pictures appeared on the evening news, the robbers_____.

   a. were arrested by the police

   b. surrendered themselves to the police

   c. took their pictures back from the news reporter

   d. reported to the newspaper that published their news

12. This case was easy enough for the police because the robbers _____.

   a. saw their pictures published online

   b. gave their own mobile phone to the police

   c. left their own pictures in the phone they gave to the victim

   d. threw away their own mobile phone after stealing the girl's

13. All of the following statements are true EXCEPT _____.

   a. the two robbers were German teenagers

   b. the police arrested the robbers the following day

   c. the incident took place in the western city of Bochum

   d. the police solved the case with the help of the Internet

14. It can be inferred that ____.

    a. the unlucky teenager was new to the city

    b. the robbers were older than the girl who was robbed

    c. the two German teenagers were smiling in the pictures

    d. the unlucky girl's mobile phone was newer than the robbers'

Passage 3

**Give your dog relief from arthritis pain,
and give your children back their favorite companion**

*Now in easy-to-give
chewable tablets*

Arthritis is a painful disease that can develop in any dog. At any time. So if your dog lags behind when running or playing, seems stiff afterward, or has difficulty climbing stairs, find out how Arthyl (carprofen) has provided real relief for over one million dogs with arthritis! As with other pain relievers in this class, rare but serious side effects involving the digestive system, kidneys or liver may occur. Refer to brief summary for important information for dog owners, or call 1-800-720-DOGS.

Zie*fper* **Animal**   **Health Arthyl**

www.arthyl.com

---

15. All of the following are signs of a dog suffering from arthritis EXCEPT ____.

    a. climbing stairs with difficulty

    b. running more slowly than its owner

    c. having stiff legs after moving around

    d. having problems with blood circulation

16. Arthyl is a ____.

    a. hospital   b. pet food

    c. foundation   d. brand name

17. The ad is for dog _____ .

    a. owners   b. trainers

    c. breeders   d. catchers

18. The pain relievers may have a severe effect on all of the following EXCEPT

    _____ .

    a. liver   b. lungs

    c. stomach   d. kidneys

19. To treat arthritis, the medicine must be _____ .

    a. taken orally   b. inhaled deeply

    c. applied on the skin   d. injected into muscles

20. To get further information, you can do any of the following EXCEPT _____ .

    a. write a letter   b. surf the Internet

    c. make a phone call   d. read a leaflet for dog owners

Passage 4

> Parks Toy (Thailand) has recently suffered sharp falls in its annual income after once enjoying sales of as much as US$6 million a year.
>
> The toy manufacturer, which is owned by Korean business-
> 5 man Young Tae Park, has been in business in Thailand for 17 years and focuses mainly on exports to the US and European countries. But like other exporters, **it** has faced tough price competition following China's entry into its markets. Some toymakers are even seeing **dim** business prospects ahead in Asian markets.
>
> 10   However, Parks Toy is trying hard **to turn a crisis into an opportunity**. It sees some lights of opportunity still burning in the US and European markets and is undergoing a change in its business strategies.
>
> Among other things, it has declared "pay-back" time for its

15   Chinese competitors. It has developed a new brand of Grade A

     toys called "Anee Park", and is selling them in China.

     "Before we can   fix the problem, we have to know its roots,"

     Park explains.

         Chinese manufacturers enjoy a big advantage because of low

20   labor costs. Although the cost of labor in China is rising slightly,

     Park believes Thailand's labor costs are still acceptable. The

     problem is that workers here do not work to their full capacity, he

     says, especially during long holidays, when many are absent.

     "Our labor problem is that we can use only 70 per cent of

25   work capacity. This has a major effect on the business because we

     are unable to manufacture in time to meet orders."

     Low labor costs aside, China also has its own raw materials,

     while Thailand still needs to import them from Korea. Some Thai

     toy manufacturers recently tried to source their materials locally,

30   but found suppliers were incapable of meeting demand.

