

ผลของการสอนแบบเน้นการรู้เชิงวิชาการที่มีต่อสมรรถภาพทางการอ่านภาษาอังกฤษ  
และการรับรู้ความสามารถของตนเองในการอ่านของนักศึกษาระดับปริญญาตรี



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EFFECTS OF ACADEMIC LITERACY-BASED INTERVENTION  
ON THAI UNIVERSITY STUDENTS' ENGLISH READING PROFICIENCY  
AND READING SELF-EFFICACY



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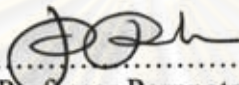
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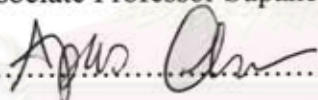
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ศศิมา จารุบุษปี : ผลของการสอนแบบเน้นการรู้เชิงวิชาการที่มีต่อสมรรถภาพทางการอ่านภาษาอังกฤษ และการรับรู้ความสามารถของตนเองในการอ่านของนักศึกษาระดับปริญญาตรี (Effects of Academic Literacy-based Intervention on Thai University Students' English Reading Proficiency and Reading Self-Efficacy) อ. ที่ปริกษาวิทยานิพนธ์หลัก : ศศ. คร. อาภัสรา ชินวรรณโณ, 217 หน้า.

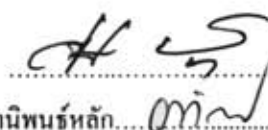
งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของการสอนแบบเน้นการรู้เชิงวิชาการที่มีต่อสมรรถภาพทางการอ่านภาษาอังกฤษและการรับรู้ความสามารถของตนเองในการอ่านของนักศึกษาระดับปริญญาตรี กลุ่มตัวอย่างประกอบด้วยนักศึกษาระดับปริญญาตรี 59 คน จำแนกเป็นสองกลุ่มคือกลุ่มที่ได้รับการสอนแบบเน้นการรู้เชิงวิชาการ ( $n=30$ ) และกลุ่มที่ได้รับการสอนแบบการอ่านเชิงวิชาการ ( $n=29$ ) จากนั้นใช้คะแนนการทดสอบการอ่านเชิงวิชาการจัดกลุ่มย่อย นักศึกษาที่มีสมรรถภาพทางการอ่านภาษาอังกฤษสูง (15 คน) และนักศึกษาที่มีสมรรถภาพทางการอ่านภาษาอังกฤษต่ำ (15 คน) นักศึกษาทั้งสองกลุ่มได้รับการสอนที่แตกต่างกันเป็นเวลา 10 สัปดาห์ ข้อมูลเชิงปริมาณได้จากคะแนนแบบทดสอบสมรรถภาพทางการอ่านเชิงวิชาการก่อนเรียนและหลังเรียนและแบบรายงานการรับรู้ความสามารถของตนเองในการอ่านก่อนเรียนและหลังเรียน โดยนำคะแนนมาวิเคราะห์หาค่าความแตกต่าง ข้อมูลเชิงคุณภาพได้มาจากแบบสังเกตพฤติกรรมในชั้นเรียนและการอภิปรายกลุ่มเฉพาะ

จากผลการทดลองพบว่าคะแนนจากแบบทดสอบสมรรถภาพทางการอ่านภาษาอังกฤษและแบบรายงานการรับรู้ความสามารถของตนเองในการอ่านหลังการเรียนของนักศึกษาที่ได้รับการสอนแบบเน้นการรู้เชิงวิชาการเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติ ( $p<0.05$ ) และเมื่อเปรียบเทียบคะแนนของนักศึกษาที่มีสมรรถภาพทางการอ่านสูงและต่ำ พบว่านักศึกษากลุ่มสมรรถภาพต่ำมีคะแนนสมรรถภาพทางการอ่านภาษาอังกฤษเพิ่มขึ้นอย่างมีนัยสำคัญ ( $p<0.05$ ) ส่วนนักศึกษากลุ่มสมรรถภาพสูงมีคะแนนการรับรู้ความสามารถของตนเองในการอ่านเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติ ( $p<0.05$ ) ผลการทดลองยังพบว่าระดับของสมรรถภาพทางการอ่านภาษาอังกฤษไม่มีผลเชิงการปฏิสัมพันธ์กับระดับการรับรู้ความสามารถของตนเองทางการอ่าน เมื่อเปรียบเทียบผลคะแนนสมรรถภาพทางการอ่านหลังเรียนของนักศึกษาที่ได้รับการสอนแบบเน้นการรู้เชิงวิชาการและการสอนอ่านเชิงวิชาการพบว่าคะแนนของทั้งสองกลุ่มไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ จากผลการศึกษารูปได้ว่าควรบูรณาการการสอนแบบเน้นการรู้เชิงวิชาการในการสอนอ่านภาษาอังกฤษและควรพัฒนาการรับรู้ความสามารถของตนเองในการอ่านเนื่องจากเป็นตัวแปรที่ช่วยให้นักศึกษาสามารถพัฒนาสมรรถภาพและความเชื่อมั่นในการอ่านบทความที่มีความยากได้

สาขาวิชา : ภาษาอังกฤษเป็นภาษาแม่  
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ลายมือชื่อนิติ

ลายมือชื่อ อ.ที่ปริกษาวิทยานิพนธ์หลัก.....



## 5087865320 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE  
 KEYWORDS : ACADEMIC LITERACY / READING SELF-EFFICACY/  
 ENGLISH READING PROFICIENCY

SASIMA CHARUBUSP : EFFECTS OF ACADEMIC LITERACY-BASED  
 INTERVENTION ON THAI UNIVERSITY STUDENTS' ENGLISH  
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The main objective of this study was to investigate the effects of Academic Literacy-based Intervention (ALI) on Thai university students' English reading proficiency and reading self-efficacy. The participants comprised 59 undergraduate students. Of these, 30 were assigned to the experimental group and the other 29 to the control group. Based on the English reading proficiency test, the students in the experimental group were then sub-classified into 2 groups, 15 to the high English reading proficiency group and 15 to the low English reading proficiency group. Over 10 weeks, the experimental group received Academic Literacy-based Intervention (ALI) while the control group received general academic reading instruction (AR). The quantitative data were then collected through The English Reading Proficiency Pre-Test and Post-Test and through the pre-implementation and post-implementation of Reading Self-Efficacy Inventory. The qualitative data were obtained through the Reading Self-efficacy Classroom Observation Record and Semi-Structured Students Focus Group Discussion.

Based on the experiment, the results yielded by the English Reading Proficiency Test and Reading Self-Efficacy Inventory showed that ALI students made statistically improvement ( $p < 0.05$ ). Upon comparing between high and low reading proficiency students, it was found that low proficiency students' English reading proficiency significantly improved while high proficiency students' reading self-efficacy significantly improved. The results also revealed no significant interaction of Thai university students' English reading proficiency and reading self-efficacy. In addition, the post-test scores of the students having been taught by ALI and AR instructional methods exhibited no statistically significant difference. Based on the findings, it can be suggested that academic literacy be integrated into the teaching of English-language reading. Moreover, reading improvement through the reading self-efficacy should be encouraged, as it is a factor likely to increase students' reading proficiency and efficacy.

Field of Study : English as an International language

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Student's Signature .....

Advisor's Signature .....

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## Chapter I

### INTRODUCTION

#### 1.1 Background of the Study

The past decade of Thailand's education has seen a growing number of international schools, foreign colleges and universities, and some undergraduate and post-graduate programs that use English as a language of instruction (Wiryachitra, 2002) in an attempt to accommodate globalization and internationalization. English literacy has gained an increasingly prominent role among Thai students. The striving to become internationalized is becoming more compelling because it is believed to lead to a knowledge-based society where English is used as a de facto language for access to knowledge sources (Baker, 2008). Those who have a good command of English, especially academic English, which is an advanced form of English used widely in formal settings, have greater advantage of benefiting from the wide access to information and earning better professional and educational statuses and opportunities in society. English language literacy is regarded as an instrument paving the way for academic and occupational success. As Scarcella (2003: 7) stressed, “[w]ithout knowledge of academic English, individuals may be excluded from participation in educated society and prevented from transforming it”.

However, in the current situation, most users of English as a foreign language are struggling with using the language for general communication, so they are not accustomed to using English as a language of instruction in academic contexts. This has become an issue of concern as academic language is not acquired during the early years of second-language acquisition, whereas the use of English across the curriculum in tertiary education requires advanced academic skills for content comprehension. Not only does the problem stem from the cognitive factor, but it is also closely related to some students' affects, such as motivation and persistence, to name a few. English-language learners in general regard English as too challenging to acquire and

tend to react negatively to learning it. Students bring to their English-language classroom certain beliefs rooted in their past experience, and such beliefs can be influential to their present study. Some negative beliefs lead to doubts and consequently lower their confidence in learning. This perception has potentially minimized the opportunity to learn effectively. The students' beliefs about themselves, their motivation, their confidence and their anxiety in learning affect their academic development, hindering their performance.

Beliefs are very influential in academic success, as Pajares and Schunk (2002) put, "many students have difficulty in school not because they are incapable of performing successfully but because they are incapable of believing that they can perform successfully". Therefore, in order to handle a challenging task, students will need both cognitive and affective strength as their instruments. The affective strength may even be primary because if students are affectively prepared, they are ready to make cognitive progress even in the face of difficulty.

According to the theory of human behavior, people will have an incentive to act if they believe that their action will produce desired effects. Such belief is a personal efficacy and it is a major basis of action. It is the belief of personal efficacy that guides people's life and leads them to accomplishment. Self-efficacy is defined as "...beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura 1997: 3).

In academic performance, self-efficacy has influenced motivation and it is evident in students' effort, persistence and choices of activities (Zimmerman and Cleary, 2006). That is, when students believe that they are proficient to perform a task, they will become more engaged, make a greater effort, be more persistent in a difficult task and be willing to choose a more challenging task. A number of previous studies also report that self-efficacious students demonstrate lower anxiety levels, are flexible in the use of strategies and are self-regulated (Pintrich and DeGroot, 1990; Zimmerman, Bandura and Martinez-Pons, 1992).



Self-efficacy research shows that students' self-efficacy is a strong predictor of achievement (Hsieh and Schallert, 2008) and, in particular, self-efficacy in learning a foreign language is significantly associated with language proficiency (Pajares 1996b; Pintrich and De Groot, 1990; Pajares and Schunk, 2001; Mills, Pajares and Herron, 2006). Students with high self-efficacy tend to believe that they will be successful in tasks and they take mistakes as a usual part of learning. These students will be willing to be engaged in challenging tasks as they believe that the tasks will help them learn more. On the contrary, students who have low self-efficacy tend to believe in their low ability and they will choose to perform less challenging tasks to avoid making mistakes (Bandura, 1993). It can be said that when students begin their study with high self-efficacy, they tend to be motivated and, as a result, they are likely to be more self-regulated and successful in their academic study. In contrast, students with low self-efficacy start off their study with low confidence and tend to do poorly, which will lead them back to a cycle of low confidence, low motivation and low performance, respectively. Self-efficacy belief, therefore, deserves attention as one of the internal factors that play an important role in students' academic success.

## **1.2 Statement of the Problems**

Research on academic reading has found that Thai students in general face difficulty in dealing with vocabulary, grammatical structure, and organization and length of reading passages. The last problem, in particular, usually causes decrease in students' motivation and develops a negative attitude toward the text they are reading. In addition, despite their knowledge of effective reading strategies, low English-proficiency readers or learners do not know how to apply those strategies to enhance their comprehension (Aegpongpaow, 2008).

Reading proficiency and reading self-efficacy are both associated with academic English literacy. As Guthrie and Davis (2003) point out, struggling readers tend to be unmotivated, avoid academic tasks due to the lack of

strategies and have low self-efficacy. Therefore, reading proficiency, reading self-efficacy and academic literacy are important components for academic accomplishment. In conclusion, in order for students to acquire knowledge and effectively use English in academic and professional communication nowadays, they need to develop their academic English literacy. To achieve this, reading proficiency and reading self-efficacy will serve as their foundation.

Based on the association of reading self-efficacy with reading proficiency, this study proposes Academic Literacy-based Intervention, a reading instruction that aims to improve students' academic literacy and reading self-efficacy. This instruction may increase Thai students' reading self-efficacy by utilizing proper reading materials and tasks, providing appropriate strategies as tools to deal with difficulties while performing tasks, encouraging social collaboration and interaction to help students construct meanings, guiding students to become aware of their past achievement in reading, providing a supportive and responsive atmosphere to facilitate reading, and promoting individualized assessment that focuses on self-assessment. The instruction will potentially increase the level of reading self-efficacy, which will improve reading proficiency of the students accordingly.

### 1.3 Research Questions

This study attempted to answer the following research questions:

1. To what extent does the Academic Literacy-Based Intervention improve Thai university students' English reading proficiency?
  - 1.1 To what extent does the Academic Literacy-Based Intervention improve the English reading proficiency of students with a **high level** of English reading proficiency?
  - 1.2 To what extent does the Academic Literacy-Based Intervention improve the English reading proficiency of students with a **low level** of English reading proficiency?

2. To what extent does the Academic Literacy-Based Intervention improve Thai university students' reading self-efficacy?
  - 2.1 To what extent does the Academic Literacy-Based Intervention improve the reading self-efficacy of students with a **high level** of English reading proficiency?
  - 2.2 To what extent does the Academic Literacy-Based Intervention improve the reading self-efficacy of students with a **low level** of English reading proficiency?
3. Is there a significant interaction effect of Thai university students' English reading proficiency and reading self-efficacy?
  - 3.1 Is there a significant interaction effect of English reading proficiency and reading self-efficacy in the group of Thai university students with a **high** level of English reading proficiency?
  - 3.2 Is there a significant interaction effect of English reading proficiency and reading self-efficacy in the group of Thai university students with a **low** level of English reading proficiency?
4. Is there a significant difference between English reading proficiency of the students who receive Academic Literacy-Based Intervention of those who receive Academic Reading?

#### **1.4 Objectives of the Study**

1. To investigate the effects of the Academic Literacy-Based Intervention on Thai university students' English reading proficiency.
  - 1.1 To investigate the effects of the Academic Literacy-Based Intervention on the English reading proficiency of students with a **high level** of English reading proficiency; and

- 1.2 To investigate the effects of the Academic Literacy-Based Intervention on the English reading proficiency of students with a **low level** of English reading proficiency.
2. To investigate the effects of the Academic Literacy-Based Intervention on Thai university students' reading self-efficacy.
  - 2.1 To investigate the effects of Academic Literacy-Based Intervention on the reading self-efficacy of students with a **high level** of English reading proficiency; and
  - 2.2 To investigate the effects of Academic Literacy-Based Intervention on the reading self-efficacy of students with a **low level** of English reading proficiency.
3. To investigate an interaction effect of English reading proficiency and reading self-efficacy on Thai university students.
  - 3.1 To investigate an interaction effect of English reading proficiency and reading self-efficacy on students with a **high level** of English reading proficiency; and
  - 3.2 To investigate an interaction effect of English reading proficiency and reading self-efficacy on students with a **low level** of English reading proficiency.
4. To compare the effects of the Academic Literacy-Based Intervention and Academic Reading on Thai university students' English reading proficiency.

### 1.5 Statement of Hypotheses

1. The post-test mean scores of Thai university students' English reading proficiency are significantly higher than the pre-test mean scores at 0.05 level after the Academic Literacy-Based Intervention.
2. The post-test mean scores of Thai university students' reading self-efficacy are significantly higher than the pre-test means scores at 0.05 level after the Academic Literacy-Based Intervention.

3. There is an interaction effect of English reading proficiency and reading self-efficacy at a significant level of 0.05.
4. The post-test mean scores of the English reading proficiency of the students having received the Academic Literacy-Based Intervention are significantly higher than the post-test mean scores of those having received Academic Reading instruction

## 1.6 Scope of the Study

### 1. Population

The population in this study includes about 1,012 undergraduate non-English-majoring students of Mae Fah Luang University. These students are enrolled in the Academic Reading and Writing course. The course is divided into approximately 40 sections, with approximately 35 students per section.

### 2. Variables

**Independent variables** include the two instructional models (Academic Literacy-Based Intervention and Academic Reading) and levels of English reading proficiency.

**Dependent variables** are scores of English reading proficiency and scores of reading self-efficacy

## 1.7 Limitations

*Data from students' self-reports.* The data from one of the research instruments, namely, the Reading Self-Efficacy Inventory, were self-reports. Reading self-efficacy is commonly examined using a questionnaire as an instrument. It should be noted that although the students' perception of their reading self-efficacy may appear in the data, it does not completely correspond to their actual reading habit.

*Other methods of English-language instruction.* While being engaged in this experiment, some students are also taking another general English course required by the university. The course aims to improve their general

communication skills, viz., listening, speaking, reading and writing. Therefore, the students are exposed to another type of input which may affect their reading skill.

### 1.8 Delimitations

This study aims at developing Thai undergraduate English-language students' academic English literacy and reading self-efficacy. The academic literacy in this study refers to academic literacy in the context of English as a foreign language. The reading self-efficacy in this study is particularly specified as the students' reading self-efficacy for English-language learning only. Even though the course in which the proposed instructional model is experimented is Academic Reading and Writing, this study investigates only the effects of the model on reading-related aspects; aspects related to writing will not be discussed.

### 1.9 Definition of Terms

1. **Academic Literacy-Based Intervention (ALI)** is an EFL reading instruction that emphasizes language, cognitive, sociocultural and strategic dimensions of academic reading. It is an integrative model of reading self-efficacy and academic English literacy. The instruction involves the use of content reading materials, practice of vocabulary strategies, reading strategies, self-regulatory strategies and an incorporated practice of interpretive, critical and responsive reading.
2. **Academic Reading (AR)** is an EFL reading instruction that emphasizes on vocabulary and reading strategies and summary-writing skills. The instruction involves the use of general reading materials and a practice of reading skills and strategies.
3. **English Reading Proficiency** is the ability to comprehend academic English texts in global reading skills (skills needed in comprehending main ideas of a text) and micro-skills (skills needed to locate and interpret details in the text). In this study, English reading proficiency involves the ability to perform some tasks, namely, distinguishing main ideas from supporting details,

understanding opinions and attitudes, and being able to distinguish these from facts. The English reading proficiency can be measured using scores of the International English Language Testing System's (IELTS) Academic Reading Module.

4. **Reading Self-Efficacy** refers to students' belief about their capability of interpreting and comprehending reading texts. Reading self-efficacy determines the perseverance and motivation in persistent reading and in overcoming reading difficulties. Reading self-efficacy can be measured using the scores of the Reading Self-efficacy Inventory.
5. **Undergraduate Students** are non-English-majoring students who participate in English-medium instruction at Mae Fah Luang University and are enrolled in the Academic Reading and Writing course.
6. **Students with High English Reading Proficiency Level** are students whose pre-test scores on IELTS' academic reading module are at or above +1 SD in the normal distribution of scores.
7. **Students with Low English Reading Proficiency Level** are students whose pre-test scores on IELTS' academic reading modules are at or below -1 SD in the normal distribution of scores.

#### 1.10 Significance of the Study

1. For theoretical implications, the Academic Literacy-Based Intervention framework and the instructional model proposed in this study will have an impact on future research in reading and literacy. English-language teachers and researchers can further their research by replicating the model in other settings in order to confirm the validation of the framework and the model. It is expected that the findings of this study will add another key influential variable, which is reading self-efficacy, to second-language reading and literacy development.

2. For pedagogical implications, this study will not only benefit English-language teachers and learners at the University under study, but it will also contribute to English-language teachers and students in other EFL/ESL/EIL contexts, both in and outside Thailand, as it suggests an instructional approach that enhances students' reading self-efficacy, motivation and engagement in English reading. It will also provide teachers with some guidelines to develop their students' academic English literacy and reading proficiency in both general and academic areas.

### **1.11 An overview of the study**

This study attempts to investigate effects of Academic Literacy-Based Intervention on Thai university students' English reading proficiency and reading self-efficacy. The study is divided into five chapters.

Chapter 1 presents the background and states the relevant problems. Moreover, the research questions, objectives and hypotheses are elaborated here. This chapter also clarifies the scope, limitations and delimitation of the study, provides definitions of terms used in the study and discusses the significance of the study.

Chapter 2 reviews the literature related to academic English literacy, reading self-efficacy and Literacy-Based Intervention.

Chapter 3 describes the research methodology, which consists of research design, population and samples, research frameworks, research instruments, instructional instrument, instruments validation, data collection and analyses.

Chapter 4 presents the findings in response to the research questions. It also presents quantitative and qualitative analyses of the data.

Chapter 5 discusses the findings and significant implications for teachers of English-language reading, as well as recommendations for future research.



## **Chapter II**

### **Literature Review**

This chapter outlines and elaborates on the two main concepts that underlie the framework of this study. The first main component of the research framework is literacy in second/foreign language learning, and the other is the role of reading self-efficacy in literacy development. Both theoretical cornerstones and empirical evidence of the two concepts will be explored, starting with the different aspects of literacy in second/foreign language learning, followed by the components of and concepts related to the self-efficacy principle, which underpins the main focus of this study. Finally, the implications of self-efficacy to foreign language literacy will be described.

#### **2.1 Academic English Literacy**

In order to initiate a discussion of academic English literacy, it may be worthwhile to first review the definition of literacy, especially in second-language learning settings. According to some ELT researchers (Gee, 1990; Kern, 2000; Barton, 2007; Cloud, Genesee, and Hamayan, 2009), the definition of literacy is not limited to language focus, and literacy means more than the ability to read and write. As Kern (2000) puts it, viewing literacy as only reading and writing seems to be too narrow and traditional, and it does not reflect every aspect of actual communication. This is because treating “reading”, “writing”, “speaking”, and “listening” as separate skills may not be applicable to authentic communication. ESL/EFL classes that overemphasize reading and writing as skills regard literacy as an end product, and such treatment leads to normative standards. Moreover, such practices tend to disregard contextual differences between producing and using a text as well as the different purposes, functions, and social values of literacy across cultural contexts.

Kern (*ibid*), however, has presented a broader and more dynamic notion of literacy that stresses the holistic practice of listening, speaking, reading, and writing by using reading and writing as tools for thinking and learning, so that students can expand their understanding of themselves and of the world. Thus, in literacy instruction based on the Kern’s view, the instructor emphasizes not only the processes

of decoding and encoding, but also the importance of linguistic forms in the context of students' active, imaginative, and critical involvement with their own and others' texts. The main focus is for the learner to perceive the "illocutionary force, cultural association and contextual meanings of words and texts" (Kern, 2000: 40).

This view of literacy is, therefore, particularly pertinent to the foreign language learning context. According to this view, literacy consists of three main dimensions that reflect students' adequacy and teachers' needs in communicative language programs. First, the linguistic dimensions of literacy involve the ability to recognize lexical and morphological elements, as well as the knowledge of the conventions that determine how elements are combined and arranged to make sentences (viz., syntax). Additionally, literate persons need to understand and identify sentence elements that are dependent on one another, and the relationship between sentences. For example, in reading an English sentence, an English-literate person is able to recognize the reference made by the pronoun *it* in the sentence: "The cat fell off the roof because *it* was slanted" (p.25). Also, literacy involves the understanding of the structure of sentences, paragraphs, and larger units of writing.

Literacy also has cognitive dimensions which involve the thinking process. The cognitive dimensions stress the significance of existing knowledge (schemata) which assists readers to establish and to infer relationship among juxtaposed words, sentences, and paragraphs, even without explicit cohesion, as in the sentences: "A cigarette was carelessly discarded. The fire destroyed hundreds of acres of prime timberland" (Kern, 2000: 29).

Existing knowledge in the view of cognitive dimensions of literacy involves two types of knowledge: declarative and procedural knowledge. While the former concerns the "what" knowledge consisting of facts, concepts, ideas, and definition, the latter refers to knowing "how" to do things. Both declarative and procedural types of knowledge are necessary in decoding a text, especially a domain-specific one.

The schema in culture-based concepts is also an essential factor for literacy as it helps readers understand culturally different information presented in texts. The schema allows us to infer and elaborate on ambiguous messages. In contrast, the culture-specific nature of schemata can potentially lead to difficulties when we read and write texts in a non-native language. The schemata in culture also leads readers

and writers to metacognitive processes of reading and writing, both of which consist of setting goals and purposes in reading and writing, planning, monitoring, and revising based on one's specific culture. It can be noted that these processes are not universal; rather, they are a matter of socialization.