         As a result, low labor costs and locally sourced materials are

     the two main factors enabling Chinese manufacturers to produce

     toys at half the price of their Thai counterparts.

     Parks Toy **pondered** what its advantages might be, and it

35   concluded that they were quality, design and after-sales service.

     And these things, it believes, should be enough to create business

     opportunities.

21. After China entered into Parks Toy's markets, _____.

   a. Park had to sell his toy business in Thailand

   b. the manufacturer's annual income sharply decreased

   c. all Asian markets started facing tough business competition

   d. Chinese manufacturers saw more opportunities in the US market

22. The phrase **to turn a crisis into an opportunity** (lines 10 - 11) can best be
    replaced by "to turn _____".
    a. loss into risk   b. failure into success
    c. danger into certainty   d. difficulty into advancement

23. Parks Toy is paying back its Chinese competitors by _____.
    a. selling its Grade A toy products in China
    b. changing its business brand name in Thailand
    c. creating business opportunities in world markets
    d. developing new toys for the US and European markets

24. All of the following statements are true EXCEPT _____.
    a. Parks Toy used to earn a large amount of money yearly
    b. China can sell their products more cheaply than Thailand
    c. Young Tae Park produces products mainly for Asian markets
    d. China has its own raw materials while Thailand buys them elsewhere

25. The word **pondered** (line 39) means _____.
    a. checked regularly to find out details
    b. planned attentively before starting work
    c. decided unanimously to reach an agreement
    d. thought carefully before reaching a decision

26. _____ is NOT mentioned as an advantage of Parks Toy's products.
    a. Quality   b. Design
    c. After-sales service   d. Production cost

27. The labor problem affecting Parks Toy is _____.
    a. Thailand's labor costs are still very high
    b. the cost of labor in China is rising slightly
    c. they cannot find enough skilled Thai laborers
    d. Thai laborers do not work as much as they should

28. The pronoun **it** (line 7) refers to _____.
    a. Parks Toy   b. income
    c. business   d. Thailand

29. The word **dim** (line 9) could best be replaced by ____ .

    a. risky   b. poor

    c. unclear   d. vague

30. This passage is about ____ .

    a. problems facing Parks Toy

    b. Parks Toy's foreign markets

    c. Parks Toy and its competitors

    d. business strategies used by Park

PASSAGE 5

Ever wished you could decide what to dream at night? A Japanese toymaker says it has a new gadget that can help you do just that. Tokyo-based Takara Company says that its "Dream Workshop" and – shaped like an oversized cellular phone dock and about 14 inches tall – can be programmed to help sleepers choose what to dream.

While preparing for bed, the user mounts a photograph on the device of who should appear in the dream, selects music appropriate to the mood – fantasy, comedy,
romantic story, nostalgia – and records key word prompts, such as the name of a romantic crush. Placed near the bedside, the dream – maker emits a special white light, relaxing music and a fragrance to help the person nod off.

Several hours later, it plays back the recorded word prompts, timed to coincide with the part of the sleep cycle when dreams most often occur. It then helps coax the sleeper gently out of sleep with more light and music so that the dreams are not forgotten.

The device targets sleep – deprived businessmen, a company official said. "There are many businessmen today who say they don't sleep because they are too busy. This gadget can be used to help them dream a good dream," said Takara spokeswoman Mayuko Hasumi.

> In a study conducted on a group of men and women between the ages of 20 – 40, the device had a success rate of 22 percent in inducing dreams in which one of the prompt words appeared.

31. What is the main idea of this passage?

    a. to report success in controlling a human's mind

    b. to show how a new gadget help us select our dreams

    c. to reveal that technology can help solve the business dilemma

    d. to point out that technology can do anything beyond imagination

32. What is the most suitable headline for this article?

    a. No More Insomnia

    b. The Dream – Maker Device

    c. The Wonder of Technology

    d. Technology Can Serve All our Needs

33. What did Takara Company call its new gadget?

    a. Dream Catcher   c. Dream Machine

    b. Dream Chooser   d. Dream Workshop

34. What does the user have to do with a photograph in order to operate the device?

    a. press it on   c. present it on

    b. attach it on   d. click it on

35. What mode should a person who wants an alien to appear in his-her dream select?

    a. fantasy   c. western

    b. comedy   d. romance

Appendix B Reading Strategies Questionnaire

(RSQ)

Reading Strategies Questionnaire

Direction: Respond to the following statements about your reading strategies you employ on your reading by ticking (□) in the appropriate number (s). There is no right or wrong answers: answer honestly in terms of your own reading experiences.

1. What did you do before reading?

No	Before Reading	1	2	3	4	5
1	I used titles and subtitles (if any) to predict the content of the test.					
2	I used pictures (if any) to predict the content of the text.					
3	I determined what the reading instruction or exercise questions required me to do.					

2. What did you do while reading?

No	While Reading	1	2	3	4	5
4	I predicted what would happen next while I was reading.					
5	I checked whether my prediction about the text were right or not					
6	I used my own English structure knowledge to comprehend the text.					

7	I used my personal experience (what I have already known) to help me understand the text.					
8	I was aware of which strategy to use and how to use it when I faced the problems in reading.					

3. What did you do after reading ?

No	After Reading	1	2	3	4	5
9	I tried to find topic and main ideas by skimming.					
10	I guessed the meaning of the important new words from the context by reading on or looking back.					
11	I ignored the meaning of the unimportant new words from the context.					
12	I selected relevant information to help me understand the texts.					
13	I related important points in text to one another to understand the text as a whole.					
14	I re-read the relevant information if I do not understand the passage.					
15	I underlined the main ideas or make notes for important points.					
16	I made a mental or written summary of					

		information presented in the reading text.					
	17	I tried to find the information for reading comprehension by scanning.					
	18	When I started to complete the exercise, I planned how to do it and follow the plan.					
	19	I checked whether I had achieved the reading task successfully by reading some parts of the text again.					
	20	I used all the relevant information to help me answer the questions.					

(Adapted from reading strategies questionnaire by Phakiti, 2003 & Anderson, 2003)

Appendix C Sample of Lesson Plans of the

Experimental Group and the Control Group

LESSON PLAN 2

(Experimental Group)

Course: English 31102   **Grade Level**: M. 6

Theme: Four Key Strategies   **Topic**: A surprise Job more

Semester: 2/ 2013   **Time Allocation**: 2 periods

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1. OBJECTIVE

Students will be able to describe what the four key strategies are and how to use them.

2. CONTENT

1. The reciprocal teaching approach consists of two main features. The firstn feature includes four strategies (summarizing, generating questions, predicting, and clarifying) that help readers develop their reading comprehension. The second feature of the reciprocal approach is called scaffolding, Scaffolding is an instructional process in which a teacher acts as a model of reading to help students read. That is, before students are ready to read, will be taught to what the four strategies are and they will also participate using these four strategies.

2. There are four key strategies that readers use when they meet with problems while reading. These four key strategies are summarizing, clarifying, questioning and predicting. In the summarizing process, students will be taught to identify the most important ideas or the main idea of a text. In the generating questions process, students will be taught to construct questions related to the main idea or the important information of a text. This process will help readers check their

understanding of the text being read. In the process of making predictions, students will be taught to link theirn background knowledge (schemata) to the new information or the knowledge found in the text, and will be taught to find some clues in the text to predict what it is about. In the clarification process, students will be taught to restore meaning by using context clues when there is comprehension breakdown or confusion.

3. MATERIALS:

1. Handout on "Four Key Strategies"

2. Reading No. 1, "A surprise Job more"

4. INSTRUCTIONAL ACTIVITIES

Procedures

4.1 Pre-instruction stage

Min Step

5 1. Ask students what reading strategies they use when they have reading problems. Students discuss and share their ideas.