The cognitive dimensions have an implication to literacy education in that teachers need to teach their students beyond the recognition and gist, and guide them toward the "careful identification, structuring, restructuring, and evaluation of explicit textual elements in an effort to infer implicit rhetorical and ideational patterns" (Widdowson, 1978; Swaffar, Arens, and Byrnes 1991; Kramersch, 1993).

The last dimensions of literacy have a sociocultural focus. Reading and writing are not merely "skills" practice, but they are tied in social "discourses". For this reason, they depend on social practice (Gee, 1996). Therefore, we can learn about the language, cultures, and societies through literacy practice. Moreover, literacy acquisition incorporates socialization into practices, beliefs, values, attitudes, and ways of thinking, in foreign language societies. In this sociocultural view, because literacy is not a monolithic entity but a collection of social practices, it needs to be developed through a variety of experiences in various contexts and with various text genres. Additionally, since literacy is not only a passive acceptance of particular discourse conventions, but involves a process of critical examination of how language should be used for different social purposes, students need to be encouraged to engage actively and critically in the texts and discourse conventions.

In conclusion, these three dimensions of literacy are interdependent, overlapping, and complementing each other. These interrelated dimensions are summarized in Figure 2.1.

<b>Sociocultural</b>	
<ul style="list-style-type: none"> <li>• Collective determination of language use and literacy practices</li> <li>• Interweaving of literacy practices with other social practices</li> <li>• Apprenticeship into ways of being (social acculturation, acquiring discourses, joining the literacy club)</li> <li>• Social and political consciousness: problematizing textual and social realities</li> <li>• Awareness of dynamism of culture and of one's own cultural constructedness</li> </ul>	
<p style="text-align: center;"><b>Linguistic</b></p> <ul style="list-style-type: none"> <li>• Lexical, morphological, syntactic semantic, pragmatic knowledge</li> <li>• Familiarity with writing system and graphic and organizational conventions</li> <li>• Awareness of interdependencies at all levels (orthography, lexicon, sentence, paragraph, text)</li> <li>• Awareness of relationships between oral and written language (including awareness of distinction between medium and mode of expression)</li> <li>• Familiarity with genres and styles.</li> </ul>	<p style="text-align: center;"><b>Cognitive/metacognitive</b></p> <ul style="list-style-type: none"> <li>• Existing knowledge (schemata)- allowing a person to establish relationship among pieces of information and to predict, infer, and synthesize meaning. <ul style="list-style-type: none"> <li>○ Declarative knowledge: the 'what' – facts, ideas, stories embedded in cultural contexts</li> <li>○ Procedural knowledge: the 'how' – strategies for reading, writing, and understanding, also embedded in cultural contexts.</li> </ul> </li> <li>• Ability to formulate and discern goals and purposes—including planning, monitoring, and revising—in line with cultural norms.</li> <li>• Ability to create and transform knowledge.</li> </ul>

**Figure 2.1: Summary of the Three Dimensions of Literacy (Kern, 2000: 38)**

Emphasizing the same association, Scarcella (2003) has presented a framework for Academic English literacy for K-12. Generally, the framework consists of three dimensions, linguistics, cognitive, and sociological/psychological dimensions, which are consistent to the theoretical model of academic literacy proposed by Kern (2000). In Scarcella's framework, the linguistic dimension encompasses critical features of communicative competence, which are phonological, lexical, grammatical, sociolinguistic, and discourse components. The cognitive dimension involves knowledge, higher order thinking, and strategic and metalinguistic awareness components. Lastly, the sociological/psychological dimensions refer to some attributes like social and cultural norms, values, beliefs, attitudes, motivations, interests, behavior, practices, and habits.

Colombi and Schleppegrell (2002) have revealed two foci of literacy, which include literacy as a social activity and literacy as a linguistic activity. The former focus views literacy as socialization of individuals in their different discourse contexts. Construction of meanings varies depending on particular social and cultural contexts. In this view, a variety of social contexts are placed in the foreground, with language in the background. Meanwhile, literacy as a linguistic activity considers language as a main tool used in various social contexts.

Johns (1997) describes that literacy is developed by exposure in a variety of contexts so that learners learn to recognize different types of genres in each context. It also requires individuals' interaction and mediation to interpret texts, and the knowledge of forms to serve their purposes in developing literacy. Gee (2002) has proposed a sociocultural view of literacy which emphasizes discourse, situated meaning, and identity. The model stresses the reading that gets beyond literal meanings or grammar and vocabulary, towards the understanding of specific culture and meaning of the text.

Even though literacy involves a vast variety of social activities in everyday life, the term literacy focused in this study will only be used in reference to literacy in schools and classroom learning, that is, academic literacy. At schools, students must develop some literate skills that enable them to succeed in learning. To restate, in becoming academically literate, students require more than literacy in the traditional sense, but, as Hedgcock and Ferris (2009: 5) indicate, the "[l]earners must also develop new behaviors and attitudes while cultivating social alliance".

Cloud, Genesee and Hamayan (2009) describe that in order for English language learners (ELLs) to develop their literacy skills necessary for learning in mainstream programs, apart from knowledge of the learners' home language and English language, the learners' background knowledge that includes content knowledge gained from prior schooling, knowledge of mainstream culture, knowledge of the world and life experiences, and the learners' interest and engagement in reading, are also crucial components. Learners should be able to read and write something meaningful and interesting and relate what they read and write about to their lives and to the world around them.

Academic English has been extensively defined by researchers and ELT scholars. Scarcella (2003) defines academic English as “a variety or a register of English used in professional books and characterized by the specific linguistic features associated with academic disciplines” (p. 9). Academic English tasks include different genres, such as some university tasks like reading abstracts, getting down the key ideas from lectures, and writing critique, summaries, annotated bibliographies and reports. The sub-registers of academic English are associated with many diverse disciplines such as science, economics, and mathematics (Johns, 1997). Academic language is, then, discipline-specific.

Chamot (2005) defines academic language as the language used during teaching and learning. It is the language in content textbooks and the language of literature. It is also the language used to communicate new concepts. And lastly, it is the language of literacy.

TESOL (*n.d.*) defines academic language as the “language used in the learning of academic subject matter in a formal schooling context; aspects of language strongly are associated with literacy and academic achievement, including specific academic terms or technical language, and speech registers related to each field of study” (para. 1). On a similar note, the American Educational Research Association—AERA—states that competency in academic English is defined as “the ability to read, write, and engage in substantive conversations about math, science, history, and other school subjects” (2004: 2). Academic language also includes skills related to the mastery of academic English, including summarizing, analyzing, extracting and interpreting meaning, evaluating evidence, composing, and editing, Academic English relies on a broad knowledge of words, concepts, language structures, and interpretation strategies.

In sum, academic English can be defined as the type of English used in any given academic discipline. It is the language used in academic contexts and requires advanced or higher-order thinking skills such as analyzing, reasoning, and evaluating.

## 2.2 Challenges of Academic English for EFL Learners

### 2.2.1 Linguistic Challenges

Acquisition of academic language may not be simple even for native speakers of the language. Snow and Uccelli (2009:118) have synthesized some work on academic language and constructed an inventory of features that constitutes challenges of academic language. The challenges include both linguistic and pragmatic features. In terms of linguistic features, academic language is more complicated than the colloquial one with reference to interpersonal stance, information load, organization of information, lexical choices, representational congruence, genre mastery, reasoning strategies, disciplinary knowledge, and epistemology assumption. These features are elaborated in Table 2.1.

**Table 2.1 : Linguistic Features and Core Domains of Cognitive Accomplishments involved in Academic Language Performance (Snow and Uccelli, 2009: 119)**

Linguistic categories	Academic language features
1. Interpersonal stance	Detached/distanced (Scheleppegrell, 2001) Authoritative stance (Scheleppegrell, 2001)
2. Information load	Conciseness Density (proportion of content words per total words) (Scheleppegrell, 2001)
3. Organization of information	Constituency (Halliday, 1994 cited in Snow and Uccelli 2009)/Subordination (Ong, 1995) (embedding, one element is a structural part of another)

**Table 2.1 : Linguistic features and core domains of cognitive accomplishments involved in academic language performance (Snow and Uccelli, 2009: 119) (Continued)**

Linguistic categories	Academic language features
	<p>Explicit awareness of organized discourse (central role of textual metadiscourse markers) (Hyland &amp; Tse, 2004)</p> <p>Autonomous text (endophoric reference)</p> <p>Stepwise logical argumentation/unfolding, tightly constructed</p>
4. Lexical choices	<p>High lexical diversity (Chafe and Danielewicz, 1987)</p> <p>Formal/prestigious expressions (e.g. “say”/“like” vs. “assert”/“fancy”, for instance)</p> <p>Precision (lexical choices and connectives)</p> <p>Abstract/technical concepts</p>
5. Representational congruence	<p>Complex/congruent grammar (complex sentences, e.g., “If the water gets hotter, it evaporates faster.”)</p> <p>Compact/incongruent grammar (clause embedding and nominalization, e.g., “The increasing evaporation of water due to rising temperatures” (Halliday, 1993 cited in Snow and Uccelli 2009)</p>
6. Genre mastery	<p>School-based genres (e.g. lab reports, persuasive essay).</p> <p>Discipline-specific specialized genres</p>
7. Reasoning strategies	<p>Specific reasoning moves valued at school (Reznitskaya et al., 2001)</p> <p>Discipline-specific reasoning moves</p>



**Table 2.1 : Linguistic features and core domains of cognitive accomplishments involved in academic language performance (Snow and Uccelli, 2009: 119) (Continued)**

Linguistic categories	Academic language features
8. Disciplinary knowledge	Abstract groupings and relations Disciplinary taxonomies and salient relations
9. Epistemology assumption	Knowledge as constructed

As for academic content areas, Cloud, Genesee and Hamayan (2009) have reviewed some literature on academic demands of particular content areas, namely, sciences, social studies, and mathematics. The features of the three content areas are compared in Table 2.2.

**Table 2.2 Features of English used in Science, Social Studies, and Mathematics (adapted from Cloud, Genesee and Hamayan, 2009)**

	Features of Language		
	Sciences	Social Studies	Mathematics
1) Text/Talk features	<ul style="list-style-type: none"> <li>• Conceptually packed</li> <li>• High density of unique words with specific meanings</li> <li>• Great deal of technical language with precise meanings</li> <li>Requires multiple readings</li> </ul>	<ul style="list-style-type: none"> <li>• Complex sentences with independent and dependent clauses;</li> <li>descriptions of related events; causes and effects</li> <li>• Verb plus infinitive (refused to obey, offered to write)</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptually packed</li> <li>• High density of unique words with specific meanings</li> <li>• Great deal of technical language with precise meanings</li> <li>• Requires multiple readings</li> </ul>

**Table 2.2 Features of English used in Science, Social Studies, and Mathematics**  
**(adapted from Cloud, Genesee and Hamayan, 2009) (Continued)**

	Features of Language		
	Sciences	Social Studies	Mathematics
	<ul style="list-style-type: none"> <li>Requires a reading rate adjustment because text must be read more slowly than natural language texts.</li> <li>Uses numerous symbols, many charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Time references; temporal phrase</li> <li>third-person pronouns that refer to actors previously named in the passage (he, she, they)</li> <li>causative words</li> </ul>	<ul style="list-style-type: none"> <li>Requires a reading rate adjustment because text must be read more slowly than natural</li> <li>Uses numerous symbols; many charts and graphs</li> </ul>
2) Major text structures/features of talk	Definition, description/ enumeration; cause/ effect, chronological/ sequential; comparison/contrast; problem/solution	Compare/contrast; generalization-example; enumerative; cause and effect; sequential/ chronological; problem-solution	Cause and effect; comparisons; logical or chronological sequence
3) Subject matter-specific vocabulary	e.g. omnivore, vertebrae, lava, mineral, stamen, thorax, molecule, electron, carbohydrate, amphibian	e.g. continent, landform, goods, services, raw material, consumption, patriotism, rebel, boycott, taxes, delegates	e.g. divisor, denominator, integer, quotient, coefficient, equation, protractor, place value, proper/improper fraction
4) Words used in new ways	e.g. cell, space, cycle, crust, matter, front (weather), property	e.g. party; capital; assembly; press (as noun); lobby	e.g. table, column, variable, carry, irrational/rational, mean, factor, term, expression, odd

**Table 2.2 Features of English used in Science, Social Studies, and Mathematics**  
**(adapted from Cloud, Genesee and Hamayan, 2009) (Continued)**

<b>Features of Language</b>			
	<b>Sciences</b>	<b>Social Studies</b>	<b>Mathematics</b>
5) Phrases/ lexical bundles (words that often co- occur; common sequences of words)	e.g. food chain, water cycle, cloud formation; the nature of ____; in the form of ____; the way in which ____; as a result of ____; the size/shape of the ____; as shown in Figure__	e.g. at the same time; had the right to; become known as; one of the most; had the right to; as a result of; the fact that	e.g. least common multiple, standard deviation, square root, a quarter of, divided by vs. divided into, as much as, common factor, the size of the, greater than or equal to, not more than
6) Common transitional words; logical connectors	unless; although; finally; because; also; consequently; therefore	From that time forward; after the war had begun; furthermore, he thought that; by the nineteenth century; as a result; finally; so; never before	If...then, if and only if, because, that is, for example, such that, but consequently, either
7) Common communicative functions	Name; classify/ categorize; ask and answer questions; report; describe; explain; predict; hypothesize; defend	Explain; describe; define; justify; give example; sequence; compare; answer question; clarify/restate	Following directions in a sequence, show, tell, ask and answer factual questions, predict, explain, justify, hypothesize, conjecture

**Table 2.2 Features of English used in Science, Social Studies, and Mathematics**  
**(adapted from Cloud, Genesee and Hamayan, 2009) (Continued)**

	Features of Language		
	Sciences	Social Studies	Mathematics
8) Helpful reading/writing skills and strategies	Visualize what is read; find information; use of text features (bold, italics); distinguish between main idea and supporting details; draw inferences; use root words and affixes to discover word meaning (hydro, proto, -ose); write summaries; record observations; use graphic organizers to record information; use diagrams to process text	Use the resources in textbooks (index, table of contents, glossary, etc); find the main idea and supporting details; present an oral report; write a cause-and-effect essay; use note-taking strategies; use graphic organizers to record information; conduct research; prepare reports; summarize; paraphrase; use graphs; maps, and charts	Adjust reading rate, reread difficult text, confirmation checks/summarize as you go, take notes while reading, use graphs, number lines, and charts to complement the understanding of text

Scarcella (2002) has given a broad view of literacy extending from decoding to higher-order thinking and embracing oral communication skills, as well as reading and writing abilities. The skills involved in literacy are conceptualizing, inferring, inventing, and testing. She has termed academic English literacy as advanced English literacy, which refers to “knowledge of the multiple, interrelated competencies related to reading, writing, speaking and listening” (2002: 210). Advanced literacy requires several types of knowledge, including grammar, vocabulary, pragmatics, metalinguistic, and strategies. Scarcella (ibid) has pointed out further that the

linguistic and metacognitive competencies associated with advanced literacy enable learners to do the following:

- Summarize texts, using linguistic cues to interpret and infer the writer's intention and messages;
- Analyze texts, assessing the writer's use of language for rhetorical and aesthetic purposes, and to express perspective, mood, etc.;
- Extract meaning and information from texts, and relate them to other ideas and information;
- Evaluate evidence and arguments presented in texts, and relate them to other ideas and information;
- Evaluate evidence and arguments presented in texts, and critique the logic of the arguments made in them;
- Recognize and analyze textual conventions used in various genres for special effects, to trigger background knowledge, or for perlocutionary effects;
- Recognize ungrammatical and infelicitous usages in written language, and make necessary corrections to texts in terms of grammar, punctuation, and capitalization;
- Use grammatical devices to combine sentences into more concise and more effective ones, and use various devices to combine sentences into coherent and cohesive texts;
- Compose and write an extended, reasoned text that is well developed and supported with evidence and details;
- Interpret word problems, recognizing that in such texts, ordinary words may have quite specialized meaning, for example, that *share equally among them* means to divide a whole into equal parts; and
- Extract precise information from a written text and devise an appropriate strategy for solving problems based on the information provided in the text.

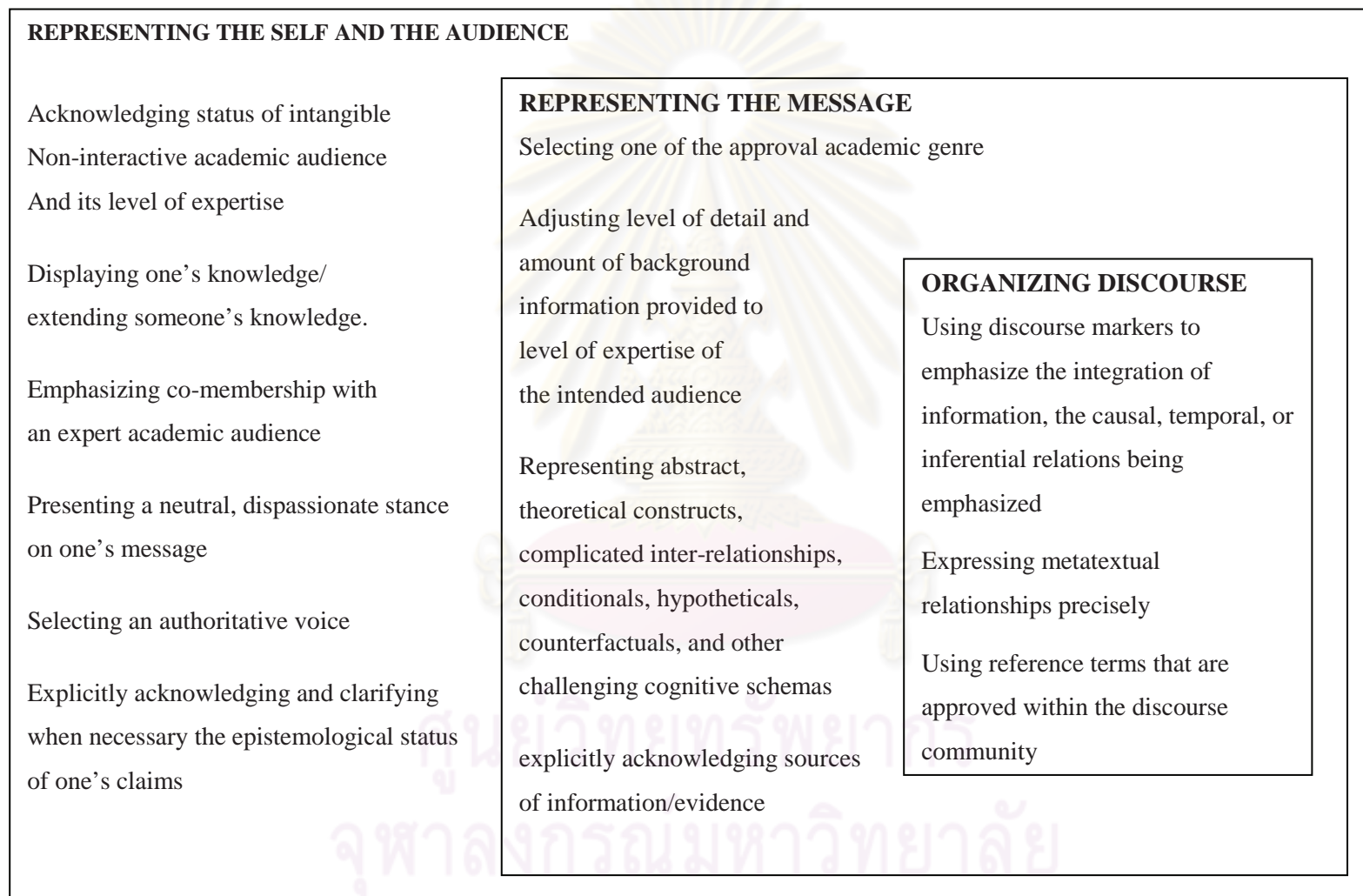
(Wong, Fillmore, and Snow, 1999)

To conclude, the linguistic challenges of academic English involve its complex language structure, cognitive processing, and demands of knowledge of and competency in language and strategies.

### 2.2.2 Pragmatic Challenges

Snow and Uccelli (2009) have explained further, that the pragmatics-based approach to academic language in communicative events has been considered as more demanding than general communicative circumstances in three frames of reference: organizing discourse, representing the message, and representing the self and the audience. Figure 2.2 demonstrates a summary of the pragmatic challenges of academic language in communicative events.





**Figure 2.2 Pragmatic Challenges within a Communicative Event (Snow and Uccelli, 2009)**

### 2.3 English Literacy Instruction

Reading is seen as a “series of literacy events or literacy acts” (Hudson, 2007: 9) because besides its encoding and decoding processes for comprehension, reading is also linked to other purposes. That is to say, reading involves the processes of creating meanings from arbitrary shapes, symbols, letters or words; interpreting different meanings of words in different sentences; and bringing prior knowledge to the text so as to understand the types of possible interpretations and evaluate the outcomes. In addition, when comprehension of the text is disrupted by the lapse of attention or processing, skilled readers employ a number of repair strategies so as to maintain efficient reading. Also, reading always occurs with purposes that are beyond comprehension. Readers want to comprehend texts so as to pursue further acts based on what they read, such as talking and writing about them, or summarizing or synthesizing them, so as to present their ideas (Hudson, 2007).

Hudson (2007) notes that one of the assumptions of reading is that reading is “meaning based, ... purpose and comprehension driven”. Therefore, “second language reading methods, materials, and instruction should focus on contexts and purposes and deal with language specific problems as they emerge from context” (2007: 28).

With respect to literacy instruction, Manyack (2007) has suggested a framework for effective literacy instruction. This framework consists of four complementary elements: (1) explicit code and comprehension instruction; (2) language-rich instruction; (3) socioculturally informed instruction; and (4) additive literacy instruction. The explicit code and comprehension instruction focuses on an explicit instruction of phonemic awareness, and decoding and comprehension processes. The language-rich instruction aims to develop oral proficiency and academic vocabulary. This is to increase students’ engagement and provide opportunity for teachers to help students with their acquisition. The socioculturally informed instruction is based on the fact that people have diverse cultural experiences, and that literacy is context-dependent. In this instruction, teachers should recognize these experiences and incorporate or integrate them in classroom activities by connecting literacy activities to students’ out-of-class lives. Lastly, additive literacy instruction centers on developing two languages—the native language and a foreign



language—simultaneously. This instruction considers biliteracy as the ultimate goal, and hence students' native language should be encouraged in the process of acquiring a foreign language.

Kern (2000) has commented that traditional literacy teaching usually presented a linear sequence of reading, talking, and writing, and the problem is that students get little help in the critical thinking process that involves reading and writing. He suggests non-linear literacy-based instruction in which its components are overlapping and yet complementary.

In addition, New London Group (cited in Kern, 2000) proposes literacy-based instruction which consists of four curricula components for addressing a full range of learners' literacy needs. The four components are situated practice, overt instruction, critical framing, and transformed practice. Situated practice focuses on immersion in language use by encouraging students to express their thoughts, opinions, and feelings towards the text, using their basic communication skills. Overt instruction focuses on explicit instruction of lexical, syntactic and discourse relationships, and text genres. This component also entails a scaffolding process. Critical framing includes the cognitive and social dimensions of literacy. It draws upon the relationship between language use and social contexts. Transformed practice offers students an opportunity to transform the text and re-create it in a new form. Students may write an analytical essay about the text they have read so as to reflect their understanding.

In short, as a crucial part of literacy development, reading instruction should involve more than teaching students to comprehend texts. It should also encompass cognitive, sociocultural and affective recognition so as to make reading become a meaningful and purposeful activity.

#### **2.4 Multiple-Strategy Instruction**

Previous research has shown that multiple-strategy Instruction helps improve readers' comprehension. This study briefly reviews some vocabulary and reading strategies that facilitate reading and support literacy.

*Reciprocal Teaching* (Palincsar and Brown, 1984). Reciprocal Teaching has been attested as improving students reading ability. The four processes of reading activities, predicting, clarifying, questioning and summarizing, assist students to

construct meaning, monitoring their comprehension and ensure understanding of what they read.

*Question-Answer-Response—QAR.* (Raphael and Au, 2005). In this strategy, students practice making and answering four types of questions which are (1) questions that have directly available information; (2) questions that require searching and synthesizing information; (3) questions that require inferred information; and (4) questions that require information based on readers' own knowledge. The first two types of questions activate a low level of thinking while the last two involve a high level of thinking.

*Collaborative Strategic Reading-CSR.* (Klingner and Vaughn, 1998) This strategy is a combination of Reciprocal Teaching and cooperative learning. Students perform tasks on the basis of group work, and each of them is assigned a responsibility. Students are taught four strategies, Preview, Click and Clunk, Get the Gist and Wrap Up. Preview is used in the pre-reading stage before students read the entire passage in order to help activate students background knowledge. It can be done by brainstorming and predicting. Click and Clunk is used during reading to help students learn to monitor their reading. Click refers to comprehension while Clunk is the communication break-down. This process helps students become aware of what they understand and fail to understand. In Get the Gist, students identify and state the most important ideas in their own words. This will help them ensure that they understand what they have read. Wrap up is used after reading the whole passage. Students learn to wrap up by forming questions and answering about what they have learned. Grabe (2009) commented that CSR can be used with both L1 and L2 students, but it is especially effective for use with struggling readers.

*Discourse-structure awareness and comprehension strategy instruction.* (Grabe, 2009). This strategy training include identifying main ideas, establishing the text's purpose, summarizing, predicting, forming questions about sections of a text, generating discussions about text understanding, and connecting information. This can be done by using visual representation such as concept maps, graphic organizers, among others. These strategies improve awareness of text structure and text comprehension.

In summary, most strategies that facilitate comprehension center around some general skills that involve predicting, clarifying, summarizing, forming questions, using prior knowledge, monitoring and evaluating.

## 2.5 Levels of Reading Proficiency

Readers with different levels of proficiency may perform tasks differently and this may result in different reading outcomes. It should be worthwhile to examine characteristics of good and poor readers so as to understand how good readers read, and support poor readers to improve their reading performance.

Cook (1989) summarizes metacognitive behaviors of good and poor readers in each stage of reading as in Table 2.3.

**Table 2.3 Metacognitive Behaviors of Good and Poor Readers (Adapted from Cook, 1989)**

Reading Sequence	Good Readers	Poor Readers
<b>Before Reading</b>	<ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Understand task and set purpose</li> <li>• Choose appropriate strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Start reading without preparation</li> <li>• Read without knowing why</li> <li>• Read without considering how to approach the material</li> </ul>
<b>During Reading</b>	<ul style="list-style-type: none"> <li>• Focus attention</li> <li>• Anticipate and predict</li> <li>• Use fix-up strategies when lack of understanding occurs</li> <li>• Use contextual analysis to understand new terms</li> </ul>	<ul style="list-style-type: none"> <li>• Are easily distracted</li> <li>• Read to get done</li> <li>• Do not know what to do when lack of understanding occurs</li> <li>• Do not recognize important vocabulary</li> <li>• Do not see any organization</li> </ul>

**Table 2.3 Metacognitive Behaviors of Good and Poor Readers (Adapted from Cook, 1989) (Continued)**

<b>Reading Sequence</b>	<b>Good Readers</b>	<b>Poor Readers</b>
	<ul style="list-style-type: none"> <li>• Use text structure to assist comprehension</li> <li>• Organize and integrate new information</li> <li>• Self-monitor comprehension by ...               <ul style="list-style-type: none"> <li>- Knowing comprehension is occurring</li> <li>- knowing what is being understood</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Add on rather than integrate new information</li> <li>• Do not realize they do not understand</li> </ul>
<b>After Reading</b>	<ul style="list-style-type: none"> <li>• Reflect on what was read</li> <li>• Feel success is a result of effort</li> <li>• Summarize major ideas</li> <li>• Seek additional information from outside sources</li> </ul>	<ul style="list-style-type: none"> <li>• Stop reading and thinking</li> <li>• Feel success is a result of luck</li> </ul>

Pang (2008) has studied characteristics of good and poor readers, synthesizing theories and research and has found three interrelated dimensions: (1) language knowledge and processing ability; (2) cognitive ability; and (3) metacognitive strategic competence. In the first aspect, good readers have automatic and rapid word recognition, automatic syntactic parsing and semantic proposition formation, reasonable size of vocabulary and awareness of text types and discourse organization. They also have a good store of cognitive strategies and are ready to gain proper access to a variety of purposeful strategies as well as to prior knowledge. Good readers are competent in monitoring their comprehension and in evaluating and regulating strategy use to maximize their comprehension.

In addition, Schramm (2008) has found that good readers develop clear goals for their reading and build a relationship between their goals and author's goal. While reading, good readers monitor their comprehension, evaluate problems and take action to solve problems. An obvious different characteristic between good readers and poor readers with regard to ways of coping with problems while comprehending a text is that good readers do not pay attention to comprehension problem unless the problem hinders their reading goal. In contrast, less successful readers are concerned about comprehension problems that may not be related to their reading goal, and they opt for quasi-solution that may prevent them from achieving their reading goal.

Grabe (2009) terms the word 'strategic readers' as successful readers. In his description, strategic readers do not mean only readers who possess knowledge of strategies, but they also have metalinguistic awareness which is the control over their use of strategies. This awareness allows them to understand and clarify some foundational knowledge of reading such as phonology, orthography, word meanings, word uses, syntactic information, discourse and ambiguity of meaning. Therefore, these readers know how to use strategies variably according to contexts. Strategic readers also read actively and extensively. They have high motivation and engagement in reading. They read to satisfy their purposes, needs and interests. The difference between good and poor readers are that good readers use strategies more effectively than poor readers; they also have metacognitive awareness; they use a combination of strategies variably and automatically rather than repeat individual strategies excessively. This information is supported by Alsheikh's (2011) study of

advanced proficient readers, which has found that the high proficient readers exhibit high awareness of reading strategies and use a wider range of reading strategies than less proficient readers who mainly rely on translation.

In conclusion, a good reader is a strategic reader. The differences between good and poor readers are that good readers have both knowledge and control over strategies. They also read with goals, and they know what kind of problems they should pay attention to and they seek solution to those problems.

## **2.6 Reading-Proficiency Assessment**

Grabe (2009) clarifies that reading-proficiency assessment, also known as standardized testing, is a way to determine students' overall reading ability based on particular constructs of the test in order to decide if students are prepared for educational advancement. Besides, some research studies have used standardized test to measure student levels or student instructional outcomes. An effective standardized test should include the following reading constructs:

- 1) fluency and reading speed
- 2) automaticity and rapid word recognition
- 3) search processes
- 4) vocabulary, morphological and syntactic knowledge
- 5) text-structure awareness and discourse organization
- 6) main-ideas comprehension
- 7) recall of relevant details
- 8) inferences about text information
- 9) strategic-processing abilities
- 10) summarization abilities
- 11) synthesis skills
- 12) evaluation and critical reading

Among other standardized tests, the International English Language Testing System (IELTS) is one of the tests that has evidence-based constructs of students' reading abilities. IELTS assess two main reading skills, global skills which include skills needed in comprehending main ideas of a text and micro skills which involve

skills needed to locate and interpret details in the text. The passages used in the test materials range from the descriptive and factual to the discursive and analytical. The reading constructs include in the test are reading for gist, reading for main ideas, reading for details, skimming, understanding logical argument, recognizing writers' opinion, attitudes and purposes. The test is prepared for students entering undergraduate or postgraduate courses or seeking professional registration (British Council et al, 2011). Grabe (2009) commented that IELTS is developed on the basis of construct assumption and the gatherings of appropriate evidence.

## 2.7 Reading Motivation

As mentioned earlier, academic literacy has some major challenges in its own characteristics; that is, it comprises both cognitive and affective factors to develop such demanding literacy. Wigfield and Guthrie (1995) divide L1 reading motivation into three main categories each of which entails subcategories as follows:

**Table 2.4 L1 Reading Motivation (Wigfield and Guthrie, 1995)**

Categories of Motivation	Sub-Categories of Motivation
Competence and Reading Efficacy	1. Reading efficacy 2. Reading challenge 3. Reading work avoidance
Achievement Value and Goal	<u>Intrinsic Motivation</u> 4. Reading curiosity 5. Reading involvement 6. Importance of reading <u>Extrinsic Motivation</u> 7. Competition in reading 8. Reading recognition 9. Reading for grades
Social Aspects of Reading	10. Social reasons for reading 11. Reading compliance

The first category of motivation in Table 2.4 concerns beliefs of readers about their reading ability. The reading challenge refers to satisfaction with the ability to comprehend complicated texts and reading work avoidance means aspects of reading the informer dislikes. The second category involves two main subcategories, intrinsic and extrinsic motivation. The former includes desire and enjoyment of reading; the latter is associated with readers' attempt to outperform others in reading and to gain tangible recognition. The last category focuses on reading to achieve social goal and to share the meanings with others.

Mori (2002) has studied motivation in studying English as a foreign language using the same categories suggested in Wigfield and Guthrie (ibid)'s L1 reading motivation with slightly adaptation. The results show that motivation in reading in English may be divided into four sub-components, namely, Intrinsic Value of Reading in English, Attainment Value of Reading in English, Extrinsic Utility Value of Reading in English, and Expectancy for success in Reading in English.

Grabe (2009) has compiled five theories of motivation and related concepts that underlie reading. The five theories are the achievement theory, the attribution theory, the social-cognitive theory, the goal theory, and the self-determination theory. Meanwhile, other related concepts include self-regulation, self-efficacy, interest, locus of control, and attitude. This study will review only the social-cognitive theory and the concept of reading self-efficacy.

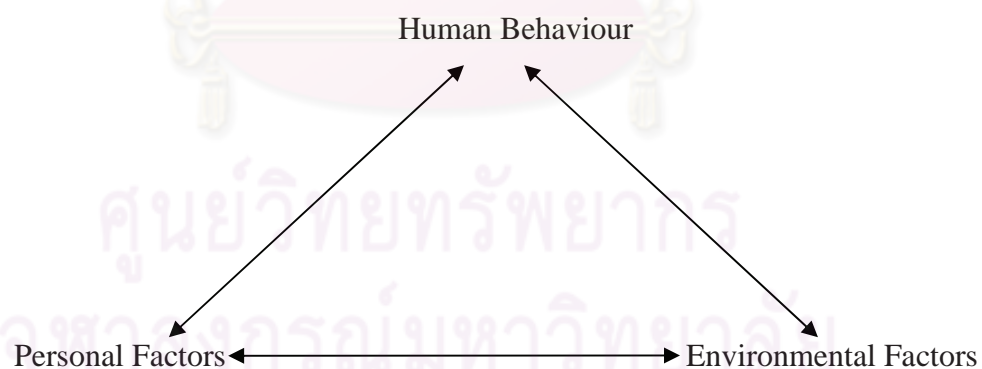
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จุฬาลงกรณ์มหาวิทยาลัย



## 2.8 Self-Efficacy as a Motivational Factor of Learning

Self-efficacy has been introduced to the educational context as a key contribution to academic success. Self-efficacy is regarded as a reinforcement of self-beliefs in human functioning. The concept of ‘self’ as a human agency has been introduced by Bandura (1986), whose exploration is beyond the domain of behaviorism, which focuses on learning through imitation and modeling. In his Social Cognitive theory, Bandura (ibid) broadens the scope of learning theories by adding elements absent in behaviorism, which include observational learning, enactive learning, and vicarious reinforcement.

The Social Cognitive theory emphasizes the critical role of self-beliefs in human cognition, motivation, and behavior. This theory views individuals as being proactive and self-regulating rather than as reactive and controlled either by environmental or by biological forces (Pajares, 2005). Human action is based on the interplay of three reciprocal causations: internal personal factors, behaviors, and external environment. The internal personal factors are in the forms of cognitive, affective, and biological events (Bandura, 1986). The interaction of these three causations are illustrated in the triadic reciprocity model (Figure 2.3).



**Figure : 2.3 Relationship between the Three Reciprocal Causation of Human Behavior (Bandura 1986)**

The interplay shown in the above figure has been exemplified by Pajares (2005) to the effect that people improve their skills, emotional, cognitive, or motivational processes to foster their well-being. For example, in schools, teachers work to improve their students’ emotional states and to correct their faulty self-beliefs

and habits of thinking (personal factors), improve students' academic skills and self-regulatory practices (behaviour), and alter the school and classroom structures that may work to undermine student success (environmental factors) (Pajares, *ibid*).

Bandura (1997) hypothesized that people's sense of self-efficacy is constructed from four principle sources: (i) enactive mastery experiences which are indicators of capabilities; (ii) vicarious experiences; (iii) verbal persuasion and social influence; and (iv) physiological and affective states. Enactive mastery experiences involve success that people experience by overcoming obstacles through perseverant efforts. Vicarious experience is an experience from peer observation, which is mediated through modeled attainments. People appraise their own capabilities on the basis of the attainments of others. Observing others, especially those who are similar to oneself, perform successfully can raise efficacy beliefs of the observers, so that they themselves have the capabilities to perform activities successfully as well. Therefore, modeling is an effective tool for promoting a sense of efficacy. However, if the models are perceived as different from the observers, those models do not tend to be influential to self-efficacy beliefs. Verbal persuasion is another source of sustained self-efficacy. While struggling with difficulties, if a person receives or establishes faith—rather than doubts—in his/her capabilities, s/he is likely to sustain his/her self-efficacy beliefs. As verbal persuasion has an indirect impact on personal efficacy, it can boost a person's efforts on tasks, and such efforts are a key factor of success. Lastly, physiological and affective states involve somatic and emotional indicators, such as fatigue, windedness, aches, pains, and mood states, all of which could be a person's reaction to stress and could be perceived as linked with inefficacy. Thus, another device to enhance self-efficacy is to reduce stress levels and these negative physiological and emotional reactions.

Based on all these four hypothesized sources of self-efficacy, some researchers have explored different ways in which these sources affect academic and self-regulatory efficacy beliefs of students. In a study conducted on students entering a middle school, it was found that mastery experience proved to be not only the strongest predictor of academic and self-regulatory efficacy beliefs (Usher and Pajares, 2005), but also the most influential source of self-efficacy (Zimmerman and Cleary, 2006).

## **2.9 Self-Efficacy and Some Related Motivational Concepts Contributing to Learning**

Self-efficacy has reciprocal relationships to some key motivation constructs that contribute to success and failure in learning. The main constructs that are related to this study include outcome expectancy, self-regulation, and causal attribution.

### **2.9.1 Self-Efficacy and Outcome Expectancy**

The self-efficacy belief of a person plays an important role in the outcome expectation of a task. When people have a high perception of their capability of performing a task, they will value the outcome highly, which will increase their motivation in being more closely engaged in the task. Therefore, self-efficacy beliefs determine expectations. That is, the higher the self-efficacy, the higher the expectation of the outcome. The high outcome expectation, in turn, leads to motivation and engagement in tasks, and consequently brings about success. Conversely, the low level or lack of self-efficacy can cause some doubts in performance and determine low expectation, which, in turn, could result in low motivation, low engagement, and possible failure (Pajares, 1996a).

Although outcome expectancy and performance are mutually associated, they are not the same concept. As Bandura (1997) describes, in some situations, “outcome” may be mistaken for “performance”. In fact, performance is conventionally defined as an accomplishment, while an outcome is the consequence of the performance. For example, the letter grades of A, B, C, D, and F reflect different levels of performance; meanwhile, these grades may bring different kinds of outcomes which are categorized into three forms: physical effects, social reactions, and self-satisfaction. Students who receive the A grade are admired by their peers and teachers, which makes them feel self-satisfied. These results of performance are considered as “outcome”.

Even though outcome expectation and self-efficacy are interrelated, they are not always consistent. A high sense of self-efficacy may not always result in a positive outcome. A student who knows that math skills are essential to the Graduate Record Examination (GRE), which will assure a place in a graduate school and subsequently career success in the future, may not take the GRE and go to graduate school because s/he is not confident in his/her math skills. This is to say that the

positive outcome expectation may not alter self-efficacy and human's behavior in all circumstances (Bandura, 1984, 1986 cited in Pajares, 1996b).

### **2.9.2 Self-Efficacy and Self-Regulation**

Self-efficacy is found to be reciprocally related to several dimensions of self-regulation. According to Zimmerman and Cleary (2006), self-regulation has been defined from a Social Cognitive perspective as “self-generated thoughts, feelings and actions that are planned and cyclically adapted based on performance feedback to attain self-set goals” (2006: 56). Self-regulation has been subcategorized into three cyclical phases: forethought, performance control, and self-reflection. And self-efficacy influences every of these phases. In the forethought phase, which consists of goal-setting, strategic planning, and sources of self-motivation, a self-efficacious person will set challenging and specific goals, select technique-specific strategies, perceive the task as valuable, and form positive outcome expectation. In the performance control phase, which entails self-control and self-observation processes, those who have high self-efficacy tend to be motivated to monitor themselves and their self-monitoring is always effective. Lastly, in the self-reflection phase, which consists of self-evaluation and attribution, empirical research has found that students who have high self-efficacy always set high performance standards and are more easily dissatisfied than low self-efficacious students (Zimmerman and Bandura, 1994). However, it has also been found that such self-evaluation is a good mechanism for increasing a sense of self-efficacy. If highly efficacious students learn to attribute their dissatisfying outcome to controllable factors and maintain their belief in future improvement, they will figure out their weaknesses and learn to improve themselves in future tasks based on their weaknesses (Zimmerman and Cleary, 2006).

### **2.9.3 Self-Efficacy and Causal Attribution**

Causal attribution refers to a students' perception of what causes their success and failure. Students' causal attribution has an effect on their expectation of future performance. Causal attribution varies from effort, ability, teachers, tasks' difficulty to luck (Weiner, 1986). Students' motivation and self-efficacy will be increased if they attribute their poor performance to internal, controllable factors such as efforts and strategy use. On the other hand, if their attribution is to some uncontrollable

factors, like luck or ability, their motivation and self-efficacy toward future performance will be decreased (Zimmerman and Cleary, 2006). Research has found that students with low self-efficacy usually attribute their failure to uncontrollable factors, so they usually regard themselves as helpless and unable to find a way to make adaptive changes. They may make an ineffective self-adjustment based on the uncontrollable causes (Silver, Mitchell and Gist, 1995 cited in Zimmerman and Cleary, 2006). Conversely, students who make a causal attribution to strategy use or efforts often succeed in enhancing their efficacy (Pintrich and Schunk, 2002, Schunk and Rice, 1991, Hsieh and Schallert, 2008).

### **2.10 Self-Efficacy and Academic Achievement**

The positive relationship between self-efficacy and academic achievement has been found in a number of previous empirical studies. Pintrich and De Groot (1990) found a strong, positive relationship between self-efficacy, intrinsic motivation, cognitive engagement, and performance in science and English classes. Linnenbrink and Pintrich (2003) found that even though self-efficacy may not directly contribute to success, it leads to more engagement in tasks, which results in more effective performance. For Thai students, it was found that Thai university students with higher academic achievement perceived a stronger sense of academic self-efficacy than those with moderate and lower academic achievement (Dulapiradit, 2004).

Apart from being related to various academic pursuits, self-efficacy has also been addressed as a prominent promotion of both first and foreign language learning. For example, in first language reading, self-efficacious readers believe in their capability of accessing the appropriate schema. In addition, self-efficacy in reading helps them adjust their stance toward the text, recognize the purpose for the reading, which will enable them to decode, comprehend, and use appropriate strategies to compensate the missing information, and negotiate the text they read (Johnson, Freedman, and Thomas, 2008).

In some studies, particularly those pertaining to foreign language proficiency, self-efficacy is regarded as one of the variables that enhances foreign language learning. The study conducted by Mills, Pajares, and Herron (2006), which examined the relationship between self-efficacy beliefs, anxiety, and French proficiency in

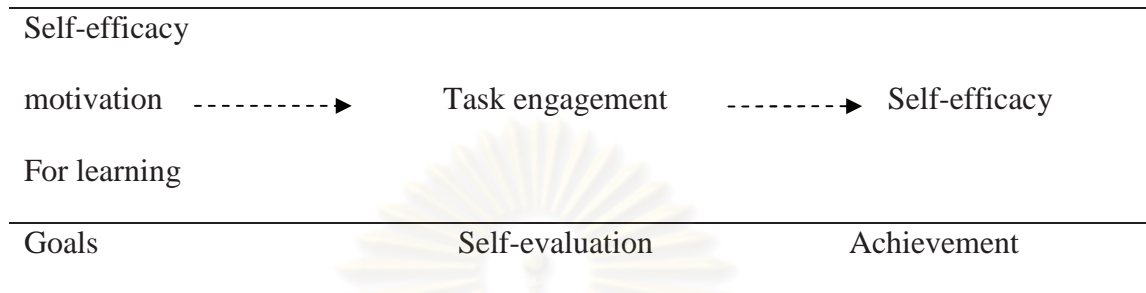
reading and listening of undergraduate students in French courses, found that students' reading self-efficacy in French was positively related to reading proficiency. The finding reflects that students who perceived themselves to be good readers become proficient in reading, and when students believe that they are proficient, their anxiety is reduced. Therefore, students with a stronger sense of efficacy to read in French tend to experience lower anxious expectations and attain higher levels of French reading proficiency. The study has indicated that a focus on the development of students' reading efficacy beliefs would be beneficial to students' reading proficiency. However, a study of correlation between self-efficacy and foreign language learning anxiety conducted by Çubukçu (2008) has found no significant relationship between the two aspects.

Hsieh and Schallert (2008) have found that levels of self-efficacy affect the patterns of attribution in foreign language learning. Students with high self-efficacy mostly attribute their failure to the lack of effort, a realization that could motivate them to exert greater efforts in future tasks. Moreover, Nevill (2008) states that reading self-efficacy is a significant predictor of regulation of cognition and reading achievement in intermediate elementary level.

To conclude, research has shown that self-efficacy is a prominent factor that contributes to academic success, including foreign language learning. Students with high self-efficacy are likely to have better control over their learning, know how to overcome obstacles, and persevere with their tasks until they fulfill their goals. Academic English reading proficiency is, by nature, challenging for ESL students and requires a long-term, continual practice in the process. Having high self-efficacy could be one of the keys to maintain students' persistence in their tasks and learning of ways to overcome obstacles, in order to successfully pursue this challenging task. The main area that this study attempts to explore is the contribution of self-efficacy to advanced foreign language learning.

In order to understand the operation of self-efficacy in the academic learning process, it is worth looking at Schunk's (2003) work, which points out that students begin their learning activity with their goals and a sense of self-efficacy for learning, which motivates them to learn and increase their performance. During their self-reflection, students evaluate their progress by comparing their performance to their

goals. If they evaluate themselves as making progress, they maintain their self-efficacy and sustain their motivation. As a result, they want to keep pursuing their goals, adjust them, or set new ones. Figure 2.4 portrays this operation.



**Figure 2.4: Self-Efficacy and Academic Learning (Schunk, 2003)**

Even so, Schunk (ibid) also offers a counter-effect view, stating that effective learning does not require high self-efficacy because it will make students overconfident and invest less effort. Effective learning occurs when students are efficacious about overcoming problems but still have some doubts about success. In this way, they will find appropriate strategies to cope with problems, and that leads to success. However, a number of students suffer from low self-efficacy in literacy skills and they may not be able to evaluate their progress or success on their own. As a result, they need to depend on their teacher's feedback about their progress. In this respect, Schunk (ibid) has proposed that there are three variables that influence self-efficacy in literacy skills: modeling, goal-setting, and self-evaluation.

*Modeling.* Modeling is an important part of observational learning because models can show observers the actions that lead to success and those that lead to failure. Observers who perceive themselves as similar to the models tend to be motivated to perform should that behavior lead to success, or to avoid the same behavior as the models' should it bring failure. Modeling raises efficacy because it motivates learners to believe that they can succeed if they follow the same action as that performed by their models, especially when the learners encounter difficulties and have some doubts about how well they can perform tasks.

*Goal-setting.* Goals are an influential part of motivation and effort in learning. Once a specific goal is set, it is easy for learners to compare their performance to the

goal and to evaluate their progress. An explicit goal helps students identify their success and failure more clearly. Thus, clearly set goals can enhance motivation and promote learners' efficacy.

*Self-evaluation.* Self-evaluation raises self-efficacy because it makes students aware of their capabilities and progress in their learning. Even if students evaluate themselves as low performers, their self-efficacy is not diminished. Having evaluated themselves as such, they realize that their learning may not be satisfying and that they should exert more persistence and effort, adopt other more effective strategies, or seek help from teachers and peers.

### **2.11 Strategies that Promote Self-Efficacy**

Since self-efficacy is a key contribution to academic achievement, research has been conducted in an attempt to find out how self-efficacy can be enhanced. According to McCrudden, Perkins, and Putney (2005), explicit reading strategy instruction has increased students' self-efficacy and interest in the use of reading strategies. This study corresponds to Magogwe and Oliver's (2007), which indicates a positive relationship between self-efficacy, use of language learning strategies, and proficiency. In contrast to these studies, Graham, Harris and Mason (2005) have found no influence of self-regulated strategy development on self-efficacy for writing, either with or without peer support.