5 2. Lead the students to four key strategies of reciprocal approach: predicting, questioning, clarifying and summarizing. Ask students roughly what they know on each strategy.

4.2 Instruction stage

Prediction Strategy

Min Step

5 1. Students read the first strategy on Handout2 silently. Ask them what

prediction is, what they should do to help them predict what the text is about, and what they use to help them make a prediction of the text. Then the teacher make a conclusion.

5 2. Students practice prediction on exercise: predicting from the picture, predicting form the title, and predicting from the main point. Then check the answers. If there are some problems on the answers, students discuss with the teacher's help.

5 3. Students read tip of prediction and make a conclusion the steps of prediction.

Questioning Strategy

Min Step

5 1. Students read and find out what questioning is, the purpose of questioning, and how to make questions. Then students discuss to share their ideas and make conclusion by teacher's guide.

5 2. Students practice asking questions on the content on example. The teacher reads the text and asks student what questions they can ask.

T : What do they in sentence 2 refer to?

Ss : Camels.

T : What can camels do?

Ss : They can carry goods and people.

T : How long it may take for camels to cross desert?

Ss : About two months.

5 3. Students discuss and conclude the technique to make the questions.

5 4. Students work in pair or small group and practice making question on Reading 1 "Can We Ever Communicate?" paragraph by paragraph. Then check the answers.

Clarifying Strategy

Min Step

5 1. Students read "clarification" and discuss. Then the teacher makes a conclusion.

5 2. Explain the students how to clarify the references. Then students do the example with the teacher's help from 1.1 – 1.7.

5. 3 Explain the students how to clarify vocabulary by using context clues and word formation. Then students practice clarifying vocabulary on example 1 – 3 with the teacher's help.

Summarizing Strategy

Min Step

5 1. Read and discuss what "summarizing" is, how to find main ideas, and how to write summarizing.

5.2. Practice how to find main ideas from the passage on exercise 1.

5.3 Practice how to find main ideas and write summarization on exercise 2.

4.3 Post-instruction stage

Min Step

Review what has been studied.

5. Assignments

Make a conclusion (either in Thai or English) of the four key strategies.

6. Evaluation:

6.1 How to evaluate:

- Correct students' answering the questions.

- Observation of the conversation in pairs and in class.

- Check exercises

6.2 Instrument of evaluation:

- Observation form

6.3 Criterion of evaluation:

- Students participate in learning at good level.

- Students do the exercises correctly at 60 %

7. Subject Area Involved:

- Communication in World Wide.

8. Additional Activity:

- Students can change the situation in which they like.

9. Remark:

9.1 Result of the learning

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

9.2   Problems / Obstacles

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9.3   Supplement

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Signature

(Miss Naritsara Jieram)

FOUR KEY STRATEGIES

Prediction

Prediction involves finding clues by using your own background knowledge and personal experiences. The purpose is to link between what you have already known about the topic and the new knowledge you are about to acquire through reading and to keep the reader actively thinking and on task reader is reading. Title and graphic are the clues to start predicting what the texts about. As reading proceeds, find clues in the text to make predictions. There are three ways for predicting: predicting from the picture, predicting from the title, and predicting from the main points.

I Predicting from the title

Look at the title from a magazine article, which of the following ideas would you find in this article. Then discuss with your friends on the answers.

Perth: A Good Place to Study

_____ 1. Perth is a dangerous place

_____ 2. There are good universities in Perth.

_____ 3. The education system in Perth is very bad.

_____ 4. People are friendly in Perth.

_____ 5. People like to walk and jog in the city parks.

II Predicting from the main points.

HOW CAN PEOPLE COMMUNICATE WITH ANIMALS?

People have been talking with animals ever since prehistoric times, when we first began to work with horses and dogs. But it is impossible to teach animals to use human language. Animals do not have the right kind of vocal organs needed for speaking human languages. What can we do so that we can communicate with animals?