Self-efficacy can be promoted in a classroom, especially by teachers who are aware of its significance and the application. Siegle (2000), for example, proposes some strategies that promote students' self-efficacy. The strategies and their descriptions are listed in Table 2.5.



**Table 2.5 Strategies that Promotes Self-Efficacy (Siegle, 2000)**

<b>Self-Efficacy Strategies</b>	
<b>Strategies</b>	<b>Descriptions</b>
1. Provide specific rather than general compliments	<ul style="list-style-type: none"> <li>• Include recognition of talent and the development of the skill in compliments.</li> </ul>
2. Help students understand that abilities are not innate	<ul style="list-style-type: none"> <li>• Help students attribute their successes to the skills they are developing and their failures due to lack of effort.</li> </ul>
3. Help students practice lack-of-effort explanations for poor performance	<ul style="list-style-type: none"> <li>• Encourage students to use effort as an explanation for failure, and the skills they have developed as an explanation for success.</li> <li>• Draw attention to the skills they have mastered</li> </ul>
4. Avoid the appearance of unsolicited help. Students believe the advice or help signals low ability.	<ul style="list-style-type: none"> <li>• Circulate around the room and randomly stop at the desks of several different students before and after visiting the needy student.</li> <li>• Employ common threads. First, the teacher begins with a positive comment on a real strength in the student's work. Second, without focusing on the student's ability, a question provides information about what additional avenues the student may want to explore.</li> </ul>

**Table 2.5 Strategies that Promotes Self-Efficacy (Siegle, 2000) (Continued)**

<b>Self-Efficacy Strategies</b>	
<b>Strategies</b>	<b>Descriptions</b>
	Third, the statements place responsibility for learning onto the student. The teacher might also try a neutral invitation for help, “How are you doing?”
5. Promote recognition of progress during a lesson	<ul style="list-style-type: none"> <li>• Begin a new lesson by listing the skills the students have mastered from the previous lesson. Draw the students’ attention to the objectives of the new lesson. As the lesson progresses, physically place a check by each skill as the teacher covers it. At the end of the lesson, review the skills or goals that have been achieved.</li> </ul>
6. Help students set goals	<ul style="list-style-type: none"> <li>• Help students set small, achievable goals that can be accomplished quickly. Then, help them set more difficult and larger, longer-term goals while working through a project or unit.</li> </ul>
7. Help students document their growth.	<ul style="list-style-type: none"> <li>• Have students make individual charts, journals, portfolios, simple monthly calendars.</li> </ul>

**Table 2.5 Strategies that Promote Self-Efficacy (Siegle, 2000) (Continued)**

<b>Self-Efficacy Strategies</b>	
<b>Strategies</b>	<b>Descriptions</b>
8. Use peer models, small groups, cross-age tutoring, involving former students	<ul style="list-style-type: none"> <li>• Ask open-ended questions that allow for a variety of responses.</li> <li>• Develop a hand signal system with the class. The teacher might have the students show thumbs up for a “risk-taker” answer that they are unsure about, but would like to share.</li> <li>• Let students know that they do not have to proceed alone. When they are unsure or incorrect, allow them to consult other students to develop a better answer.</li> <li>• Acknowledge all who contribute to solving a question. Even students who have risked giving an incorrect answer at the start of a lesson have contributed toward the solution.</li> <li>• Students can put their answers on slate boards or sheets of paper and display the boards toward the teacher. There is something less intimidating about writing an answer that can easily be erased.</li> </ul>

**Table 2.5 Strategies that Promote Self-Efficacy (Siegle, 2000) (Continued)**

<b>Self-Efficacy Strategies</b>	
<b>Strategies</b>	<b>Descriptions</b>
9. Help students serve as their own model— self-modeling.	<ul style="list-style-type: none"> <li>• Videotape some students while they are working and later allow him to view themselves being successful.</li> <li>• Photograph students' projects. Before beginning a new task, review the project with the students. Have them share what steps they may take and how they see the final project.</li> </ul>

In literacy development, McCabe (2006) has found that struggling readers always have a strong belief that they are incapable of learning, which results in reading avoidance. Likewise, some teachers might feel that these students are “unreachable”. In coping with students struggling with reading, he provided some self-efficacy prompts, a research-based rationale for exemplary words and phrases that can be used to convince students that they have the ability to succeed in performing tasks. These exemplary verbal feedback prompts, which are aligned with Bandura’s (1997) four principal sources of self-efficacy, include clues, cues, hints, or reminders that facilitate the occurrence of a particular behavior that makes students aware of their progress. These exemplary words and phrases can be used to convince students that they have the ability to succeed in a given task. These prompts are categorized according to Bandura’s (1997) framework of self-efficacy. They should be used as a complementary and mutual reinforcement. The prompts are shown in Table 2.6

**Table 2.6: Exemplary Self-Efficacy Verbal Prompts (McCabe, 2006)**

<b>Teacher feedback</b>		
<b>Self-efficacy Category</b>	<b>Words and Phrases</b>	<b>Examples</b>
Enactive mastery Experiences (accomplishment)	<i>“You were able to...”</i>	“You were able to sound out all the parts of that long word.”
	<i>“You got...”</i>	“You got all the sounds in the word correct.”
	<i>“You now have the idea of ...”</i>	“You now have the idea of how to sound out long words.”
	<i>“Now you have the knack of...”</i>	“Now you have the knack of sounding out long words.”
	<i>“You have the skill to...”</i>	“You have the skill to sound out long words.”
Vicarious experiences (modeling)	<i>“Watch me (Oscar) as I (he)... You can also do this, just as I (Oscar) did.”</i>	“Watch me (Oscar) as I (he) sound(s) out this word. You can also do this, just as I (Oscar) did.”
	<i>“Did you see what I (Oscar) did? You can do the same thing, just as I (Oscar) did.”</i>	“Did you see what I (Oscar) did? You can do the same thing, just as I (Oscar) did.”

**Table 2.6 Exemplary Self-Efficacy Verbal Prompts (McCabe, 2006)**  
(Continued)

Teacher feedback		
Self-Efficacy Categories	Words and Phrases	Examples
	<i>“Notice how I (Oscar)... You have the ability to do this, just as I have (Oscar has).”</i>	“Notice how <b>I</b> am (Oscar is) dividing the word into parts. You have the ability to do this, just as <b>I</b> have (Oscar has).”
	<i>“Listen while I (Oscar)... You can also do this, just as I (Oscar) can.”</i>	“Listen while <b>I</b> (Oscar) tell(s) you what I am thinking as <b>I</b> read. You can also do this, just as <b>I</b> (Oscar) can.”
	<i>“Try to remember what I am (Oscar is) about to do. You will also be able to do the same thing.”</i>	“Try to remember what <b>I</b> am (Oscar is) about to do. You will also be able to do the same thing.”

**Table 2.6 Exemplary Self-Efficacy Verbal Prompts (McCabe, 2006)**  
(Continued)

<b>Teacher feedback</b>		
<b>Self-Efficacy Categories</b>	<b>Words and Phrases</b>	<b>Examples</b>
Verbal persuasion (attribution)	<p><i>“Because you...”</i></p> <p><i>“And that helped you”</i></p> <p><i>“As a result of.. you were able to...”</i></p> <p><i>“Remembering helped you”</i></p>	<p>“You were able to divide the word into parts because you remembered the rule.”</p> <p>“You remembered the rule and that helped you to divide the word into parts.”</p> <p>“As a result of studying the rule, you were able to divide the word into parts.”</p> <p>“Because you studied, you were able to divide the word into parts.”</p> <p>“Remembering the rule helped you divide the word into parts.”</p>
Physiological/affective States (feeling)	<i>“You must feel great”</i>	You must feel great that you sounded out that long word.”

**Table 2.6 Exemplary Self-Efficacy Verbal Prompts (McCabe, 2006)**  
(Continued)

Teacher feedback		
Self-Efficacy Categories	Words and Phrases	Examples
	<i>“Did you realize you smiled to yourself?”</i>	“Did you realize you smiled to yourself after you sounded out that long word?”
	<i>“Do you know you did not fidget?”</i>	“Do you know you did not fidget so much when you sounded out that long word?”
	<i>“How did you feel when...?”</i>	“How did you feel when you were able to sound out that long word?”

In addition, the problem of students’ resistance to reading and lack of motivation, despite teachers’ attempts to develop their cognitive abilities, has led to a literacy framework that pays more attention to the affective domain of reading. Johnson, Freedman and Thomas (2008) have developed a literacy framework consisting of four elements of reading self-efficacy, which was elaborated on Bandura’s four key processes that promote self-efficacy. The four elements consist of Confidence, Independence, Metacognition, and Stamina, abbreviated as C-I-M-S.

*Confidence* is not a cognitive skill, but it is rather an affective element that can influence cognitive abilities. It is the students’ strength or belief about their reading capability. Confidence can be measured in terms of success and failure. For example, students who have confidence in reading tend to be sure that they will be able to understand the materials that they read, and that they will fail if they do not exhibit an appropriate performance. Two examples below illustrate the success and failure of the students.



- If I read about these different weather patterns, I'm pretty sure I'll be able to figure these materials out; and
- I'm pretty confident I will fail this class if I don't write a decent paper.  
(Johnson, Freedman, and Thomas, 2008: 9)

*Independence* is the ability to apply a specific literacy strategy after determining the literacy demands, without the aid of another. For example,

- This is a great book on weather, but I need to look up what it has on tornadoes in the index.  
(Johnson, Freedman, and Thomas, 2008: 9)

Encouraging students to become independent in their reading can be done through a scaffolding process while they are learning to negotiate difficult texts or perform writing in difficult genres. Then, teachers can gradually release responsibilities and let students work on their own initiatives.

*Metacognition* is the students' awareness of what s/he knows and does not know, including what is needed to find out. For example,

- This pie chart on weather will allow me to learn what I need to know, but I need to first learn how to read a pie chart.  
(Johnson, Freedman, and Thomas, 2008: 10)

Metacognitive awareness helps students solve problems that they are encountering in reading and writing. It makes them aware of the problems and react logically to them.

*Stamina* is the learner's perseverance and ability to pace themselves when a task becomes difficult or lasts longer than expected. Stamina is considered as an aspect of time-on-task, and it consists of the learner's perseverance and his/her ability to stick with a task when faced with the task's difficulties. For example,

- I will check out the hurricane information across these texts to make sure that what I have is complete and accurate, even though it may take longer than I wanted.  
(Johnson, Freedman, and Thomas, 2008: 10)

Stamina is critical to self-efficacy in reading. A number of students are not able to complete extended literacy tasks because they do not have adequate stamina, even though they are capable of success.

Consistent with Bandura's (1997) sources of self-efficacy, Pajares (2005) points out some implications of self-efficacy for teachers and parents. Self-efficacy can be created and nurtured so that students increase their efforts in an academic pursuit when a difficulty arises. Because mastery experience is the most influential source of self-efficacy, teachers should help students to increase their competence through their actual success in performing challenging academic tasks. The challenge of tasks has to be at an appropriate level that "energizes"—not "paralyzes"(p.344) —students, so that when they succeed in those given tasks, they can feel self-rewarding. Another critical issue about self-efficacy is that self-efficacy does not provide comprehensive skills for success; more accurately, it provides efforts and persistence, which are keys to success. Therefore, teachers have to keep in mind and point out to students that self-efficacy is not about "learning to succeed" but it is about "learning how to persevere when one does not succeed" (2005: 345). What students need in order to succeed is to adjust their perspectives on failure. This is where vicarious experience from modeling is helpful. Students can observe and compare themselves with their peers and learn to adjust their actions accordingly. However, model selection is very important. Pajares (ibid) refers to two types of models which provide different experiences to students. First, coping models are those who, when pointed out, admit their errors. Second, mastery models are those who are strict to infallibility. The former models will make students understand that mistakes are unavoidable and that they can use mistakes as information to improve themselves. On the other hand, the latter models make students feel that mistakes are unacceptable. Therefore, selecting appropriate models to build students' self-efficacy is of immense importance. Apart from models, teachers should also create an individualized and cooperative learning environment that allows students to select the peers whom they can observe and with whom they can compare their abilities. At the same time, students are supposed to be encouraged to learn to set their benchmarks at their own standards, rather than comparing with classmates'. If students feel self-doubtful or anxious about their performance, teachers should encourage them to talk about these

feelings and not to ignore such feelings. This is because students can develop a sense of confidence when they understand and can benefit from these feelings, which can help them focus their attention on their performance.

### **2.12 Reading Self-Efficacy**

Similar to general academic achievement, self-efficacy influences students' approach in reading. Such influence is a prominent factor in overall academic achievement. Self-efficacy in reading is "people's assessment of their capability to read well" (Guthrie, Wigfield, and Perencevich, 2004: 80). Wigfield and Tonk (2004) state that students who have high reading self-efficacy will choose to read long and difficult texts. They have persistence in reading even when encountering complications. In contrast, students with low reading self-efficacy do not believe in their reading capability. They usually find reading difficult for them and, as a consequence, try to avoid reading whenever possible. They are inclined to quit reading upon encountering difficult words instead of seeking help. Students who have low reading self-efficacy may not lack reading comprehension skills. But in fact, it is the lack of self-efficacy that hinders or undermines the students' skills, inasmuch as they may give up when confronting long, complicated, and cognitively challenging texts. Self-efficacy also influences intrinsic reading motivation. Students with high self-efficacy believe in their control of the text and, therefore, tend to choose to read with curiosity and become more engaged in reading.

### **2.13 Sources of Reading Self-Efficacy**

Based on the work of Bandura (1977, 1997 cited by Wigfield and Tonk, 2004), Wigfield and Tonks (2004) and Guthrie, Wigfield, and Perencevich (2004) have described three factors that have a strong influence on children's reading self-efficacy. First, students will develop their reading self-efficacy when they achieve success themselves; therefore, their early reading experience in schools is fundamental to their reading self-efficacy. Moreover, when students observe a peer of theirs perform a reading task successfully, especially if the peer is cognitively or academically similar to them, they tend to be convinced that they can do it well, too. Lastly, students develop their self-efficacy in reading when they are adequately encouraged and supported. For this reason, positive feedback from their parents and

teachers about their reading performance is essential. Furthermore, strategy instruction helps students develop their reading self-efficacy too, because reading strategies provide essential tools for students to cope with a variety of texts and make them become competent readers (Guthrie, Wigfield, and Perencevich, 2004).

#### **2.14 Chapter Summary**

This chapter reviewed two key concepts of the study, academic literacy and reading self-efficacy. The term 'literacy' is defined as more inclusive than separate reading and writing skills. It entails both language and social concerns. Academic literacy is the use of discipline-specific language in an appropriate fashion. Academic literacy is challenging for learners in two ways, linguistic and pragmatic. Features of academic languages in three disciplines are also presented in this chapter. Also, as reading is a crucial part of literacy development, the chapter presented some aspects about reading instruction including multiple-strategy instruction, characteristics of good and poor readers and reading-proficiency assessment. Furthermore, as becoming academically literate is ambitious, it takes proper instruction and motivational enhancement to develop. Reading self-efficacy is one of the key motivational factors that is found critical to academic achievement. This chapter also summarizes some motivational concepts relating to self-efficacy. Furthermore, some strategies that enhance self-efficacy and review of previous research regarding reading self-efficacy are presented.

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## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the research design, population and sampling method, research and instructional instruments, data collection method, and data analysis procedure.

#### **3.1 Research Design**

This study has a pretest-posttest, non-randomized, 2x2 factorial design. The factorial design was adopted for the study because there was more than one independent variable in this study, and because the variables varied in two levels. Moreover, the study had several hypotheses to test simultaneously and it revealed a difference caused by interaction between two or more variables (Hatch and Farhady, 1982; Isaac and Michael, 1989). The two independent variables were reading instruction models, which were Academic Literacy-Based Intervention (ALI) and Academic Reading (AR), and English reading proficiency, which was classified into high and low levels.

#### **3.2 Research Context**

This study was conducted at an English-medium-instruction university in Thailand. At this university, all students were required to take four English courses, which consisted of three general English courses focusing on four communication skills and one academic English course focusing on reading and writing.

#### **3.3 Population and Sample**

The population of this study was 1,012 undergraduate students from Schools of Management, Law, Science, Information Technology, Liberal Arts, Agriculture and Agro-Industry, Cosmetic Science, Health Science, Nursing, and Anti-Aging and Regenerative Medicine. The participants include first- to fourth-year students most of whom have studied two general English courses required by the university, namely, Intensive English (course code 1006120) and English for communication (course code 1006217). Some, due to their high entry scores in

English, were exempted from the first general English course and thus had studied one general English course, namely, English for Communication.

The students who participated in this study were intact groups. They were enrolled in Academic Reading and Writing (course code 1006218) in the second semester of academic year 2010. The course's principal emphases were on reading strategies and reading skill practice such as finding main ideas, using contextual clues and graphic organizers, making inferences, and summary writing. The students were divided into to 33 sections by the university registration systems. 59 students were selected to participate in this study. Of these, 30 students were assigned to the experimental group (ALI), and the other 29 students were assigned to the control group. Most of the students who participated in ALI were Thai; two were Chinese.

Table 3.1 illustrates the programs of study of the students in each group. The students in ALI were studying Law (43.3% or 13), Tourism Management (40% or 12), Public Health (10% or 3) and Technological Management of Agricultural Packaging (6.7% or 2). The students in AR were studying Computer Science (20.7% or 6), Business Chinese (13.8% or 4), Tourism Management (13.8% or 4), Public Health (13.8% or 4), Applied Thai Medicine (10.4% or 3), Law (10.4% or 3), Aviation Business Management (6.9% or 2), Business Administration (3.4% or 1), Software Engineering (3.4% or 1) and Information Technology (3.4% or 1).

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**Table 3.1 Programs of Study of the Students in ALI and AR**

<b>Major Programs</b>	<b>ALI</b>		<b>AR</b>	
	<b>N</b>	<b>Percentage</b>	<b>N</b>	<b>Percentage</b>
Applied Thai Medicine			3	10.4
Aviation Business Management			2	6.9
Business Administration			1	3.4
Business Chinese Tourism Management	12	40	4	13.8
Law	13	43.3	3	10.4
Public Health Software Engineering	3	10	4	13.8
Technological Management of Agricultural Packaging	2	6.7		
Computer Science Information Technology			6	20.7
			1	3.4
<b>Total</b>	<b>30</b>	<b>100</b>	<b>29</b>	<b>100</b>

Table 3.2 describes students' year of study. The students in ALI were in year 2(80% or 24), year 3 (13.4% or 4) and year 4 (6.6% or 2). The students in AR were ranging from year 1 (27.5% or 8), year 2(41.4% or 12), year 3 (20.7% or 6) and year 4 (10.4% or 3).

**Table 3.2 Years of Study of the Students in ALI and AR**

Years of Study	ALI		AR	
	N	Percentage	N	Percentage
1	-	-	8	27.5
2	24	80	12	41.4
3	4	13.4	6	20.7
4	2	6.6	3	10.4
<b>Total</b>	<b>30</b>	<b>100</b>	<b>29</b>	<b>100</b>

Since the ALI and AR groups were arranged by the university's registration system, both groups were tested for equivalence of their ability. The pre-test mean scores of English reading proficiency were determined using independent samples t-test. Table 3.3 shows that there was no significant difference,  $t(57) = .20$ ,  $p > 0.05$  between the two groups' pre-test mean scores of English reading proficiency. This can be concluded that the English reading proficiency of ALI and AR groups were comparable.

**Table 3.3 A Comparison of English Reading Proficiency Pre-test Mean Scores**

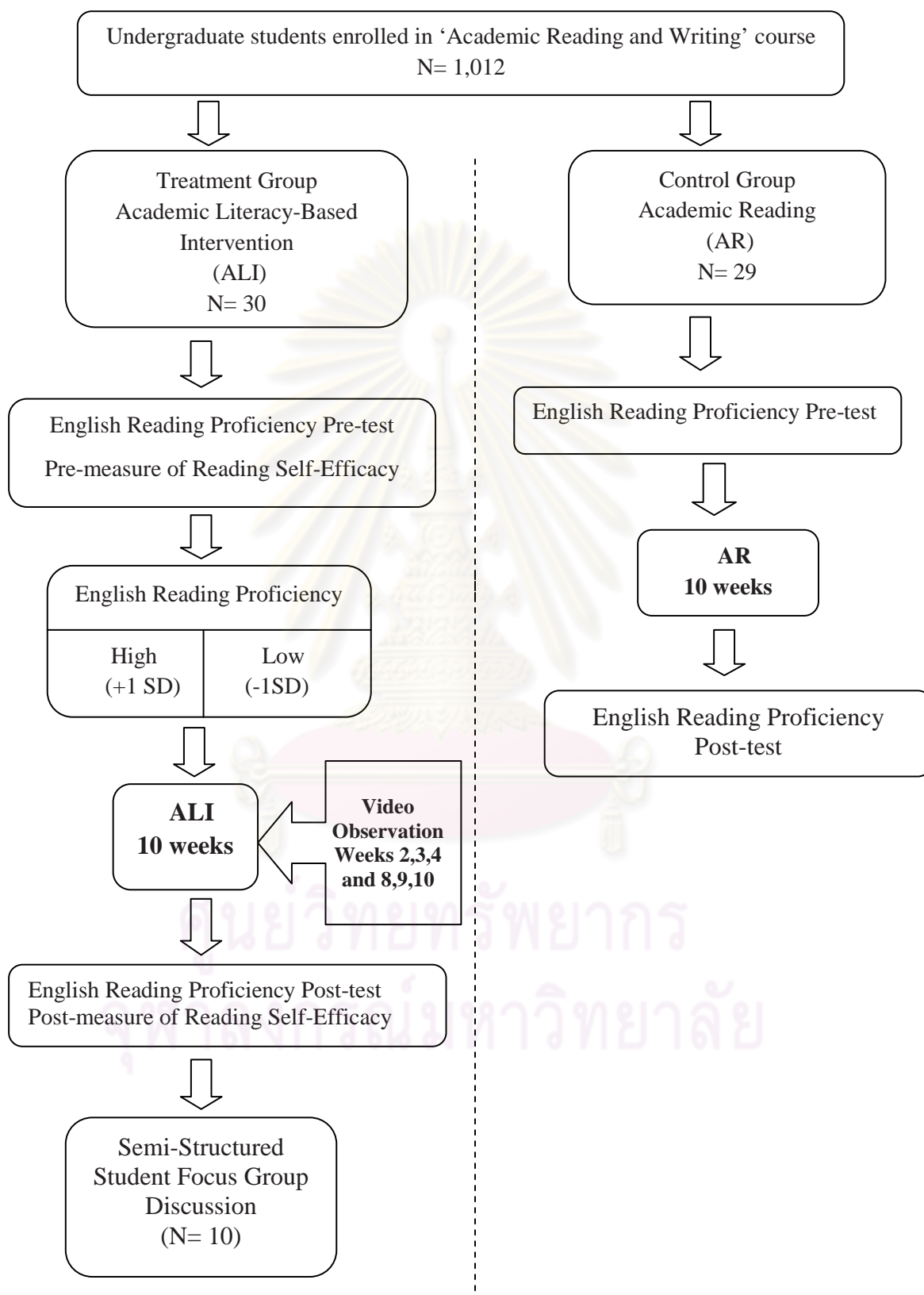
Group	n	Mean	SD	<i>t</i>	<i>df</i>	<i>Sig</i>
ALI	30	8.67	4.68			
AR	29	8.37	3.74	0.20	57	0.84



### 3.4 Research Procedure

Prior to the experiment, the students in each group were given the IELTS' Academic Reading Module pre-test and were classified into high and low levels of English reading proficiency based on the test results. The students who scored lower than -1SD were classified into the low reading proficiency group, and those who scored higher than +1SD were classified into the high reading proficiency group. The control group participated in the Academic Reading (AR), which was the reading instruction required by the university, whereas the two treatment groups—the high and low reading ability groups—received Academic Literacy-Based Intervention (ALI). The instruction of the treatment groups were videotaped during weeks 2,3,4 and 8,9,10. At the end of the ALI treatment, both groups of students were post-tested using the same version of IELTS' Academic Reading Module to re-measure their English reading proficiency. Only the treatment groups were given both the IELTS and the Reading Self-efficacy Inventory. The results of the IELTS' Academic Reading Module post-test of the control and treatment groups were compared; so were the results of the pre-test and post-test of reading self-efficacy from the treatment group. Ten students were purposively sampled from the ALI group, 5 from the high English reading proficiency group and the other 5 from the low English proficiency group. These students participated in the Semi-Structured Students Focus Group Discussion. The discussion was audiotaped. Figure 3.1 illustrates the research procedure.

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**Figure 3.1 Research Procedure**

### **3.5 Research Instruments**

This study employed four research instruments: (i) the Academic Reading Module of the International English Language Testing System (IELTS); (ii) the Reading Self-efficacy Inventory; (iii) the Reading Self-Efficacy Classroom Observation Record; and (iv) the Semi-Structured Students Focus Group Discussion Protocol. The details of each instrument were described as follows.

#### **3.5.1 The Academic Reading Module of the International English Language Testing System (IELTS)**

The IELTS' Academic Reading Module was used to measure the English reading proficiency of the students in this study. Because the actual test was confidential and not available for general use according to the Cambridge ESOL examination policy, the specimen version of the test was used in this study. However, the specimen test was prepared and certified by the Cambridge ESOL Examination as being parallel to the actual test both in terms of contents and constructs.

The IELTS' Academic Reading Module consisted of 3 reading passages, totaling 40 task items. The passages used in the test were extracts of such authentic texts as magazines, journals, books, and newspapers. These extracts were related to the academic reading topics of 'Spider silk cuts weight of bridges', 'Revolution in Mapping' and 'Hypnotism'. The task types consisted of multiple choices, information matching, information identifying, identification of writers' views and/or claims, and summary and/or table completion. The total word counts for the passages were 557, 726 and 668 words, respectively. The test time was 1 hour. Each question was worth one mark (British Council, IDP & Cambridge ESOL 2010).

#### **3.5.2 Reading Self-Efficacy Inventory.**

##### **3.5.2.1 The Construction and Characteristics of the Reading Self-Efficacy Inventory**

The Reading Self-efficacy Inventory was used to elicit the students' belief about their reading capability. The Inventory was developed based on Bandura's Guides for constructing self-efficacy scales (2006); the

French self-efficacy instruments (Mills, Pajares and Herrons, 2007); the reader self-perception scale –RSPS (Henk and Melnick, 1995); the academic self-efficacy scales (Tewtong, 2000; Dulayapiradit, 2004) and the reading self-efficacy scales (Wigfield and Guthrie, 1995; Worakitsawat, 2007). The Inventory, consisting of 24 items, was a self-report based on a 10-point interval scale. The Inventory was constructed based on the Reading Self-efficacy Framework, which consisted of six components. Each component was elaborated into 4 items. The detail of each component and item is presented in Table 3.4 below.

**Table 3.4 Components of the Reading Self-Efficacy Inventory**

<b>Components</b>	<b>Number of Items</b>	<b>Items</b>
1. Proper and Relevant Materials and Tasks	4	1, 7, 13, 19
2. Strategies	4	2, 8, 14, 20
3. Social Interaction and Collaboration	4	3, 9, 15, 21
4. Awareness of Success and Failure	4	4, 10, 16, 22
5. Supportive and Responsive Atmosphere	4	6, 11, 17, 23
6. Individualized Assessment	4	5, 12, 18, 24
<b>Total</b>	<b>24</b>	

The Reading Self-efficacy Inventory was presented to the students in both Thai and English because there were both Thai and international students at this institution. The students were required to self-evaluate their confidence in their capabilities of performing different reading tasks. The main directions on the scales asked, ‘How confident are you that you can perform each of the following reading tasks?’ The scale ranged from 0 to 10. The students put a mark on the number (0-10) according to their level of confidence in completing the reading tasks. (Appendix C)

The degree of confidence in the Inventory was converted into the different levels of reading self-efficacy. The scores were interpreted as shown in Table 3.5.

**Table 3.5 Interpretation of Scores from the Reading Self-Efficacy Inventory**

Ranges of Degree of Confidence	Levels of Reading Self-Efficacy
7.00-10	High reading self-efficacy
4.00-6.99	Moderate reading self-efficacy
1.00-3.99	Low reading self-efficacy
0.00-0.99	No reading self-efficacy

### 3.5.2.2 The Validity of the Reading Self-Efficacy Inventory

The Inventory was evaluated by three experts in the fields of educational psychology, reading instruction and language assessment. The three experts rated each item in the Inventory according to the degree of congruence with the Self-Efficacy Framework. The rating scales ranged from 1 (Congruent), 0 (Questionable) to -1 (Incongruent). The experts' evaluation form contained some spaces for the experts to provide additional comments. The evaluation was calculated according to the average scores of each item. The items that scored between 0.00-0.50 were modified; those that scored between 0.50-1 were reserved for use.

The revision of the Reading Self-efficacy Inventory based on experts' suggestions was made mostly on a reverse scale, as advised by Expert C, who noted that items that were reverse-scaled should be marked obviously so that analysis of the scores would not be confusing. Besides, Experts A and B commented on rephrasing some items, especially in Thai, so as to minimize the difficulty for the students to understand and the resulting chance of misunderstanding (See Table 3.6).

**Table 3.6 The Revision of the Reading Self-Efficacy Inventory based on Experts' Evaluation**

Reading Self-Efficacy Constructs	Original Statement	Revised Statement
Supportive and Responsive Atmosphere	<p>11. ฉันมั่นใจว่าข้อมูลป้อนกลับที่ชัดเจนและเฉพาะเจาะจง (specific feedbacks) จากอาจารย์ จะช่วยให้ฉันสามารถพัฒนาการอ่านได้อย่างมีประสิทธิภาพ</p> <p>I am confident that the teacher's <i>specific feedbacks</i> help me improve my reading skills effectively.</p>	<p>11. ฉันมั่นใจว่าข้อเสนอแนะที่ชัดเจนและเฉพาะเจาะจง (specific feedbacks) จากอาจารย์ จะช่วยให้ฉันสามารถพัฒนาการอ่านได้อย่างมีประสิทธิภาพ</p> <p>I am confident that the teacher's <i>specific feedbacks</i> help me improve my reading skills effectively.</p>
Individualized Assessment	<p>12. ฉันชอบเปรียบเทียบผลการอ่านกับเพื่อนๆ</p> <p>I like to compare my reading outcome <i>with my friends</i>.</p>	<p>12. ฉันชอบเปรียบเทียบผลการอ่านกับตนเอง</p> <p>I like to <i>keep tracked of my own reading outcome</i>.</p>

**Table 3.6 The Revision of the Reading Self-Efficacy Inventory based on Experts' Evaluation (Continued)**

Reading Self-Efficacy Constructs	Original Statement	Revised Statement
Proper and relevant materials and tasks	<p>13. เมื่อได้รับมอบหมายให้อ่านบทความภาษาอังกฤษ ฉันอ่านอย่างกระตือรือร้นและมั่นใจว่าจะสามารถจับใจความและเนื้อหาแต่ละส่วนของเรื่องที่อ่านได้อย่างถูกต้อง</p> <p>When I receive some reading assignments, I read with enthusiasm and feel confident that I will comprehend the story correctly.</p>	<p>13. เมื่อได้รับมอบหมายให้อ่านบทความภาษาอังกฤษ ฉันอ่านอย่างกระตือรือร้นและมั่นใจว่าจะสามารถจับใจความและเข้าใจเนื้อหาแต่ละส่วนของเรื่องที่อ่านได้อย่างถูกต้อง</p> <p>When I receive some reading assignments, I read with enthusiasm and feel confident that I will comprehend the story correctly.</p>
Individualized Assessment	<p>18. ฉันรู้สึกอ่านได้ดีถ้าไม่มีการทดสอบและ เปรียบเทียบผลคะแนนสอบกันเพื่อนๆ</p> <p>I can read well <u>unless I am compared to my peers.</u></p>	<p>18. ฉันรู้สึกอ่านได้ดีถ้าฉันเปรียบเทียบผลการอ่านของตัวเองระหว่างอดีตและปัจจุบัน</p> <p>I can read well <u>if I compare my own reading progress between the past and present.</u></p>

### 3.5.2.3 The Pilot Study of the Reading Self-Efficacy Inventory

After the experts' validation, the Reading Self-efficacy Inventory was pilot-administered in August 2010 at the university under study to 399 students, 41 of which also participated in the ALI piloted lesson. Cronbach's alpha coefficient of the overall Inventory was calculated and the reliability value of the overall Inventory was 0.89. The internal consistency of each item in the Inventory and each component was also calculated by means of Cronbach's alpha coefficients. The inter-item reliability value showed that all of the items positively correlated with each component at a low, moderate and high levels, as shown in Table 3.7.

**Table 3.7 Inter-Item Correlation of the Reading Self-Efficacy Inventory**

Components	Reliability	Meaning
1. Proper and Relevant Materials and Tasks	0.606	Positively/ moderately correlated
2. Strategies	0.764	Positively/highly correlated
3. Social Interaction and Collaboration	0.586	Positively/ moderately correlated
4. Awareness of Success and Failure	0.579	Positively/ moderately correlated
5. Supportive and Responsive Atmosphere	0.393	Positively/ low correlated
6. Individualized Assessment	0.650	Positively/ moderately correlated

The Index of Discrimination (ID) of the Inventory was analyzed in order to reassure the ability to discriminate the students with high and low levels of self-efficacy in reading. The sample of students representing the high and low groups of reading self-efficacy was selected from the 299 students who participated in the pilot study. The students whose scores from the Inventory



were below 2 SD (-2SD) in the normal distribution of scores represented the low reading self-efficacy, and those whose scores were higher than 2 SD (+2SD) represented the high reading self-efficacy. The mean scores of the two groups were compared using independent t-test. Only the items that had t-test value of higher than 1.7 at the significant value equals or lower than 0.05 ( $p < 0.05$ ) were reserved for use. Other items were revised.

### 3.5.2.4 Redesigning the Reading Self-Efficacy Inventory

#### 3.5.2.4.1 Revision of the Response Format

The data from the pilot study showed that in some cases, the level of confidence numbers handwritten in the Inventory by the students were unclear, which made it difficult to interpret the scores. Therefore, the response format of the Inventory was changed to marking on the provided scales, as shown in the following example.

#### Original

**Instructions: Please rate yourself from 0 to 10 according to how confident you are that you can perform each of the following academic English reading tasks.**

คำแนะนำ : โปรดเขียนหมายเลข 0 ถึง 10 ลงในช่องตามระดับความมั่นใจในการอ่านภาษาอังกฤษเชิงวิชาการที่ท่านมีในพฤติกรรมต่อไปนี้

0 1 2 3 4 5 6 7 8 9 10  
 ไม่มีเลย มั่นใจปานกลาง มั่นใจมากที่สุด

ข้อความ Statements	ระดับความมั่นใจ Degrees of Confidence (0-10)
1. ฉันชอบอ่านเรื่องที่น่าสนใจและมีความเกี่ยวข้องกับตัวฉัน I enjoy reading a story/passage that I'm interested in, and that is relevant to myself.	

### Revised

**Instructions: Please rate yourself from 0 to 10 according to how confident you are that you can perform each of the following academic English reading tasks. Mark X on the scales.**

คำแนะนำ : โปรดทำเครื่องหมาย X ลงบนช่วงคะแนน 0 ถึง 10 ตามระดับความมั่นใจในการอ่านภาษาอังกฤษเชิงวิชาการที่ท่านมีในพฤติกรรมต่อไปนี้

ข้อความ Statements	ระดับความมั่นใจ Degrees of Confidence (0-10)										
	0	1	2	3	4	5	6	7	8	9	10
1. ฉันชอบอ่านเรื่องที่น่าสนใจ และมีความเกี่ยวข้องกับตัวฉัน I enjoy reading a story/passage that I'm interested in, and that is relevant to myself.	0	1	2	3	4	5	6	7	8	9	10

#### 3.5.2.4.2 Revision of the item content.

Some items in the Inventory that had low discriminating power were revised by re-wording and re-phrasing, as shown in the following example. (Table 3.8)

**Table 3.8 Revision of the Content of Reading Self-Efficacy Inventory**

Original Statement	Revised Statement
1. ฉันชอบอ่านเรื่องที่น่าสนใจและมี ความเกี่ยวข้องกับตัวฉัน I enjoy reading a story/passage that I'm interested in, and that is relevant to myself.	1. ในการอ่านทุกครั้ง ฉันสร้างความสนใจในเรื่อง ที่อ่านโดยพยายามคิดว่าเรื่องนั้นมีความ เกี่ยวข้องกับฉันอย่างไร I try to motivate myself in reading by finding a connection between the text and my background knowledge.

**Table 3.8 Revision of the Content of Reading Self-Efficacy Inventory  
(Continued)**

Original Statement	Revised Statement
<p>2. ความวิตกกังวลหรือความเครียดในขณะที่อ่าน มีผลต่อความสามารถในการอ่านของฉัน Tension and stress have an effect on my reading ability.</p>	<p>2. ฉันไม่รู้สึกรีเครียดหรือวิตกกังวลในขณะที่อ่าน I don't feel stressed or anxious while reading.</p>
<p>3. ฉันรู้ว่าความสำเร็จและความล้มเหลวในการอ่านในอดีตมีผลต่อการอ่านของฉัน I am aware that my past success and failure have an impact on my current reading.</p>	<p>2. ฉันนำความล้มเหลวจากการอ่านในอดีตมาเป็นบทเรียนปรับปรุงการอ่านในอนาคตของฉันให้ดีขึ้น I improve my reading ability by learning from the failure in the past.</p>

### 3.5.3 Reading Self-Efficacy Classroom Observation Record

#### 3.5.3.1 The Construction and Characteristics of the Reading Self-Efficacy Classroom Observation Record

The Reading Self-Efficacy Classroom Observation Record consisted of three parts. Part I was a narrative observation report of general behaviors and activities occurring during the classes. Part II was a reflection on the Part I report according to Reading Self-Efficacy Framework. Part III was an observation checklist that summarized overall evidence of classroom activities and students'/teacher's behaviors that promoted reading self-efficacy.

The observation checklist (Part III) was developed based on the six main constructs of the Reading Self-Efficacy Framework used in this study. The six constructs included (i) proper and relevant materials and tasks; (ii) supportive and responsive atmosphere; (iii) awareness of success and failure; (iv) social interaction and collaboration; (v) strategies; and (vi) individualized assessment. Each construct consisted of evidence or proof of observable classroom incidents. An open-ended space was provided for notes of other related behaviors observed during the class. (See Appendix D)

### 3.5.3.2 The Validity of the Reading Self-Efficacy Classroom Observation Record

The contents and constructs of the Classroom Observation Record were evaluated by three experts in the field of English language teaching, educational research, and English linguistics. The revision of the observation record based on the recommendations by Experts D and E concerned the redundancy of items, as shown in the Table 3.9

**Table 3.9 Some Redundant Items and Revision of the Reading Self-Efficacy Classroom Observation Record**

Original Statement	Revised Statement
1.3 Students found the materials interesting and challenging.	Deleted
1.6 Students showed interest in the content by participating in the reading activities actively.	Reserved
4.2 Students were encouraged to think about their past successful experiences.	Students were encouraged to reflect on the cause of their past achievement (success/failure).
4.3 Students were encouraged to reflect on their past achievement	Deleted

**Table 3.9 Some Redundant Items and Revision of the Reading Self-Efficacy Classroom Observation Record (Continued)**

<b>Original Statement</b>	<b>Revised Statement</b>
4.5 Students attributed their success and failure on effort and persistence.	Reserved
4.6 Students were encouraged to attribute their failure on lack of effort.	Deleted
5.10 Students showed willingness to participate in class activities	Students showed willingness and enthusiasm to participate in class activities.
5.11 Students were reluctant to participate in class activities.	Deleted

In addition, Experts D and F commented on some items as possibly not referring to explicit and observable behavior, and suggested that the items be re-written using words that showed explicit behaviors, as demonstrated in Table 3.10.

**Table 3.10 Revision of Inexplicit and Unobservable Behaviors**

<b>Original Statement</b>	<b>Revised Statement</b>
1.5 Students found connection between the text and their background knowledge.	1.5 Students were able to make a connection between the text and their background knowledge.

Expert D commented that some items were negative evidence and could be a problem for analysis. The scores based on such evidence had to be deducted or neglected. Therefore, in order to make it practical for analysis, the items that showed negative evidence were rephrased as in Table 3.11.

**Table 3.11 Revision of Negative Evidence in the Reading Self-Efficacy Classroom Observation Record**

<b>Original Statement</b>	<b>Revised Statement</b>
1.3 Most of the students have difficulty with the materials.	1.3 Students did not have difficulty coping with the materials.
5.10 Some students are left behind.	5.10 No students were left behind.

Expert D also commented that because each self-efficacy component consisted of different numbers of items for observation, clear criteria for the list of evidence should be provided in the observation checklist (clear evidence, some evidence, limited evidence and no evidence). Therefore, the quantitative criteria for evidence check were added at the end of the observation record. This is shown in Table 3.12.

**Table 3.12 Reading Self-Efficacy Classroom Observation Record: Evidence Identification**

<b>Categories</b>	<b>Evidence counts</b>	<b>Meaning</b>
1. Proper materials and tasks (3 incidents)	0/3	No evidence
	1/3	Limited evidence
	2/3	Some evidence
	3/3	Clear evidence
2. Strategies (5 incidents)	0/5	No evidence
	1-2/5	Limited evidence
	3-4/5	Some evidence
	5/5	Clear evidence

**Table 3.12 Reading Self-Efficacy Classroom Observation Record :  
Evidence Identification (Continued)**

<b>Categories</b>	<b>Evidence counts</b>	<b>Meaning</b>
	0/5	No evidence
3. Social Interaction and Collaboration (5 incidents)	1-2/5 3-4/5 5/5	Limited evidence Some evidence Clear evidence
4. Awareness of Success and Failure (3 incidents)	0/3 1/3 2/3 3/3	No evidence Limited evidence Some evidence Clear evidence
5. Supportive and Responsive Atmosphere (12 incidents)	0/12 1-5/12 6-10/12 11-12/12	No evidence Limited evidence Some evidence Clear evidence
6. Individualized assessment (2 incidents)	0/2 1/2 2/2	No evidence Some evidence Clear evidence

### **3.5.3.3 The Pilot Study of the Reading Self-Efficacy**

#### **Classroom Observation Record**

After the experts' validation, the Observation Record was piloted at the university under study in August 2010 with 41 students from Computer Engineering, Computer Science, Business Administration, Accounting, Business Chinese, Cosmetic Science and Tourism Management programs during the pilot study of the ALI. The Observation Record was conducted based on the videotaped lesson.

### 3.2.3.4 Redesigning the Reading Self-Efficacy Classroom

#### Observation Record

After the pilot study, the Observation Record was modified mainly in terms of observable behaviors. Some items were deleted; and some were revised as shown in Table 3.13.

**Table 3.13 Revision of the Reading Self-Efficacy Classroom Observation Record based on the Pilot Study**

<b>Part 1 Proper and Relevant Materials and Tasks</b>	
<b>Original Statement</b>	<b>Revised Statement</b>
1.1 The reading materials were relevant to students' background knowledge	Deleted
1.2 The difficulty of the materials was relevant to students' language background.	Deleted
1.3 Students found the materials interesting and challenging.	Deleted
1.4 Students did not have difficulty coping with the materials.	Reserved
1.5 Students were able to make a connection between the text and their background knowledge.	Reserved
1.6 Students showed interest in the content by participating in the reading activities actively.	Reserved



**Table 3.13 Revision of the Reading Self-Efficacy Classroom Observation Record based on the Pilot Study (Continued)**

<b>Part 2 Strategies</b>	
	<b>Revised</b>
2.1 Students set a reading goal.	Students set a specific and achievable goal. (observed from the students' accomplishment plan)
	<b>Revised</b>
2.2 Students made a plan for their reading tasks.	Students made explicit and doable plans for their reading tasks. (observed from the students' accomplishment plan)
2.3 Teacher helped students set reading goals.	<b>Deleted</b>
	<b>Revised</b>
2.4 Teacher provided multiple strategy instruction to students	Students used a variety of reading strategies.
	<b>Revised</b>
2.5 Students selected reading strategies for themselves.	Students' selection of reading strategies helped them understand the text better.
	<b>Revised</b>
2.6 Students were encouraged to reflect on task difficulties	Students were able to identify sources of difficulties that they encountered while reading. (observed from the students' accomplishment plan)

**Table 3.13 Revision of the Reading Self-Efficacy Classroom Observation  
Record based on the Pilot Study (Continued)**

<b>Part 3 Social Interaction and Collaboration</b>	
<b>Original Statement</b>	<b>Revised Statement</b>
During class activities,	Revised
3.1 students performed reading tasks with their peer group.	During class activities, Students shared some ideas about the reading with their peer group.
3.2 students were selected to model reading	Revised Some students are selected to model reading.
3.3 students were praised on their effort.	Reserved
3.4 students were seated with their peers.	Revised Students helped each other interpret the text.
3.5 students worked individually	Deleted
3.6 students got help from peers	Reserved

**Table 3.13 Revision of the Reading Self-Efficacy Classroom Observation  
Record based on the Pilot Study (Continued)**

<b>Part 4 Awareness of Success and Failure</b>	
<b>Original Statement</b>	<b>Revised Statement</b>
4.1 Students made outcome expectancies	Revised Students determined their outcome expectancies.
4.2 Students were encouraged to think about their past successful experiences.	Revised Students were encouraged to reflect on the cause of their achievement (success/failure).
4.3 Students were encouraged to reflect on their past achievement.	Deleted
4.4 Students were encouraged to reflect on their failure.	Deleted
4.5 Students attributed their success and failure on effort and persistence.	Revised Students attributed their success and failure on lack of effort and persistence.
4.6 Students were encouraged to attribute their failure on lack of effort.	Deleted

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**Table 3.13 Revision of the Reading Self-Efficacy Classroom Observation  
Record based on the Pilot Study (Continued)**

<b>Part 5 Supportive and Responsive Atmosphere</b>	
<b>Original Statement</b>	<b>Revised Statement</b>
In this class,	
5.1 the schedule of class activities was announced in the beginning of the class.	Reserved
5.2 teacher moved around the class while the students are performing group activities	Reserved
5.3 teacher drew non-participating students into activities/discussions	Reserved
5.4 teacher helped low self-efficacious students extend their responses.	Reserved
5.5 teacher extended specific complimentary feedbacks.	Reserved
5.6 teacher offered help to some students without being asked.	Revised teacher offered help to students only when being asked.
5.7 teacher acknowledged students' questions and comments.	Revised teacher acknowledged students' questions, responses and comments.
5.8 students' responses were accepted.	Deleted
5.9 students were called upon in class to perform the task individually.	Reserved
5.10 students showed willingness to participate in class activities.	Reserved
5.11 students were reluctant to participate in class activities*	Deleted

**Table 3.13 Revision of the Reading Self-Efficacy Classroom Observation Record based on the Pilot Study (Continued)**

<b>Part 5 Supportive and Responsive Atmosphere</b>	
<b>Original Statement</b>	<b>Revised Statement</b>
5.12 No students were left behind.	Reserved
5.13 some students raised their hand to answer in group situation.	Reserved
5.14 students spoke out without being called upon.	Reserved
5.15 students were willing to express their opinions toward the text.	Deleted
<b>Part 6 Individualized Assessment</b>	
<b>Original Statement</b>	<b>Revised Statement</b>
6.1 Teacher encouraged students to evaluated their own performance	Deleted
6.2 Students evaluated their own performance.	Reserved
6.3 Students' performance was evaluated by comparing with their own progress, not with other students' progress.	Reserved

Data for the observation checklist were recorded by the researcher and an inter-rater who viewed the video recording of ALI's Unit 1 and Unit 3. First, the researcher recorded in the field note observation all incidents that occurred in classroom. Then, the data in the field note were categorized based on reading self-efficacy framework and recorded in the Reflection Part of the Observation Record. At this point, the researcher added some comments and took notes of some observed performances. Next, the researcher summarized the data from the first two parts (Field Note and Reflection) based on the Observation Checklist. Finally, the researcher checked on the items that were observed in classrooms and

counted the number of incidents using the criteria provided in Table 3.12. It is noted that the incidents were only counted as they occurred during class activities, regardless of the number of students who performed those behaviors or participated in those incidents. The Observation Checklist was, then, double checked by the inter-rater for consistency and reliability.

### **3.5.4 Semi-Structured Students Focus Group Discussion**

#### **Protocol**

#### **3.5.4.1 The Construction and Characteristics of Semi-Structured Students Focus Group Discussion Protocol**

The Focus Group discussion revealed students' reactions and reflections on their learning experiences in reading self-efficacy development in ALI. The Protocol consisted of the description of the focus group arrangement, the number of the group's participants, the schedule of the group's discussion, the recording of the discussed data, and the guided discussion prompts (See Appendix E). The discussion involved ten students who participated in ALI, five from the high reading proficiency group and five from the low proficiency group. The researcher acted as a facilitator while leading the group discussion.