1) What is your prediction when you read the title?

_____

2) Skim the first paragraph; Who is the passage about?

_____

3) Read the last sentence; What is your prediction for the next paragraph?

_____

Tip. For the prediction strategy, first you read the title and figure out what the passage is about and you can also look at the subheadings and pictures, if any. Secondly, read the first paragraph by skimming (picking out what you think they are main ideas). Don't pay your attention on every word. While reading you can predict what is going on next. Finally, you can predict the next paragraph from the contents of the paragraph you are reading.

Questioning

Questions are constructed to ask about the main idea or the important formation of the text. The purpose of this strategy is to test whether the reader

understands the text read and to help the reader identify important information in the text. Some useful question words are who, what, when, where, why, and how. For example, what is happening? "Why is this happening?"

Example

Camels have been helpful to people who live in deserts for thousands of years. They have carried people as well as their goods on their backs. They are able to cross deserts and mountains on trips that may take two months.

Questions _____

_____

_____

_____

Exercise 1 Read these paragraphs and ask the questions.

Can We Ever Communicate?

In the past, most people couldn't communicate with other people around the world because of time, distance, and their different languages. But as the 20th century closes and the 21st century begins, new machines and inventions help us to communicate with each other.

Questions _____

_____

_____

_____

Think about life before modern communications. Until the 15th century, most

people communicated only face-to-face or by handwritten letter. Books were made by hand, so they were rare and expensive. But after the printing press was invented, authors could tell their ideas to thousands of readers, cheaply and quickly.

Questions _____

_____

_____

_____

Since the 19th century, sending messages has become easier and faster. First, Samuel Morse invented the telegraph in 1844. By sending simple clicking sounds over a wire, people could communicate between faraway places-instantly.

Questions _____

_____

_____

_____

Clarification

Clarifying occurs when there are comprehension breakdowns or confusions and the reader attempts to restore meaning. For example, the reference terms are unclear, difficult or unfamiliar vocabulary is. To help the reader to understand the text, you should look for some signals: that is, or, in other words, such as, and for example. These signals may be in the previous or the next sentences. There are two ways for clarifying: reference and vocabulary.

1. Reference

1.1 Personal *pronoun:* I, You, We, They, He, She, It and me, you, us, the,

him, her, it.

Example Mangoes are sweet when they are ripe.

They refers to _____.

   1.2 Demonstrative: this, that, these, those.

Example The doctor prescribed the wrong drug. This nearly cost the patient's

life.

This refers to _____ .

   1.3 Indefinite *pronoun:* Some, all, both, each, many, more, most, others.

Example Twenty candidates applied for the job. One was successful while

The others failed.

One refers to _____ .

The others refers to _____ .

   1.4 **Relative Pronoun***:* Who, whom, whose, which, and that

Example This is why Mark is active about many things which he knows to

be unimportant.

Which refers to _____ .

   1.5 Adverb of time

Example It was 10 years ago when I met Jennie and she was a littlie girl

them.

Then refers to _____ .

   1.6 Adverb of place

Example Two years ago he visited his friend who worked in Sukhothai.

There he met his twin brother.

There refers to _____ .

1.7 Super – ordinate

Example Mr. Pike finally came in sight. The man looked very tired.

The man refers to _____ .

2. Vocabulary

There are two ways to help you clarify the unknown vocabulary: word

formation and context clue.

1. The poor boy knows what he wants to say but he just cannot **articulate it.**

articulate = _____

clues = _____

2. I wonder how you can **extol,** or praise, such sloppy work.

extol = _____

clues = _____

3. Bob enjoys **aquatic** sports such as swimming and sailing.

aquatic = _____

clues = _____

Exercise 1. Read the following paragraphs and clarify each reference word.