The discussion took place after the students had completed ALI (week 13). The students were purposively selected to attend the discussion and those who participated represented high and low reading proficiency. The discussion was arranged into two sessions: one for the five students from the high proficiency group, and the other for the five students from the low proficiency group. Each session lasted about half an hour.

The main focus of the discussion was on the students' reading experience in class. The videotape of ALI activities in class were shown to the group, and each student was invited to reflect on his or her learning experience based on the guided questions. There were 10 guided questions for discussion based on the videotaped classroom activities. The students' discussion was audiotaped, transcribed, and categorized based on the constructs of the reading self-efficacy framework.

### 3.5.4.2 The Validity of the Semi-Structured Students Focus Group Discussion Protocol

The Semi-Structured Students Focus Group Discussion Protocol was evaluated for its contents and constructs by three experts in the fields of English language teaching and English linguistics. Expert G suggested some additions to the guided questions, as shown in Table 3.14.

**Table 3.14 Revision of the Semi-Structured Students Focus Group Discussion based on Experts' Evaluation**

Self-efficacy Constructs	Video Clips of instructional sequence/ activities	Original Guided Questions	Revised Guided Questions
1. Proper materials and tasks	Overt Instruction' -- (Prefixes-	การอธิบายไวยากรณ์ และ คำศัพท์และกลวิธีในการ	<i>Do you find the vocabulary exercise</i>
2. Strategies	suffixes and compare/ contrast; graphic organizers)	ทำความเข้าใจในการอ่าน ในช่วงบทเรียนนี้ช่วยให้ นักศึกษารู้สึกมั่นใจมาก ขึ้นหรือไม่ว่าจะทำให้ สามารถอ่านเรื่องได้เข้าใจ มากขึ้นถึงแม้ว่าเนื้อเรื่องที่ อ่านค่อนข้างยากและยาว	<i>(Vocabulary Log and Word Analysis) helpful? How?</i>

**Table 3.14 Revision of the Semi-Structured Students Focus Group Discussion based on Experts' Evaluation (Continued)**

Self-efficacy Constructs	Video Clips of instructional sequence/ activities	Original Guided Questions	Revised Guided Questions
1. Proper materials and tasks	Overt Instruction' -- (Prefixes-	Do you think that the explicit explanation of	<i>Do you find the structure and organization</i>
2. Strategies	suffixes and compare/ contrast; graphic organizers)	grammar and vocabulary as well as reading in your reading comprehension even when you were reading a long and difficult passage? strategies made you feel more confident	<i>explanation and exercises (Compare/Contrast and Exemplification) helpful? How? Do you find the exercise on graphic organizers (Concept Map, Annotating a text and Key Concept Synthesis) helpful? How?</i>



**Table 3.14 Revision of the Semi-Structured Students Focus Group Discussion based on Experts' Evaluation (Continued)**

Self-efficacy Constructs	Video Clips of instructional sequence/ activities	Original Guided Questions	<i>Revised Guided Questions</i>
3.Social Interaction and collaboration	Overt Instruction -- 'Reciprocal Teaching' sessions (Clarifying)	What did you feel when you read with your friends and exchange your ideas together?	<i>(Addition) Did you find your friends helpful? Did you have any problem working in groups?</i>
4. Supportive and Responsive atmosphere	Critical Framing (Teacher's feedbacks)	Do you think it helped you understand the passage better?  Did you feel that it increased or decreased your tension in reading? Why?	
5. Awareness of Success and Failure	Transform Practice and Evaluation	การฝึกหาสาเหตุของ ความสำเร็จและความ ล้มเหลวในการอ่าน ช่วยให้นักศึกษา พัฒนาการอ่านให้ดี ขึ้นได้อย่างไร	การฝึกหาสาเหตุของ ความสำเร็จและความ ล้มเหลวในการอ่านช่วย ให้นักศึกษาพัฒนาการ อ่านให้ดีขึ้นหรือไม่ อย่างไร

**Table 3.14 Revision of the Semi-Structured Students Focus Group Discussion based on Experts' Evaluation (Continued)**

Self-efficacy Constructs	Video Clips of instructional sequence/ activities	Original Guided Questions	<i>Revised Guided Questions</i>
		How do you think finding the causes of success and failure in reading helped you improve your reading skills?	<i>Do you think finding the causes of success and failure in reading helped you improve your reading skill? How?</i>
6. Individualized Assessment	Transformed Practice and Evaluation	<p>นักศึกษาได้ประโยชน์ อย่างไรจากการฝึก ประเมินผลการอ่าน ด้วยตนเองและการเก็บ ข้อมูลประวัติการอ่าน ของตนเองไว้ เปรียบเทียบและศึกษา พัฒนาการในการอ่าน</p>	<p>นักศึกษาได้ประโยชน์ <i>หรือไม่</i>อย่างไรจาก การฝึกประเมินผลการ อ่านด้วยตนเองและการ เก็บข้อมูลประวัติการ อ่านของตนเองไว้ เปรียบเทียบและศึกษา พัฒนาการในการอ่าน</p>

**Table 3.14 Revision of the Semi-Structured Students Focus Group Discussion based on Experts' Evaluation (Continued)**

Self-efficacy Constructs	Video Clips of instructional sequence/ activities	Original Guided Questions	<i>Revised Guided Questions</i>
		What did you learn from self-evaluation and keeping record of your own reading to observe your progress?	Did you learn from self-evaluation and keeping record of your own reading to observe your progress? How?

Experts H and I suggested a change on rephrasing some guided questions as follows.

Original Statements	Revised Statements
1. เมื่อเห็น <u>เนื้อเรื่อง</u> ที่จะอ่านครั้งแรกนักศึกษามีความรู้สึกอย่างไรต่อเนื้อเรื่องและมีความมั่นใจว่าจะสามารถทำความเข้าใจกับเนื้อเรื่องได้มากน้อยเพียงใด	1. เมื่อเห็น <u>เรื่อง</u> ที่จะอ่านครั้งแรกนักศึกษามีความรู้สึกอย่างไรต่อเนื้อเรื่องและมีความมั่นใจว่าจะสามารถทำความเข้าใจกับเนื้อเรื่องได้มากน้อยเพียงใด

Original Statements	Revised Statements
When you first saw the passage, what did you feel about it? How confident were you that you would comprehend the passage?	When you first saw the passage, how did you feel about it? How confident were you that you would comprehend the passage?
10. หลังจากจบบทเรียนนี้แล้ว นักศึกษารู้สึกมั่นใจมากขึ้นในการอ่านครั้งต่อไป	10. หลังจากจบบทเรียนนี้แล้ว นักศึกษารู้สึกมั่นใจมากขึ้นหรือไม้มากขึ้นในการอ่านครั้งต่อไป
After completing this unit, <i>you feel more confident in your future reading.</i>	After completing this unit, <i>do you feel more confident in your future reading?</i>

#### 3.5.4.3 The Pilot Study of Semi-Structured Students Focus Group Discussion Protocol

The Focus Group Discussion Protocol was piloted at the university under study in August 2010 with ten students from Accounting, Computer Engineering and Cosmetic Science programs, at the end of the pilot study of the ALI instruction. Ten students were selected from the ALI pilot group. The duration of the group discussion was 30 minutes. The pilot study of the Group Discussion was conducted in English because there were some students from China and Myanmar participating in the discussion. However, the researcher repeated the questions in Thai and allowed the Thai students to respond in Thai. The students were engaged in the discussion in both Thai and English.

#### 3.5.4.4 Redesigning the Semi-Structured Students Focus Group Discussion Protocol

After the pilot study, some questions with unclear statements barring some students' correct understanding were revised. Examples of the revision are presented below (Table 3.15).

**Table 3.15 Revision of Semi-Structured Students Focus Group Discussion Protocol based on the Pilot Study**

Original Statement	Revised Statement
<p>1. เมื่อเห็นเรื่องที่จะอ่านครั้งแรกนักศึกษา มีความรู้สึกอย่างไรต่อเนื้อเรื่องและมีความมั่นใจว่าจะสามารถทำความเข้าใจกับเนื้อเรื่องได้มากน้อยเพียงใด</p> <p><i>What was your first impression toward the passage?</i></p> <p><i>How confident were you that you would be able to comprehend it?</i></p>	<p>1. เมื่อเห็นเรื่องที่จะอ่านครั้งแรก นักศึกษามีความรู้สึกอย่างไรต่อเนื้อเรื่องและมีความมั่นใจว่าจะสามารถทำความเข้าใจกับเนื้อเรื่องได้มากน้อยเพียงใด</p> <p><i>How did you feel when you first saw the passage?</i></p> <p><i>Did you feel confident that you would be able to comprehend it?</i></p>
<p>2. การเริ่มต้นอ่าน โดยให้พยายามคิดว่า เรื่องที่อ่านมีความเกี่ยวข้องกับหรือเป็นประโยชน์ต่อตัวนักศึกษามากน้อยเพียงไร ทำให้นักศึกษารู้สึก กระตือรือร้นและอยากอ่านเรื่องนี้มากขึ้นหรือไม่</p> <p><i>Do you feel that establishing connection between your background knowledge and the passage helps you become more enthusiastic and motivate you to begin reading this passage?</i></p>	<p>2. ก่อนเริ่มต้นอ่าน นักศึกษาได้พยายาม คิดหรือไม่ว่าเรื่องที่อ่านมีความเกี่ยวข้องกับหรือเป็นประโยชน์ต่อตัวนักศึกษามากน้อยเพียงไร การคิด เช่นนั้นทำให้นักศึกษารู้สึก กระตือรือร้นและอยากอ่านเรื่องนี้มากขึ้นหรือไม่</p> <p><i>Did you try to think about how the story could be related to yourselves?</i></p> <p><i>If yes, how did that thought help you become more interested in reading this passage?</i></p>

**Table 3.15 Revision of Semi-Structured Student Focus Group Discussion Protocol based on the Pilot Study (Continued)**

Original Statement	Revised Statement
<p>2. นักศึกษาคิดว่าคำแนะนำที่อาจารย์ให้</p> <p>ในขณะที่ทำกิจกรรมนั้น เพียงพอ</p> <p>หรือไม่ และมีประโยชน์อย่างไรกับ</p> <p>นักศึกษา</p> <p><i>Did you receive sufficient</i></p> <p><i>Feedback?</i></p> <p>Do you think that the</p> <p>feedbacks you received from</p> <p>me while doing activities</p> <p>were <i>sufficient</i> and helpful?</p>	<p>7. นักศึกษาคิดว่าคำแนะนำที่อาจารย์ให้</p> <p>ในขณะที่ทำกิจกรรมนั้น เพียงพอ</p> <p>หรือไม่ และมีประโยชน์อย่างไรกับ</p> <p>นักศึกษา</p> <p>Do you think that the</p> <p>feedbacks you received</p> <p>from me while doing</p> <p>activities were</p> <p><i>enough</i> and helpful?</p>
<p>11. นักศึกษาคิดว่าจะนำวิธีอ่านที่ได้จาก</p> <p>วิชานี้ไปใช้ในการอ่านวิชาอื่นหรือไม่</p> <p>เพราะอะไร</p> <p><i>Do you think you will apply</i></p> <p>what you learn from this</p> <p>course to reading other course</p> <p>materials? Why or why not?</p>	<p>11. นักศึกษาคิดว่าจะนำวิธีอ่านที่ได้จาก</p> <p>วิชานี้ไปใช้ในการอ่านวิชาอื่นหรือไม่</p> <p>เพราะอะไร</p> <p><i>Will you apply</i> what you have</p> <p>learnt in this course to reading</p> <p>other courses' materials?</p> <p>Why or why not?</p>

Moreover, as it turned out, during the pilot study of the Focus Group Discussion, there were too many questions to cover and the time allocated for the discussion was not sufficient to elicit detailed responses from the students. To account for this, another revision was made to the guided questions, placing some detailed questions in brackets marked \*\* so that they could be used only to probe for further details but not for the important inputs. Those questions are shown below.

3. ก่อนเริ่มต้นอ่าน นักศึกษาได้พยายามคิดหรือไม่ว่าเรื่องที่อ่านมีความเกี่ยวข้องกับหรือเป็นประโยชน์ต่อตัวนักศึกษามากน้อยเพียงไร การคิดเช่นนั้นทำให้นักศึกษารู้สึกกระตือรือร้นและอยากอ่านเรื่องนี้มากขึ้นหรือไม่

Did you try to think about how the story could be related to yourselves? Why/Why not?

*(If yes, how did that thought help you become more interested in reading this passage?) \*\**

การอธิบายไวยากรณ์ และคำศัพท์และกลวิธีในการทำความเข้าใจในการอ่าน

ในช่วงบทเรียนนี้ช่วยให้นักศึกษารู้สึกมั่นใจมากขึ้นหรือไม่ว่าจะทำให้สามารถอ่านเรื่องได้เข้าใจมากขึ้นถึงแม้ว่าเนื้อเรื่องที่อ่านค่อนข้างยากและยาว

Do you think that the explanation of grammar and vocabulary as well as reading strategies made you feel more confident in your reading comprehension even when you were reading a long and difficult passage?

*(Do you find the vocabulary exercise (Vocabulary Log and Word Analysis) helpful? How?)\*\**

*(Do you find the structure and organization explanation and exercises (Compare/Contrast and Exemplification) helpful? How?)\*\**

*(Do you find the exercise on graphic organizers --Concept Map, Annotating a text and Key Concept Synthesis) helpful? How?) \*\**

6. นักศึกษารู้สึกอย่างไรกับการฝึกอ่านและแลกเปลี่ยนความคิดเห็นร่วมกันเป็นกลุ่มกับเพื่อนๆ และคิดว่าช่วยให้เข้าใจเนื้อเรื่องที่อ่านได้ดีขึ้นหรือไม่ มีความเครียดในการอ่านมากขึ้นหรือน้อยลงอย่างไร เพราะอะไร
- How did you feel when you read with your friends and exchanged your ideas together?

*(Do you think it helped you understand the passage better?) \*\**

*(Did you feel that it increased or decreased your tension in reading? Why?) \*\**

*(Did you find your friends helpful? Did you have any problem working in groups?) \*\**

### **3.6. The Development of the Academic Literacy-Based Intervention (ALI)**

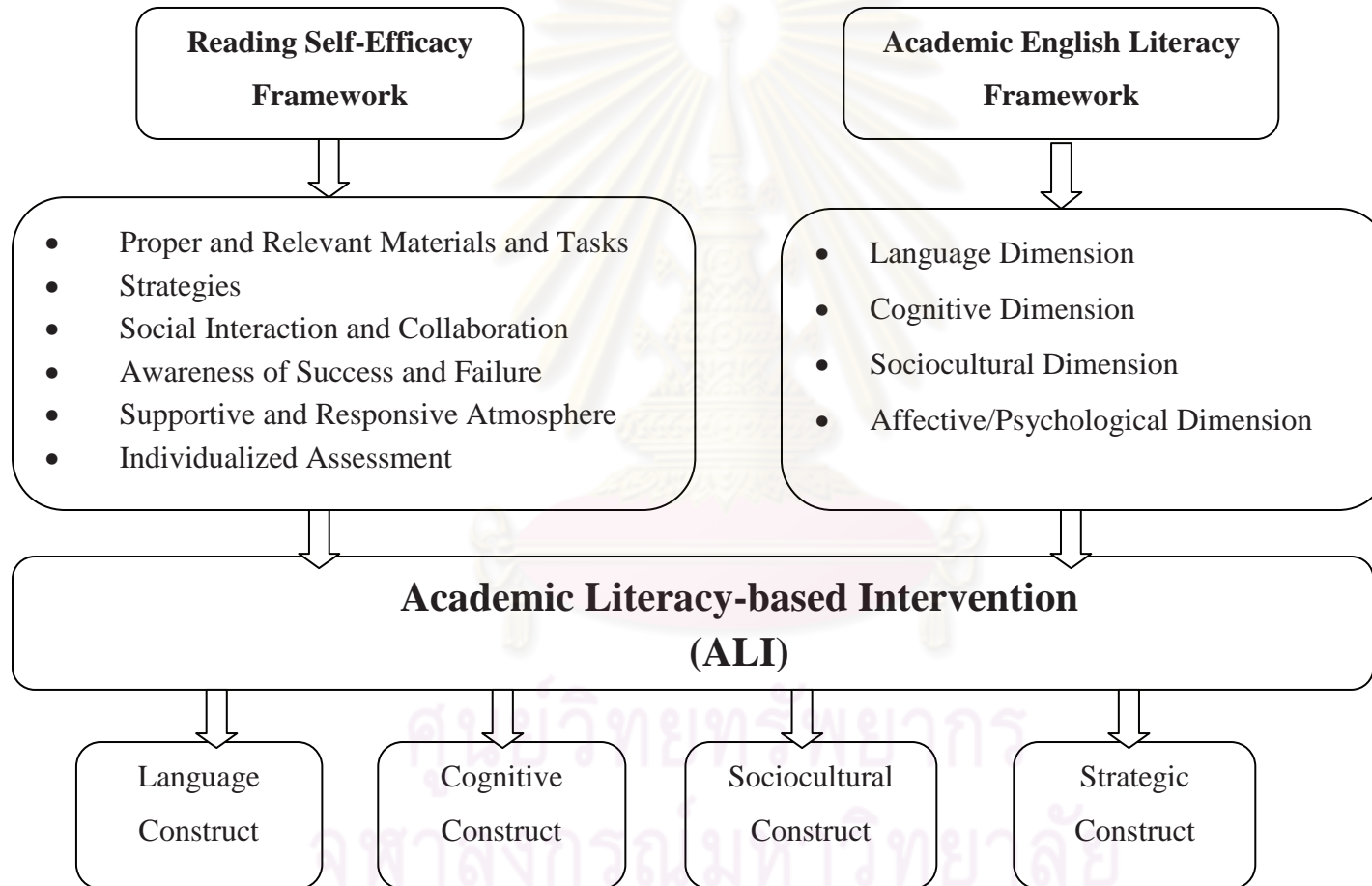
#### **3.6.1 ALI Theoretical Framework**

The framework of Academic Literacy-Based Intervention (ALI) derives from the models of Reading Self-Efficacy and Academic English Literacy. The ALI framework consists of four constructs: Language, Cognitive, Socio-Affective, and Strategic constructs. The instruction that develops academic English literacy and reading self-efficacy addresses these constructs in an appropriate balance. The Language construct involves general literacy of L1 and L2 which include lexical, syntactic, semantic and discourse knowledge. The Cognitive construct involves knowledge of specific contents and domains and socio-cultural knowledge. This includes using materials and contents that are proper to learners' levels of background knowledge and at a comfortable level. In other words, it is an attempt to make a connection between the text and the students' schema. The Socio-Affective construct refers to creating supportive and responsive learning environments where learners feel comfortable to learn. In this construct, the teacher provides specific encouraging or complimentary feedbacks that emphasize efforts and persistence, not ability. The Socio-Affective construct also includes social interaction between peers, peer observation, peer model, peer coaching, and peer tutoring. Peer support helps students feel less anxious, increasing confidence when they observe an achievement of their equal peers. Finally, the Strategic construct involves the use of strategies, especially self-regulatory strategies, to raise the awareness of valuing past accomplishment, outcome expectation, and causal attributions.



The integration of the two frameworks has become an overarching theme for the instructional model presented in this study. In short, the characteristics of classroom instruction that addresses the concepts of reading self-efficacy and academic English literacy development involves the collaborative efforts of peer group, awareness of previous success, value of efforts and persistence, and self-regulatory practice for life-long learning. Figure 3.2 illustrates the characteristics of the ALI framework.





**Figure 3.2 ALI Theoretical Framework**

The ALI concept was developed based on the literacy theory and social cognitive learning theory. Self-efficacy is described in the social cognitive theory as a construct of a personal factor that influences achievement behaviors, while the literacy theory offers broadened notions of literacy for second- and foreign-language teaching that extend beyond the ability to produce and interpret texts, but involve “a critical awareness of the relationships between texts, discourse conventions and social and cultural contexts” (Kern, 2000: 6).

The development of the ALI framework involves the review of the two related theories and research on self-efficacy and second- and foreign-language literacy. Each concept was then synthesized into the reading self-efficacy framework and the academic English literacy framework that underlies the ALI framework. In sum, the ALI framework is integrated from two synthesized frameworks of academic English literacy and reading self-efficacy. The derivation of each framework will be described as follows.

### **3.6.1.1 Academic English Literacy Framework**

The framework of academic English literacy is grounded on an integration of different perspectives of academic English. First, the characteristic foci of academic language literacy and content literacy are on language elements, genres, convention and rhetoric, and schemata (Gunning, 2003). L1 knowledge and affective, social and strategic variance of reading also provide some components for L2 literacy (Bernhardt, 2005). Meanwhile, Kern (2000) stresses that literacy development requires more than linguistics components. Sociocultural, cognitive, and psychological aspects of literacy for L1 and L2 contexts also deserve consideration. Johns (1997) also describes that literacy is developed by exposure in a variety of contexts so that learners learn to recognize different types of genres in each context. It also requires individuals’ interaction and mediation to interpret texts, and knowledge of forms to serve their purposes of developing literacy. Lastly, Gee (2002) proposes a sociocultural view of literacy which emphasizes discourse, situated meanings, and identity. The model stresses the reading that gets beyond literal meanings or grammar and vocabulary, towards the understanding of some specific culture and meaning of the text.

The academic English literacy framework presented in this study is, therefore, a multidimensional framework comprising four main dimensions: language, cognitive, sociocultural and affective/psychological dimensions. The language dimension entails knowledge and general literacy in L1 and L2. The cognitive dimension includes learners' schemata, thinking, and the use of strategies. The sociocultural dimension refers to contextualized discourses, a variety of genres, interaction of learners and texts, social practices, and cultural background of language users. Lastly, the affective/psychological dimension deals with personal attitudes, beliefs, values, and behaviors of learners. Figure 3.3 illustrates the Academic English Literacy Framework.



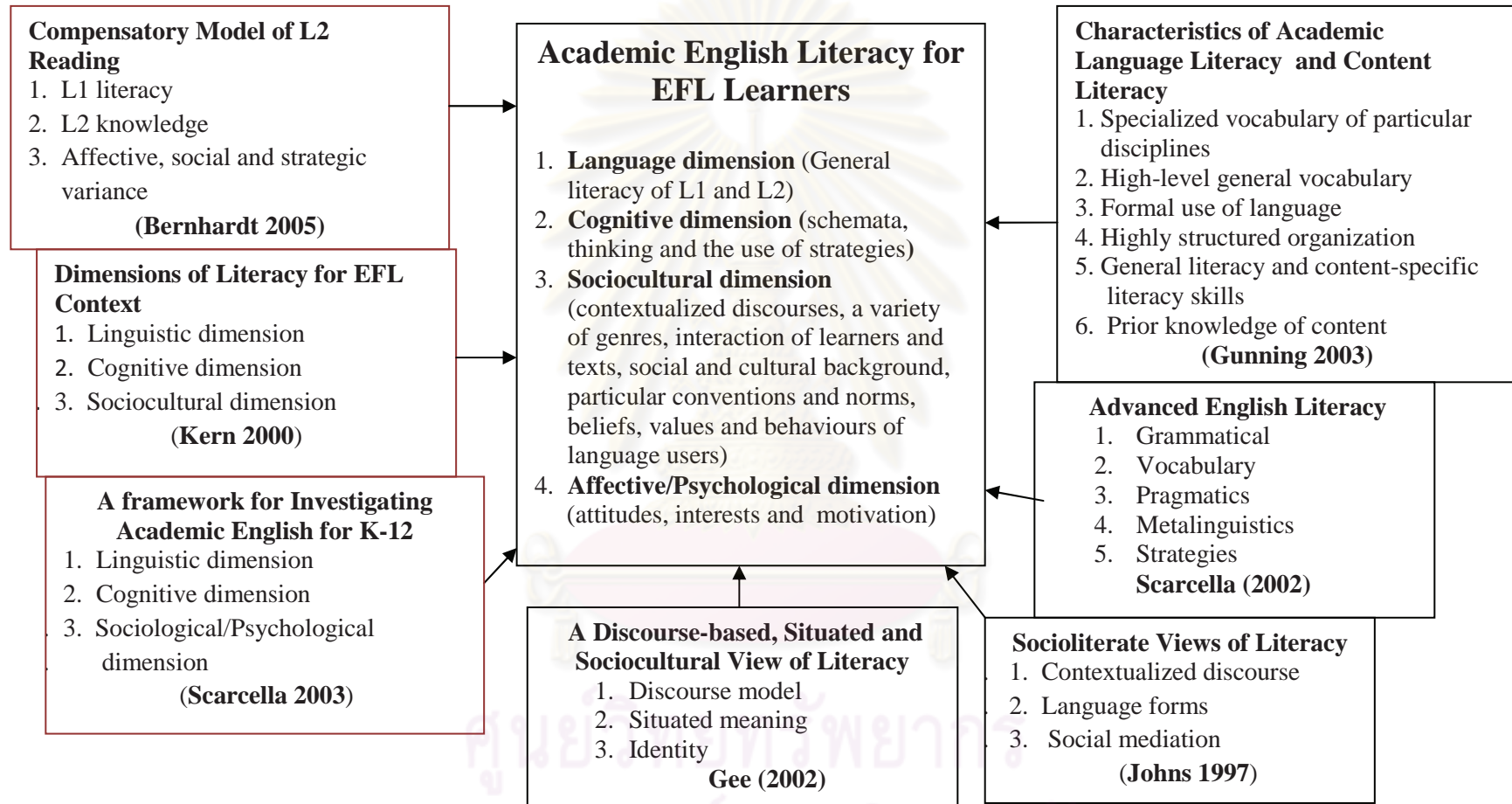


Figure 3.3 Academic English Literacy Framework

### 3.6.1.2 Reading Self-Efficacy Framework

The reading self-efficacy model is synthesized from various models of self-efficacy in the Social Cognitive Theory (Bandura 1997; Pajares, 2005), which reveals four sources of self-efficacy: (i) enactive mastery experiences; (ii) vicarious experiences; (iii) verbal persuasion and allied types of social influence; and (iv) physiological and affective states. In literacy development, Henk and Melnick (1995), McCabe and Margolis (2001), Walker (2003) and Schunk (2003) state that an instruction that will enhance self-efficacy should offer choices to students, encourage strategies use, use materials at proper and at students' comfort levels, provide models and feedbacks, increase awareness of success, decrease anxiety, and foster self-evaluation and self-attribution. In addition, Johnson, Freedman and Thomas (2008) have developed a framework on first-language reading self-efficacy for adolescents, consisting of four components: reading confidence, reading independence, metacognition, and reading stamina or persistence.

Incorporated into the aforementioned framework, the reading self-efficacy instruction proposed in this study consists of six components: (i) proper and relevant materials and tasks; (ii) strategies; (iii) social interaction and collaboration; (iv) awareness of success and failure; (v) supportive/responsive atmosphere; and (vi) individualized assessment. To elaborate, the reading self-efficacy instruction will take place in a supportive and responsive classroom atmosphere in which the students are positively encouraged and reinforced to be engaged in reading activities. Choices will be provided for the students to select the tasks at their comfort levels, while the teacher extends solicited assistance and provides specific complimentary feedbacks. The students will also practice some reading and self-regulatory strategies so as to be equipped with some tools and be confident when they encounter difficulties. Social interaction and collaboration take the form of learning from peers, as in peer model, peer observation, and peer tutoring. The students will be encouraged to become aware of and to recognize their previous achievement as well as to practice setting a proximal expectation on their outcomes and to make a causal attribution based on their efforts and persistence, not on ability. Lastly, they will learn to focus on assessing their own progress by comparing their own performance before and after learning to read, avoiding peer or social comparison. Figure 3.4 illustrates the characteristics of the reading self-efficacy framework.

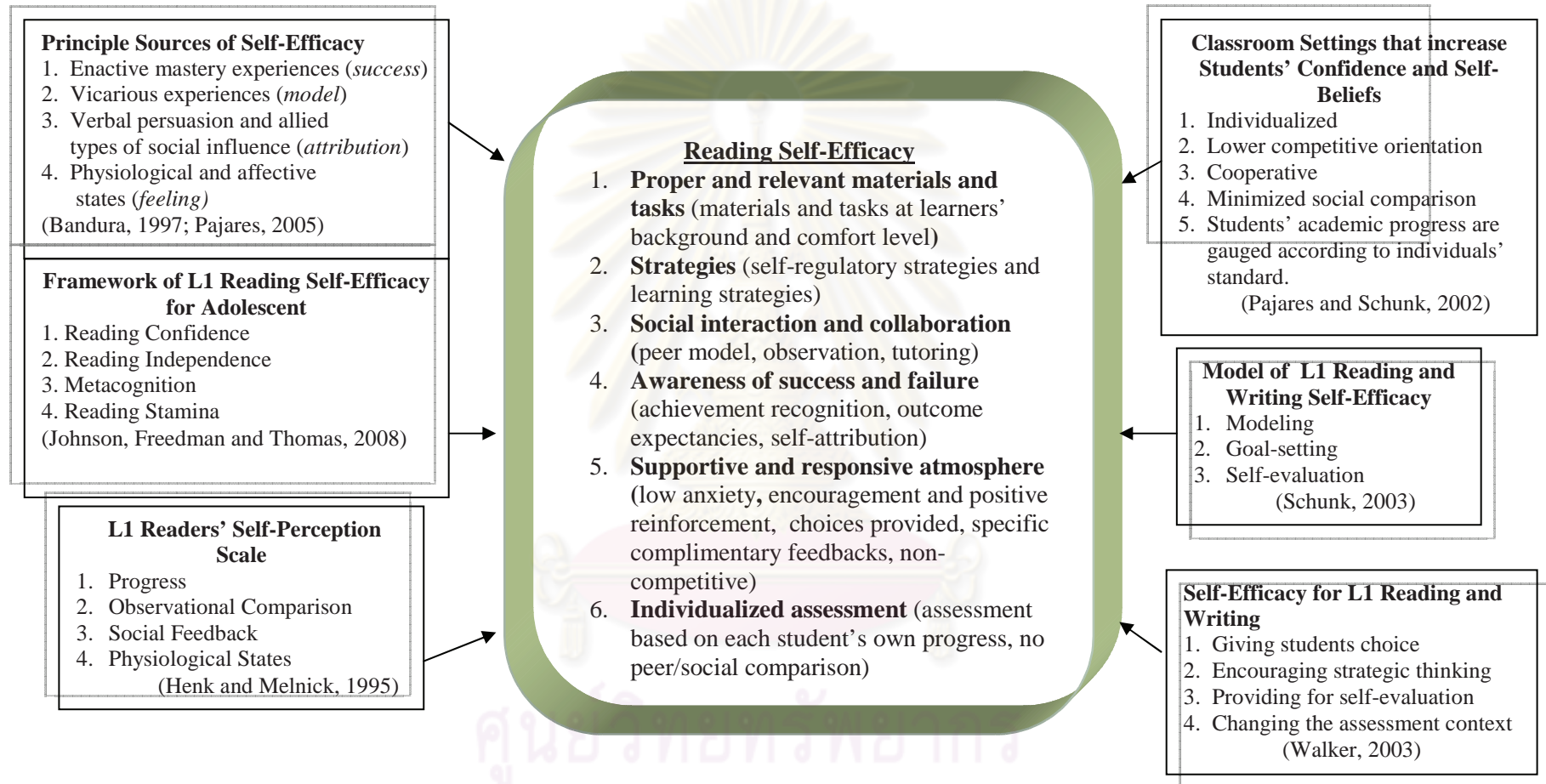


Figure 3.4 Reading Self-Efficacy Framework

### 3.6.2 ALI Instructional Model

The instructional process used to support ALI has been adapted from the literacy-based instruction concept (New London Group, cited in Kern, 2000). It consists of four components: situated practice, overt instruction, critical framing, and transformed practice. In situated practice, which is the first reading-encounter stage, the students are encouraged to get immersed in the text and to respond spontaneously to it. This component will activate their background knowledge toward the passage that they are going to read, and it helps them establish relevance between the text and their real lives, so that the reading becomes purposeful for them and they can begin to learn from known to new information, which leads them to become stronger and more confident readers (Johnson, 2008).

The overt instruction component focuses on lexical, syntactic and discourse relationships, and text genres. With the teacher's direct guidance, individual and peer collaborative practices, the students learn linguistic and discourse components of the text overtly. However, they will be encouraged to learn that reading is much more than grammar, vocabulary, and literal meanings; it involves structural and organization relationships, as well as specific, social, and cultural meanings. This awareness helps them interpret texts meaningfully and find the relationship between syntactic and semantic knowledge.

The critical framing component involves the students' critical and reflective responses to the text. Through discussions, the students develop their reaction to what they read in order to become active readers. The students also establish their identity and role as critical readers while reflecting upon the text. At this stage, they will be working mainly with their peer groups, which prevent the students from feeling insecure in contributing their opinions. This is also an opportunity for them to observe their peers' thinking process and develop their own way of thinking.

The last component, the transformed practice and evaluation, concerns activities that involve reformulation and redesign of existing texts. This stage ensures the students and the teacher that the students do learn all the components of literacy, which are knowledge, skills, critical thinking, effective communication, and problem solving—not just comprehending the text literally. In this stage, the students will evaluate themselves in various formats, including in terms of the process and products of reading. The instructional model of the ALI framework is illustrated in Figure 3.5.



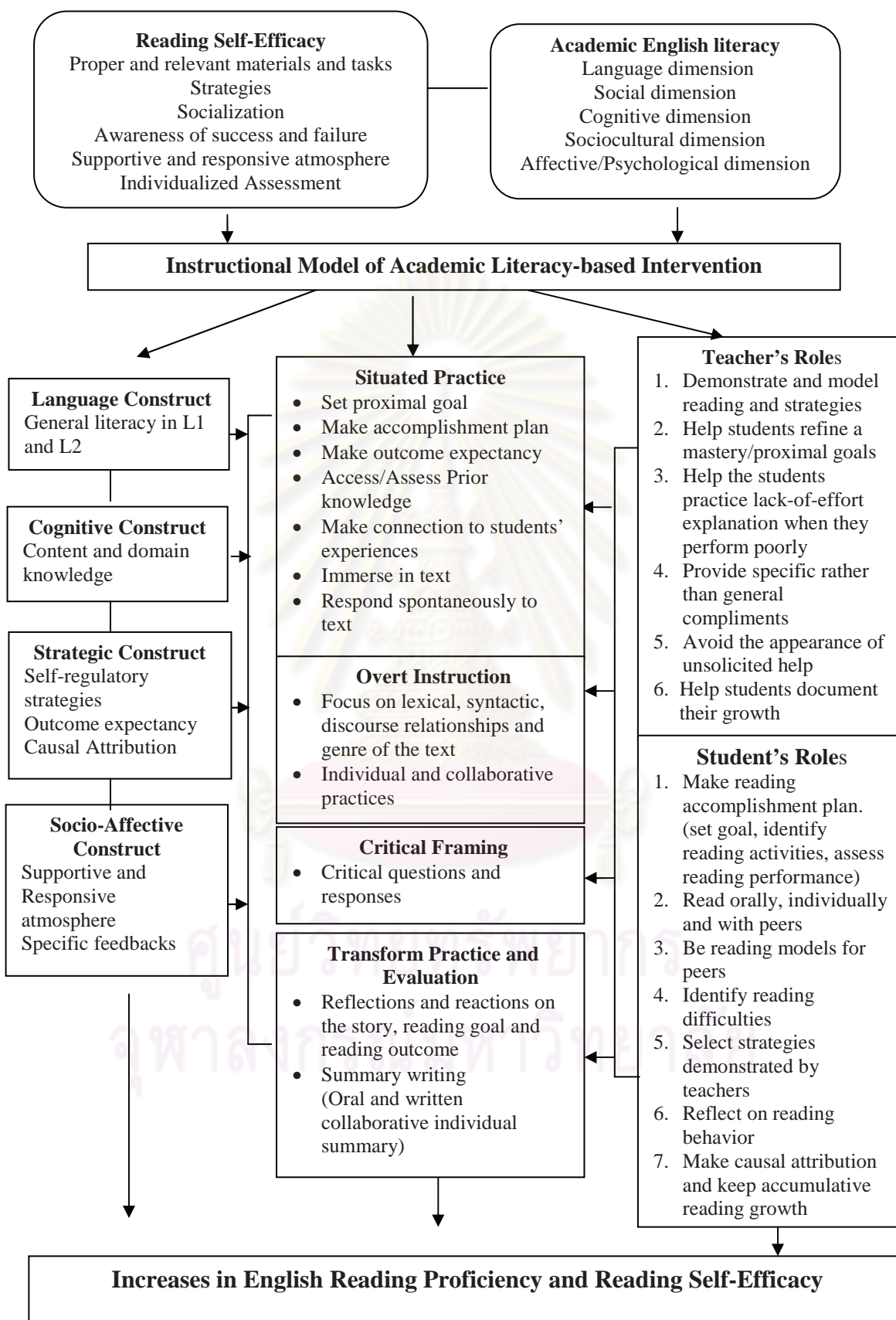


Figure 3.5: Framework of ALI instructional Model

### **3.6.3 ALI Instructional Manual**

#### **3.6.3.1 Objectives**

After completing ALI, the students will be able to do the followings:

1. Read academic articles effectively;
2. Search, evaluate, and select reading texts appropriate for particular purposes;
3. Take notes in the appropriate form of graphic organizers based on the selected text;
4. Write a summary based on the notes;
5. Become self-efficacious readers;
6. Be self-motivated in reading;
7. Be self-regulated readers;
8. Maintain persistence in reading; and
9. Respond critically to reading by means of effective writing and discussion.

#### **3.6.3.2 Academic Content Topics**

Since the reading self-efficacy framework stressed the importance of learners' choices and voices, the students' interests were explored in order to determine the content topics of the syllabus prior to the instruction, so that the materials would appropriately served the students' background knowledge and interests. The list of topics was given to 426 students in July 2009. The topics represented the General Education courses for the students under study. The three most selected topics chosen for developing reading texts for this course were Languages and Cultures (28.2%) , Psychology (12.4%), and Science and Technology (11.7%). (See Appendix A)

#### **3.6.3.3 Scopes and Sequence**

ALI consisted of three units. Each unit focused on one academic content topic according to the students' interest survey. One unit covered six hours of in-class learning and six hours of self-access learning. In each class, the literacy and reading self-efficacy foci were addressed through class activities. A summary of ALI scopes and sequence is shown in Table 3.16.

Table 3.16 Scope and Sequence of ALI

Weeks (2 contact hours/ week)	Themes	Topics	Literacy and Reading Self-Efficacy Foci				Assessment
			Language Focus	Cognitive Focus	Socio-affective focus	Strategic focus	
1			Course Introduction/Pre-test				
2	Psychology	The Impact of Culture on Psychology	1. Psychological terms about traits and characteristics 2. Prefixes and suffixes	1. Reading Strategies: reciprocal teaching: (predicting and confirming) 2. Vocabulary Logs and word analysis	Social interaction & collaboration: peer model/observation	Accomplishment plan: goal setting and making a reading plan and an outcome expectancy	1. Students' self-evaluation: checking from the sources 2. Students' engagement
3	Psychology	The Impact of Culture on Psychology	Compare/Contrast organization	1. Reciprocal teaching: clarifying and questioning 2. Reading strategies for the gist: concept map, annolighting, key concept synthesis	Social interaction & collaboration: peer model/ observation  Teachers' model, guidance, and specific feedbacks	Accomplishment plan: monitoring reading progress and identifying difficulties	1. Students' self-evaluation: checking from the sources 2. Students' engagement
4	Psychology	The Impact of Culture on Psychology	1. Expressions used for discussion 2. Making questions	3. Reciprocal teaching: summarizing 4. Writing a critical/ analytical response to reading	Social interaction & collaboration: peer model/observation  Teachers' specific feedbacks	1. Accomplishment plan: identifying difficulties, self-evaluation and causal attribution 2. Individual reading project I	1. Accomplishment plan: self-evaluation, a reflection on past experience

Table 3.16 Scope and Sequence of ALI (Continued)

Weeks (2 contact hours/ week)	Themes	Topics	Literacy and Reading Self-Efficacy Foci				Assessment
			Language Focus	Cognitive Focus	Socio-affective focus	Strategic focus	
5	Science and Technology	Modern technology is changing the way our brain works	Scientific and neuroscience terminology	1. Vocabulary strategies: Word Wall	1. Social interaction & collaboration: peer modeling/ observation 2. Teachers' specific feedbacks	Accomplishment plan: goal setting and making a reading plan and an outcome expectancy	1. Students' self-evaluation: checking from the sources and sharing information 2. Students' engagement
6	Science and Technology	Modern technology is changing the way our brain works	1. Passive voice 2. Useful expressions for discussing benefits and drawbacks	1. Reading Strategies: collaborative strategic reading (CSR); paraphrase	1. Social interaction & collaboration: peer modeling/ observation 2. Teachers' specific feedbacks	Accomplishment plan: monitoring reading progress and identifying difficulties	1. Students' self-evaluation: checking from the sources and sharing information 2. Students' engagement
7	Science and Technology	Modern technology is changing the way our brain works	Modals of speculations	Read between the lines	1. Social interaction & collaboration: peer modeling/ observation 2. Teachers' specific feedbacks	1. Accomplishment plan: identifying difficulties, self-evaluation and causal attribution 2. Individual reading project II	Accomplishment plan: self-evaluation, a reflection on past experience;

Table 3.16 Scope and Sequence of ALI (Continued)

Weeks (2 contact hours/ week)	Themes	Topics	Literacy and Reading Self-Efficacy Foci				Assessment
			Language Focus	Cognitive Focus	Socio-Affective Focus	Strategic Focus	
8	Languages and Cultures	English Language and Globalization	Social sciences terminology	Vocabulary strategies: List/Group/Label	1. Social interaction & collaboration: peer modeling/ observation 2. Teachers' specific feedbacks	Accomplishment plan: goal setting and making a reading plan and an outcome expectancy	1. Accomplishment plan:
9	Languages and Cultures	English Language and Globalization	Phrases and clauses	Reading strategies: question-answer-response (QAR)	1. Social interaction & collaboration: peer modeling/ observation 2. Teachers' specific feedbacks	Accomplishment plan: monitoring reading progress and identifying difficulties	Students' engagement in sharing information
10	Languages and Cultures	English Language and Globalization	Languages for Discussion	Reading strategies: question-answer-response (QAR)	1. Social interaction & collaboration: peer modeling/ observation 2. Teachers' specific feedbacks	1. Accomplishment plan: monitoring reading progress and identifying difficulties  2. Individual Reading Project III	Accomplishment Plan: self-evaluation, a reflection on past experience;
11			Course Summary/Review				
12			Post-test & Focus group discussion				

### 3.6.3.4 ALI Instructional Materials

The following materials were used for ALI:

1. Non-simplified extracts from actual academic textbooks, websites, and magazines, which were used as the reading passage of each unit;
2. Power Point slides;
3. Video clips and pictures from the Internet; and
4. Supplementary worksheets.

### 3.6.3.5 Evaluation

The evaluation of ALI consisted of 4 parts:

- |  |     |
|--|-----|
| 1) Reading academic passages and writing responses | 30% |
| 2) Self-access learning activities                 | 20% |
| 3) Midterm exam                                    | 25% |
| 4) Final exam                                      | 25% |

### 3.6.4 The Validity of ALI

The ALI instructional manual was evaluated by three experts in the field of English reading instruction. The main items for evaluation included the rationale, theoretical framework, scopes and sequences, and components of the lesson plans (goal, objectives, contents and materials, and evaluation and assessment). An evaluation form was given to the experts. The instruments were evaluated on a four-point rating scales, ranging from Excellent (4), Good (3), Average (2), to Revision Needed (1). The items scored between 3.00-4.00 were reserved for use and those between 1.00-2.99 were revised based on the evaluators' suggestions. There was an open-ended section for comments and suggestions for both types of evaluation forms. The validity of the ALI instructional manual is shown in Table 3.17.

**Table 3.17 The Validity of the ALI Instructional Manual**

<b>Assessment Issues</b>		<b>Means</b>
1.	Rationale	3.00
2.	Theoretical Framework	3.33
3.	Scope and Sequence of the intervention	
	3.1 Goal	2.66
	3.2 Objectives	3.33
	3.3 Contents and Materials	3.33
	3.4 Evaluation and Assessment	2.33
	3.5 Sample reading materials and an instructional manual	3.33
	3.6 Sample Lesson Plan	3.33
4.	Student's Accomplishment Record	
	4.1 Part I: Accomplishment Plan	3.33
	4.2 Part II : Accumulative Growth Record	3.33
	4.3 Part III: Individual Reading Worksheet	3.33
4 = Excellent    3 = Good    2 = Average    1 = Revision Needed 3.00-4.00 = reserved; 1.00-2.99 = modified		

Apart from the goal and assessment plan, the ALI material was also adjusted based on the comments by experts J and K. The example of the reading strategy “Annolighting the text” in the Overt Instruction part of the instructional material, could be too difficult for the students to understand. Therefore, the example of this strategy was replaced, as shown below.

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## Original Material

Highlighted Text	Reader Annotations
<p>"Towards the end of the sixteenth century, a new tragic pattern began to emerge, very much richer and deeper than the old one, sounding intimately the depths of the human mind and spirit, the moral possibilities of human behavior, and displaying the extent to which men's destinies are interrelated one with another.</p> <p>According to this scheme, an ideal tragedy would concern the career of a hero, a man great and admirable in both his powers and opportunities. He should be a person high enough placed in society that his actions affect the well being of many people. The plot should show him engaged in important or urgent affairs and should involve his immediate community in a threat to its security that will be removed only at the end of the action through his death. The hero's action will involve him in choices of some importance which, however virtuous or vicious in themselves, begin the spinning of a web of circumstances unforeseen by the hero which cannot then be halted and which brings about his downfall. This hostile destiny may be the result of mere circumstance or ill luck, of the activities of the hero's enemies, of some flaw or failing in his own character, of the operation of some supernatural agency that works against him. When it is too late to escape from the web, the hero-victim comes to realize everything that has happened to him, and in the despair or agony of that realization, is finally destroyed."</p>	<p><b>The hero/protagonist:</b></p> <ul style="list-style-type: none"> <li>• Admirable</li> <li>• High society</li> <li>• Actions affect many</li> <li>• Makes choices that involve him/her in a web of circumstances</li> </ul> <p><b>Caused by:</b></p> <ul style="list-style-type: none"> <li>• Mere circumstance</li> <li>• Ill luck</li> <li>• Enemies</li> <li>• Character flaw</li> <li>• Supernatural agency</li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• Realizes too late</li> <li>• Creates despair</li> <li>• Destruction or death</li> </ul>

## Revised Material

Highlighted Texts	Readers' annotations
<p>Some psychologists use a system called the enneagram to study people's personalities. The word enneagram comes from the Greek words for nine and picture, and the system describes nine different types of people which are the perfectionist, the adventurer, the independent, the scientist, the team member, the peacemaker, the helper, the achiever and the romantic.</p>	<p>Enneagram – a system to study people's personalities.</p> <p>Nine personalities categorized by enneagram</p> <ul style="list-style-type: none"> <li>• perfectionist</li> <li>• adventurer</li> <li>• independent</li> <li>• Scientist</li> </ul>



The **perfectionists** are those who try for **excellence** in everything they do. They **worry** a lot about **making mistakes**, and always want to be “**the best**.” They sometimes **criticize** other people who don’t try hard enough. Often, they feel there is only **one** right **way of thinking** and **doing** things, but they can be **playful** when they are on **vacation** or away from their usual tasks.

- team member
- peacemaker
- helper
- achiever
- romantic.

The perfectionist

- excellent in everything; want to be “the best”
- worry about making mistakes
- criticize others
- there is one right way of thinking or doing things
- can be playful on vacation

### 3.6.5 The Pilot Study of ALI

The ALI pilot study was conducted on a group of 42 students who did not belong to the sample group of the study but were from the same target setting. One unit of the ALI lessons was used in the trial instruction, which took place in the Academic Reading and Writing course, semester 1, academic year 2010. The pilot study lasted 6 hours.

### 3.6.6 Redesigning ALI

#### 3.6.6.1 Revision of the ALI Lesson Plan

For an appropriate sequence, the part Reciprocal Teaching: Questioning was moved to Class 2 instead of Class 3 as specified in the original lesson plan.

#### 3.6.6.2 Revision of the ALI Instructional Materials

Some explanations and tasks of exemplification, together with a list of prefixes and suffixes, were added to the Overt Instruction part so as to facilitate the students’ reading comprehension.