1. Teaching methods in nursery schools differ from **those** of elementary and

high schools. The children in nursery schools spend most of **their** time playing or in

activities **they** have chosen instead of doing work assigned by the teacher. The

classroom of a nursery school also looks different. Instead of rows of chairs and

desks, **it** has areas called activity centers. **Each** has different equipment and materials

for thechildren to use.

those = _____   their = _____

they = _____   it = _____

Each = _____

2. As **its** name Suggests, shorthand is a shortened form of writing for speedily recording the spoken word. Shorthand was employed as early as the first century BC when Marcus Tiro, secretary to Cicero, the Roman orator, invented **his** own system **that** soon came into general use. Today the two best known systems are Pitmen and Gregg, in **which** symbols are used to represent the sounds of words or entire phrases.

its = _____ his = _____

that = _____ which = _____

Exercise 2 Write down the meaning and the clues of each bold word.

1. In several parts of this country there were two financial extremes: from **penury** to great wealth.

penury = _____

clues = _____

2. Jack is usually **loquacious,** but today he's rather silent.

loquacious = _____

clues = _____

3. The government must ensure that the people are supplied with **transport facilities:** planes, trains, buses, cabs and ferries.

transport facilities = _____

clues = _____

4. A helpful context clue is **an antonym** – a word which means opposite to the

unfamiliar word.

An antonym = _____

clues = _____

5. **Carnivores,** or animals that mainly eat meat, are also hunted for leather.

Carnivores = _____

clues = _____

6. The writer suggests **two basic rapid-reading techniques:** scanning and

skimming.

Two basic rapid-reading techniques = _____

clues = _____

7. **Citrus fruits** (juicy and sharp-tasting fruits) such as oranges, lemons and

grapefruits grow in warm or hot countries.

Citrus fruits = _____

clues = _____

8. **Amphibians** are animals that live two kinds of life: the first part in the water

and the latter part mostly on land.

Amphibians = _____

clues = _____

9. The main idea may be stated in **part of a sentence**-that is, in a clause or in

phrase.

Part of a sentence = _____

clues = _____

10. Some birds such as the **condor** – a large South American bird-eat the meat

of dead animals.

condor = _____

clues = _____

Summarization

A summary consists of one or two sentences. It identifies the most important ideas/main idea of the passage. A good summary does not include details that are not important. Summarization is used to help you to understand the main ideas of the text in order to comprehend the whole pictures of what you have read and to guide you for your further reading. You should think of what the paragraph/text is mostly about. Find a topic sentence and construct a sentence that reflects the most important information in the paragraph.

The main idea of a paragraph is usually stated by one of the sentences in the paragraph. The main idea sentence is commonly known as "a topic sentence" or "topic statement." It may appear in one of several paces in the paragraph. *Most frequently the first sentence of a paragraph states the main idea.*

Exercise Read the following paragraph and make note of the main idea for each paragraph.

1. In the 1960s, satellites helped build a global communications network. How we have audio cassettes, video cassettes, computers, e-mail, telex and fax machines, too. And many people log on to the "Web." In fact, we have everything we need for instant worldwide communication-except one single language!

Main idea: In the 1960s, satellites helped build a global communications network.

However, the main idea sentence may also appear in other places: in the middle or at the end of a paragraph.

2. "We are slaves to nothing but the clock," it has been said. Time is treated as if it were something almost real. We budget it, save it waste it, steal it, kill it, cut it, and account for it; we also charge for it,. It is a precious resource. Many people have a rather acute sense of the shortness of each lifetime. Once the sands have run out of a person's hourglass, they cannot be replaced. We want every minute to count.

Main idea: It (= Time) is a precious resource.

In this paragraph, the main idea appears in the middle of the paragraph.

3. Americans believe no one stands still. If you are not moving ahead, you are falling behind. This attitude results in a nation of people committed to researching, experimenting and exploring. Time is one of the two elements that Americans save carefully, the other being labor.

Main idea: Time is one of the two elements that Americans save carefully, the other being labor.

In this paragraph, the main idea appears at the end of this paragraph.

4. When a volcano erupts, melted rock, steam, and ashes are forced through the top of the mountain. The area around the volcano is sprayed with ashes and boiling liquid called lava. Trees and buildings in its path are destroyed. Wildlife and people are killed.

Main idea: When a volcano erupts, it destroys both land and people surrounding it.

Please notice that sometimes there is no sentence in the paragraph which directly states the main idea. That doesn't mean that there isn't main idea in the

paragraph, only the main idea is implied. In these cases you have to write a sentence to sum up the main idea of the paragraph.

Exercise 1 Read these paragraphs and make note of the main idea for each paragraph.

1. In the past, most people couldn't communicate with other people around the world because of time, distance, and their different languages. But as the 20th century closes and the 21st century begins, new machines and inventions help us to communicate with each other.

Main Idea:

Think about life before modern communications. Until the 15th century, most people communicated only face-to-face or by handwritten letter. Books were made by hand, so they were rare and expensive. But after the printing press was invented, authors could tell their ideas to thousands of readers, cheaply and quickly.

Main Idea:

Since the 19th century, sending messages has become easier and faster. First, Samuel Morse invented the telegraph in 1844. By sending simple clicking sounds over a wire, people could communicate between faraway places-instantly.

Main Idea:

Then, after the telegraph, the telephone was invented in 1876. People could

speak to each other from far away, using their own voices. Later came radio-one person could speak or sing to millions of listeners at the same time. After that, television allowed millions of people everywhere to see and hear the same pictures at the same time.

Main Idea:

_____

In the 1960s, satellites helped build a global communications network. Now we have audio cassettes, video cassettes, computers, e-mail, TELEX and FAX machines, too. And many people log on to the "Web." In fact, we have everything we need for instant worldwide communication-except one single language!

Main Idea:

_____

Exercise 2 Summarize the whole above text.

....

....

....

....

....

Assignments

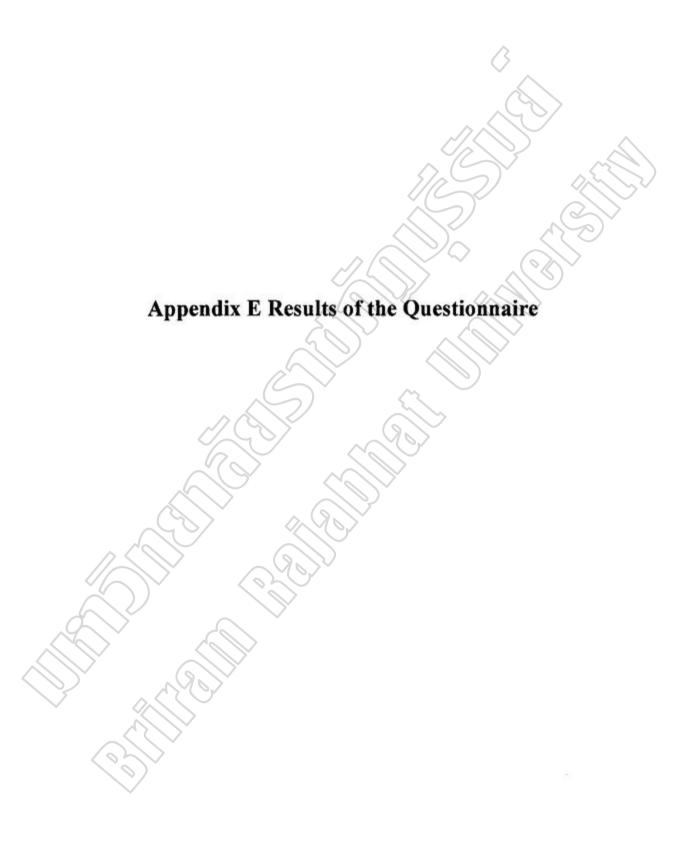Make a conclusion (either in Thai or English) of the following topics.

1. What is predicting? When do you use prediction? How do you use it?

And how can it help you improve your reading?

2. What is questioning? When do you use questioning? How do you use it?

And how can it help you improve your reading?

3. What is clarification? When do you use clarification? How do you use it?

And how can it help you improve your reading?

4. What is summarizing? When do you use summarizing? How do you use it?

And how can it help you improve your reading?

Appendix D Course Schedule

Course Schedule		
Week	**Control Group**	**Experimental Group**
1	Pretest	Pretest and pre questionnaire
2	Reading 1 "A Surprise Job More?"	Four main strategies and Reading 1
3	Reading 2 "Launch of a Launch Club"	Reading 2
4	Reading 3 "The Young's View of the Old"	Reading 3
5	Reading 4 "No Food in the Flat"	Reading 4
6	Reading 5 "New Competition"	Reading 5
7	Midterm examination	Midterm examination
8	Reading 6 "How Can Animal Communicate?" Assignment 1 "Earth Living Planet"	Reading 6 Assignment 1
9	Reading 7 "Celebrating Fifteen"	Reading 7
10	Reading 8 "Frankenstein"	Reading 8
11	Reading 9 "Earth a Living Planet"	Reading 9
12	Reading 10 "The Sparrow"	Reading 10 Assignment 2
13	Posttest	Posttest and post-questionnaire
14	Final examination	Final examination

Appendix E Results of the Questionnaire

Item	Description	Before training			After training			T
		Mean score	SD	Level	Mean score	SD	Level	
1	I used titles and subtitles (if any) to predict the content of the text.	4.39	0.95	M	4.02	0.72	H	5.116*
2	I used pictures (if any) to predict the the content of the text.	3.70	0.87	H	4.40	0.81	H	4.824*
3	I examined what the reading instruction or exercise questions required me to do.	3.42	1.00	M	4.02	0.85	H	4.861*
4	I predicted what would happen next while I was reading.	3.00	0.94	M	3.52	0.76	H	4.277*
5	I checked whether my predictions about the text were right or not.	3.35	0.06	M	4.06	0.78	H	5.113*
6	I used my own knowledge on English structure to comprehend the text.	3.70	1.10	H	4.23	0.77	H	3.395*
7	I used my personal experience (what I already know) to help me understand the text.	3.65	1.00	H	4.14	0.85	H	4.012*
8	I was aware of which strategy to use and how to use it when I faced reading problems.	3.00	0.90	M	3.54	0.72	H	3.614*
9	I tried to find the topic and main ideas by skimming.	3.66	0.99	H	4.13	0.77	H	3.741*
10	I guessed the meaning of the important new words from the context by reading on or looking back.	3.40	1.00	M	4.00	0.74	H	3.525*
11	I ignored the meaning of the unimportant new words from the context.	2.45	0.86	L	2.80	0.92	L	3.339*
12	I selected the relevant information to help me understand the text.	3.50	0.82	H	3.76	0.72	H	1.861*
13	I related the important points to one another to understand the text as a whole.	3.50	0.93	H	4.10	0.71	H	4.039*
14	I re-read the relevant information if I did not understand the text.	4.06	0.94	H	4.45	0.87	H	3.519*
15	I underlined the main ideas or took notes on the important points.	3.10	1.10	M	3.89	0.95	H	4.878*
16	I made a mental or written summary of the information.	3.05	0.90	M	3.72	0.72	H	3.814*
17	I scanned the text to find the information.	3.70	0.70	H	4.06	0.57	H	3.265*
18	When I started to complete the exercise, I planned how to do it and followed that plan.	3.25	0.87	M	4.23	0.80	H	4.287*
19	I checked whether I had successfully achieved the reading task by re-reading some parts of the text.	3.65	0.87	H	4.22	0.80	H	4.010*
20	I used all the relevant information to help me answer the questions.	3.79	0.91	H	4.25	0.68	H	2.840*

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