### 3.6.7 The Characteristics of ALI and AR

Both ALI and AR instructional methods were based on Academic Reading and Writing course syllabus and objectives. The instruction lasted 10 weeks. The class met two contact hours per week. Each week, the students were required to spend five hours on self-study assignments and two hours in the self-access center to complete the tasks assigned by the teachers.

The ALI instruction was based on the Academic Literacy-Based Intervention framework, which emphasized language, cognitive, sociocultural and strategic dimensions of academic reading. It is an integrative model of reading self-efficacy and academic English literacy development. The instruction involves the use of content reading materials, practice of vocabulary strategies, reading strategies, self-regulatory strategies and an incorporated practice of interpretive, critical and responsive reading. Every lesson followed four main instructional stages of literacy-based instruction (Kern 2000): Situated Practices, Overt Instruction, Critical Framing, and Transformed Practice and Evaluation. Class activities mainly involved interpretive reading, critical responses and discussion, and reflections on the texts. Academic reading materials from authentic subject-matter textbooks were used in ALI.

The AR instruction was general reading instruction emphasizing vocabulary and reading strategies along with summary-writing skills. The instruction involves a practice of reading strategies and comprehension skills at the interpretive level. General reading materials taken from magazines, newspaper and English reading practice books were used in AR. For the self-study hours of both classes, the teacher assigned the students to do homework or some tasks related to the in-class lessons of each week. For self-access hours, the ALI students conducted three Individual Reading Projects in which they chose to read any passages related to the topics of in-class reading. The students had to complete the Individual Reading Project Worksheet and submit it to the teacher. The learning experience of this project was then discussed in Semi-Structured Students Focus Group Discussion. The AR students could choose to improve any of their general English skills: reading, writing, listening, speaking, and grammar, and complete Self-Access Learning Worksheet provided by the teacher. The Self-Access assignments of both ALI and AR were worth 10 marks of the overall course evaluation. The components of ALI and AR instructions are summarized in Table 3.18.

**Table 3.18 The Components of Academic Literacy-based Intervention (ALI) and Academic Reading (AR)**

<b>Components</b>	<b>ALI</b>	<b>AR</b>
<b>Main Foci</b>	Literacy practice, critical and responsive reading, reading strategies (e.g. collaborative strategies, graphic organizers, summary writing), self-regulatory strategies, practice of self-attribution	Reading strategies (e.g., reading for main ideas, using graphic organizers and context clues, making inferences), and summary writing.
<b>Reading Practice</b>	Interpretive, critical and responsive reading	Interpretive reading
<b>Materials</b>	Academic reading texts from authentic subject-matter textbooks on Psychology, General Science and Social Sciences.	General reading texts and excerpts from magazines, newspapers, reading textbooks
<b>In-class contact hours</b>	2 hours/week	2 hours/week
<b>Self-Study</b>	5 hours/week (assignments from teachers)	5 hours/week (assignments from teachers)
<b>Self-Access</b>	(2 hours/week) Individual reading project; reading at own choices; topics related to in-class reading	(2 hours/week) General English skills: reading, writing, listening, speaking, and grammar at students' own choices
<b>Evaluation</b>	Achievement Test and Reading Proficiency Test	Achievement Test and Reading Proficiency Test

### 3.7 Data Collection

ALI was implemented at the target university during semester 2 of the academic year 2010. A total of 59 students participated in the implementation. They were from various study programs and from year 1 to year 4. These students were enrolled in the Academic Reading and Writing course (course code 1006218), which was one of their required English courses at this university in academic year 2010.

The implementation of ALI took place for 2 contact hours per week. There were 2 hours of self-access study, during which the students had to visit the university's self-access center and complete the work assigned as part of the course.

During the first of the 10-week implementation, both ALI and AR students were given an English reading proficiency (IELTS' Academic Reading Module) pre-test, and only the ALI students received the Reading Self-efficacy Inventory. The IELTS' Academic Reading Module pre-test took 1 hour and the Reading Self-efficacy Inventory took 30 minutes to complete. The pre-tests were rated by the researcher, who was the instructor of both groups. The students were classified into high and low English reading proficiency groups based on the test results. The remainder of the first class period was spent on course introduction.

The main study and data collection took place during week 2 and week 12, with detailed descriptions of each week's activities presented as follows.

Week 2: The teacher helped the students get accustomed to the Accomplishment Plan. The students were instructed to set a reading goal, make reading plans, and indicate their reading outcome expectation. Then, they began to read a passage on the theme, 'Psychology'. Some vocabulary and reading strategies—Reciprocal Teaching and reading with peers—were provided for the students. The class activities were videotaped during this week.

Week 3: The students worked on the same topic and they were encouraged to monitor their reading plans that they had made in the previous week. They were encouraged to be aware and take advantage of their teachers' feedbacks provided during the tasks. The class activities were videotaped during this week.

Week 4: The students worked on the last session of the same passage. They were encouraged to complete the remaining part of the Accomplishment Plan, reflecting and identifying their reading difficulties, as well as making a self-evaluation and a causal attribution. The students were also assigned to do the first individual

reading project during their self-access hours and complete an individual reading worksheets. The class activities were videotaped during this week.

Week 5: The students were introduced to a new reading theme, Science and Technology. They began their reading activities by going through the same cycle as that during weeks 2-4. They completed their Accomplishment Plan. In this week, the students were familiarized with the 'Word Wall' strategy for vocabulary learning.

Week 6: The students continued working on the theme of Science and Technology. During this week, they practiced 'Collaborative Strategic Reading' and 'Paraphrasing'. They were also encouraged to work, model, and observe their peers in reading activities. They monitored their reading progress and identified reading difficulties by filling out their Accomplishment Plan.

Week 7: This week's focus was on the students' critical reaction to the passage that they read. They were instructed a pattern of making speculations. Analytical reading, reading between the lines, and making inferences were introduced to the students. At the ending session, the students evaluated themselves and kept track of their progress. They were encouraged to reflect on their progress in comparison with their previous week's outcome. The second individual reading project was assigned.

Week 8: The third theme of reading, Language and Culture, was introduced. The students began with setting a reading goal, making reading plans, and indicating reading outcome expectation. The vocabulary strategies, namely, List/Group/Label, were introduced and modeled to the students. The classroom activities during this week were videotaped.

Week 9: The students were introduced to another reading strategy, Question-Answer-Response. They worked mainly in peer groups, observing, modeling, and helping their peers, with teachers' continuing provision of feedbacks. The students monitored their reading progress and identified their reading difficulties. The classroom activities during this week were videotaped.

Week 10: In this final part of the third theme, the students continued practicing the reading strategy of Question-Answer-Response. At the ending session, the students evaluated themselves and kept track of their progress. They were encouraged to reflect on their progress in comparison with their previous week's

outcome. The third Individual reading project was assigned. The classroom activities during this week were videotaped.

Week 11: This week was devoted to a course summary.

Week 12: The IELTS' Academic Reading Module was given to the students in ALI and AR groups as a post-test. The Reading Self-efficacy Inventory was given to the ALI students. Moreover, the group discussion of ten students and the teacher (the researcher) was conducted during this week. Five students from the low reading proficiency group and five from the high proficiency group were selected to participate in the discussion following the guided questions in the Semi-Structured Students Focus Group Discussion Protocol. The discussion was based on the videotaped classroom activities obtained during weeks 2, 3, 4, 8, 9 and 10.

### 3.8 Data Analysis

There were two main types of data obtained in this study. The quantitative data, obtained from the students' scores of reading proficiency test and the Reading Self-efficacy Inventory, were analyzed using the SPSS program based on descriptive statistics (Means and Standard Deviation), t-test and a Two-Way ANOVA. The qualitative data, obtained from the Reading Self-Efficacy Classroom Observation Record and from the Semi-Structured Student Focus Group Discussion on Reading Self-efficacy, were analyzed using content analysis. The details of the analysis of data according to each research question are presented in the following sections:

#### Research Question 1

*To what extent does the Academic Literacy-Based Intervention improve Thai university students' English reading proficiency?*

- *To what extent does the Academic Literacy-Based Intervention improve the English reading proficiency of students with a **high level** of English reading proficiency?*
- *To what extent does the Academic Literacy-Based Intervention improve the English reading proficiency of students with a **low level** of English reading proficiency?*

The data used to answer research question 1 above were obtained from the students' scores of IELTS' English reading proficiency test. The IELTS' Academic Reading Module was given to the students twice, as a pre-test and a post-test. First, the pre-test scores were used to classify students into high and low levels of English

reading proficiency. Next, the scores were used again in comparison with the post-test results, using t-test, so as to identify the effects of ALI on the students' English reading proficiency.

### **Research Question 2**

*To what extent does the Academic Literacy-Based Intervention improve Thai university students' reading self-efficacy?*

- *To what extent does the Academic Literacy-Based Intervention improve the reading self-efficacy of students with a **high level** of English reading proficiency?*
- *To what extent does the Academic Literacy-Based Intervention improve the reading self-efficacy of students with a **low level** of English reading proficiency?*

To answer research question 2 above, the data from the Reading Self-efficacy Inventory were obtained from the students and were measured before and after ALI. The students' scores from the pre- and post-measure of reading self-efficacy were used for purposes of comparison and analysis based on descriptive statistics, Means and Standard Deviation, and paired sample t-test. Also, the data gathered from the Reading Self-Efficacy Classroom Observation Record and the transcription of the Semi-Structured Students Focus Group Discussion were used to support the scores from the Inventory.

### **Research Question 3**

*Is there a significant interaction effect of Thai university students' English reading proficiency and reading self-efficacy?*

- *Is there a significant interaction effect of English reading proficiency and reading self-efficacy in the group of Thai university students who have a **high level** of English reading proficiency?*
- *Is there a significant interaction effect of English reading proficiency and reading self-efficacy in the group of Thai university students who have a **low level** of English reading proficiency?*

Research question 3 above was answered by the result of a Two-Way ANOVA using the scores obtained from the IELTS pre-test and post-test and those obtained from the Reading Self-efficacy Inventory.

#### **Research Question 4**

*Is there a significant difference between the English reading proficiency of the students who have received Academic Literacy-Based Intervention and of those who have received Academic Reading?*

The IELTS post-test scores of the control group and of the experimental group were compared and analyzed using t-test in order to answer research question 4 above. The summary of data analyses according to the research questions is shown in Table 3.19 below.

**Table 3.19 Data Analysis**

Research Questions	Instruments	Data	Distribution	Analyses
1. To what extent does the Academic Literacy-Based Intervention improve Thai university students' English reading proficiency?	1) IELTS: Academic Reading Modules	Pre-test & post-test scores of the IELTS	Before and after the treatment	Means, standard-deviation, t-test
1.1 To what extent does the Academic Literacy-Based Intervention improve the English reading proficiency of students with a high level of English reading proficiency?				



**Table 3.19 Data Analysis (Continued)**

Research Questions	Instruments	Data	Distribution	Analyses
1.2 To what extent does the Academic Literacy-Based Intervention improve the English reading proficiency of students with a <b>low level</b> of English reading proficiency?				
2. To what extent does the Academic Literacy-Based Intervention improve Thai university students' reading self-efficacy?	1. Reading Self-Efficacy Inventory 2. Reading Self-Efficacy Classroom Observation Record	1. Pre-test, Post-test scores of Reading Self-efficacy Inventory 2. Observation report	1. Before and after the treatment 2. During weeks 2, 3,4, 8, 9 and 10 3. After the treatment (Week 13)	1. Means, standard-deviation, t-test 2. Content analysis 3. Content analysis
2.1 To what extent does the Academic Literacy-Based Intervention improve the reading self-efficacy of students with a <b>high level</b> of English reading proficiency?	3. Semi-Structured Student Focus Group Discussion	3. Oral discourse of the group discussion		

Table 3.19 Data Analysis (Continued)

Research Questions	Instruments	Data	Distribution	Analyses
2.2 To what extent does the Academic Literacy-Based Intervention improve the reading self-efficacy of students with a <b>low level</b> of English reading proficiency?				
3. Is there a significant interaction effect of Thai university students' English reading proficiency and reading self-efficacy?	1. IELTS: Academic Reading Modules 2. Reading Self-efficacy Inventory	1. Pre-test & post-test scores of the IELTS 2. Pre-test & post-test scores of Reading Self-efficacy Inventory	1. Before and after the treatment 2. Before and after the treatment	A Two-Way ANOVA
3.1 Is there a significant interaction effect of English reading proficiency and reading self-efficacy in the group of Thai university students who have a <b>high</b> level of English reading proficiency?				

**Table 3.19 Data Analysis (Continued)**

Research Questions	Instruments	Data	Distribution	Analyses
3.2 Is there a significant interaction effect of English reading proficiency and reading self-efficacy in the group of Thai university students who have a <b>low</b> level of English reading proficiency?				
4. Is there a significant difference between the English reading proficiency of the students who have received Academic Literacy-Based Intervention and of those who have received Academic Reading?	1) IELTS: Academic Reading Modules	Post-test scores of the IELTS	After the treatment	t-test

## CHAPTER IV

### RESULTS

This chapter presents the data collected from the implementation of the ALI. Data are presented based on the four main research questions as follows:

#### 4.1 Results of Research Question 1

*Research Question 1 - To what extent does the Academic Literacy-based Intervention improve Thai university students' English reading proficiency?*

*Hypothesis 1: The post-test mean scores of Thai university students' English reading proficiency are significantly higher than the pre-test mean scores at 0.05 level after the Academic Literacy-based Intervention.*

This research question concentrates on investigating the effects of Academic Literacy-based Intervention on Thai university students' English reading proficiency by examining the results of IELTS' pre-test and post-test of the ALI group. The comparison of ALI students' pre-test and post-test mean scores are presented in Table 4.1. The results indicate that the students in ALI made a significant improvement,  $t(29) = 2.42$ ,  $p < 0.05$ , on their English reading proficiency after the ten weeks of treatment. The effect size of the ALI's pre-test and post-test mean scores calculated using Eta squared displays a value of 0.16, which suggests a small difference (Cohen, 1988). This indicates that ALI could improve Thai university students' English reading proficiency.

**Table 4.1 A Comparison of English Reading Proficiency Pre-Test and Post-Test of ALI Students.**

		<i>n</i>	<i>Mean</i>	<i>SD</i>	<i>Mean Difference</i>	<i>df</i>	<i>t</i>	<i>sig</i>	<i>Effect Size</i>
ALI	Pre-Test	30	8.67	4.68					
	Post-Test	30	11.86	3.69	3.26	29	2.42	0.02*	0.16

\* $p < 0.05$

Table 4.1 also shows that the students in ALI showed significantly higher performance,  $t(29) = 2.42$ ,  $p < 0.05$ , in their English reading proficiency post-test ( $M = 11.86$ ,  $SD = 3.69$ ) than in their pre-test ( $M = 8.67$ ,  $SD = 4.68$ ), with a small effect size (0.16). Therefore, research hypothesis one was accepted.

To further investigate on the effects of ALI on students with high and low proficiency, the results of the following two research sub-questions are presented.

1.1 *To what extent does the Academic Literacy-based Intervention improve English reading proficiency of students with a **high level** of English reading proficiency?*

1.2 *To what extent does the Academic Literacy-based Intervention improve English reading proficiency of students with a **low level** of English reading proficiency?*

The data that respond to the two research sub-questions above were presented in Table 4.2. A paired sample t-test was conducted to evaluate the impact of ALI on students who had high and low English reading proficiency. The results indicate that after 10 weeks of ALI, there was no statistically significant improvement among the students who have high proficiency (Mean = 11.69,  $SD = 2.28$ ,  $t(14) = 0.98$ ,  $p > 0.05$ ). However, there was a statistically significant improvement among the students who have low proficiency (Mean = 9.90,  $SD = 4.15$ ,  $t(14) = 5.23$ ,  $p < 0.05$ ). The eta squared statistic indicated a medium effect size (0.66).

**Table 4.2 A Comparison of English Reading Proficiency Pre-Test and Post-Test of ALI High and Low Proficiency Students.**

Group		<i>n</i>	<i>Mean</i>	<i>SD</i>	Mean Difference	<i>df</i>	<i>t</i>	sig	Effect Size
<b>ALI High</b>	Pre-Test	15	12.5	2.66					
	Post-Test	15	11.69	2.28	0.76	14	0.98	0.34	
<b>ALI Low</b>	Pre-Test	15	4.60	2.06					
	Post-Test	15	9.90	4.15	5.18	14	5.23	0.00*	0.66

\* $p \leq 0.05$

## 4.2 Results of Research Question 2

**Research Question 2** - *To what extent does the Academic Literacy-based Intervention improve Thai university students' reading self-efficacy?*

**Hypothesis 2** : *The post-test mean scores of Thai university students' reading self-efficacy are significantly higher than the pre-test mean scores at 0.05 level after the Academic Literacy-based Intervention.*

The second research question pertains to the investigation of the reading self-efficacy of ALI students. The application of the reading self-efficacy framework to this study covered six categories or domains: (a) proper and relevant materials and task, (b) strategies, (c) social interaction and collaboration, (d) awareness of success and failure, (e) supportive and responsive atmospheres and (f) individualized assessment.

To address this question, reading self-efficacy in this study was measured in keeping with both the quantitative and qualitative data, using a variety of instruments to allow triangulation and affirm validity of the data. The quantitative data was elicited from Reading Self-Efficacy Inventory, which was a self-report. The qualitative data were obtained from Reading Self-Efficacy Classroom Observation Record and Semi-Structured Students Focus Group Discussion. Two units of ALI were videotaped, the first covering weeks 2, 3 and 4 and the second covering weeks 8, 9 and 10. The data were recorded, transcribed, analyzed and reported according to reading self-efficacy components. The Semi Structured Students Focus Group Discussion was conducted in two sessions, one with the high proficiency students and the other with the low proficiency students. The students' recounts were audio-taped, transcribed and summarized according to the reading self-efficacy components.

The quantitative analysis was conducted using a paired sample t-test to evaluate the effects of ALI on reading self-efficacy of students who have high and low English reading proficiency. The results in Table 4.3 show that students in ALI made a significant improvement,  $t(29) = 1.97$ ,  $p = 0.05$ , in their reading self-efficacy after the ten-week treatment. The effect size indicates that difference was small (0.11). This suggests that ALI could enhance Thai university students' reading self-efficacy and hence, research hypothesis two was accepted.

**Table 4.3 Reading Self-efficacy Inventory Pre-Test and Post-Test Result of the Students in ALI**

Group	<i>n</i>	<i>Mean</i>	<i>SD</i>	Mean Difference	<i>df</i>	<i>t</i>	sig	Effect Size
Pre-Test	30	5.57	1.08					
ALI								
Post-test	30	6.06	0.96	0.49	29	1.97	0.05*	0.11

\* $p \leq 0.05$

Further investigation of the effects of ALI on students with high and low proficiency involves discussion of the answers to the following two research sub-questions.

- 1.1 *To what extent does the Academic Literacy-based Intervention improve reading self-efficacy of students with a **high level** of English reading proficiency*
- 1.2 *To what extent does the Academic Literacy-based Intervention improve reading self-efficacy of students with a **low level** of English reading proficiency?*

In response to these research sub-questions, the high and low proficiency students' pre-test and post-test results obtained from Reading Self-Efficacy Inventory were compared, using a paired sample t-test. The finding in table 4.4 shows that after 10 weeks of ALI, the students with high reading proficiency performed significantly better,  $t(29) = 2.30$ ,  $p < 0.05$ , in their reading self-efficacy post-test ( $M = 6.18$ ,  $SD = 1.07$ ) than in their pre-test ( $M = 5.70$ ,  $SD = 0.99$ ). An effect size of the pre-test and post-test mean scores of the ALI group was small (0.27). However, there was no significant differences between the mean scores of pretest ( $M = 5.18$ ,  $SD = 0.91$ ) and post-test (Mean = 5.67,  $SD = 1.06$ ) of the students who have a low level of reading proficiency,  $t(14) = 1.88$ ,  $p > 0.05$ .

**Table 4.4 Reading Self-Efficacy Inventory Pre-Test and Post-Test Result of the Students with High and Low Level of Reading Proficiency in ALI**

Group		<i>n</i>	<i>Mean</i>	<i>SD</i>	Mean Difference	<i>df</i>	<i>t</i>	sig	Effect Size
<b>ALI High</b>	Pre-test	15	5.70	0.99					
	Post-test	15	6.18	1.07	0.47	14	2.30	0.03*	0.27
<b>ALI Low</b>	Pre-test	15	5.18	0.91					
	Post-test	15	5.67	1.06	0.49	14	1.88	0.08	

\* $p < 0.05$

In sum, the quantitative data obtained from Reading Self-efficacy Inventory revealed improvement of students' reading self-efficacy after 10 weeks of ALI. Based on the comparison between the students in high and low reading proficiency groups, the data revealed that only the students in the high proficiency group were able to make significant improvement in their reading self-efficacy whereas the low proficiency students did not show any significant improvement.

In further investigation of each component of reading self-efficacy, quantitative data from Reading Self-Efficacy Inventory which are shown in Table 4.5 reveal that the levels of each component of reading self-efficacy displayed by both the high and low proficiency students range from moderate to high reading self-efficacy. Both high and low proficiency students scored highest for component (d) *Awareness of success and failure* (M/High group = 7.57, SD = 0.68; M/Low group = 6.44, SD = 0.43). Meanwhile, the high proficiency group scored lowest for (c) *Social interaction and collaboration* (M = 5.90, SD = 0.47), and the low proficiency group scored lowest for (b) *Strategies* (Mean = 5.14, SD = 0.43).



**Table 4.5 Reading Self-Efficacy Inventory Result based on Reading Self-Efficacy Components**

SE Components	ALI high			ALI low		
	n	Mean	SD	n	Mean	SD
a) Proper and relevant materials and tasks	15	6.02	0.55	15	5.62	0.52
b) Strategies	15	6.03	0.08	15	5.14	0.43
c) Social Interaction and Collaboration	15	5.90	0.47	15	5.39	0.63
d) Awareness of Success and Failure	15	7.57	0.68	15	6.44	0.43
e) Supportive and Responsive Atmosphere	15	6.75	1.02	15	5.57	0.81
f) Individualized Assessment	15	6.04	0.84	15	5.41	0.78

0.00-0.99 = no self-efficacy; 1.00-3.99 = low self-efficacy; 4.00-6.99 = moderate self-efficacy; 7.00-10 = high self-efficacy

To elaborate more insights into students' response to each category of reading self-efficacy, the qualitative data obtained from the Reading Self-Efficacy Classroom Observation Record and Semi-structured Students Focus Group Discussion were examined in relation to each component of reading self-efficacy. Inter-rater reliability was obtained from two independent raters assessing the coding, categorizing and summarizing of the data. For the Classroom Observation Record, inter-raters agreed on 26 of the total 30 items (86.66 %) on the checklist, which indicated highly consistent rating. For the Focus Group Discussion, the inter-raters' agreement was at 91.66% on 33 of the total 36 categories of the coding.

The data presented below are an integration of quantitative data from the Reading Self-efficacy Inventory supported by qualitative data. The data reflect the similarities and differences in performance, behavior and perspectives between the high and low reading proficiency students.

### a) Proper and Relevant Materials and Tasks.

Based on the study, both the high and low proficiency students displayed a moderate level of reading self-efficacy in this category, as illustrated in Table 4.6. Further, both the high and low proficiency students reported most confidence in the area of their ability to get over the difficulty if they are persistent and never give up. In contrast, both groups reported least confidence in the area of motivating themselves by finding a connection between the text and their background knowledge.

**. Table 4.6 Mean and Standard Deviation of Proper and Relevant Materials and Tasks**

Reading Self-efficacy components	Items	ALI high			ALI low		
		n	Mean	SD	n	Mean	SD
Proper and Relevant Materials and Tasks	1. Whenever I read, I motivate myself by finding a connection between the text and my background knowledge.	15	5.31	1.84	15	5.00	1.35
	7. I am confident that I can get over the difficulty if I am persistent and never give up.	15	6.38	1.93	15	6.21	1.71
	13. When I get some reading assignments, I read with enthusiasm and feel confident that I will comprehend the text correctly.	15	6.08	1.60	15	5.86	1.51

**Table 4.6 Mean and Standard Deviation of Proper and Relevant Materials and Tasks (Continued)**

Reading Self-efficacy components	Items	ALI high			ALI low		
		n	Mean	SD	n	Mean	SD
Proper and Relevant Materials and Tasks	19. I enjoy reading challenging text.	15	6.31	1.70	15	5.43	1.55

0.00-0.99 = no self-efficacy; 1.00-3.99 = low self-efficacy; 4.00-6.99 = moderate self-efficacy; 7.00-10 = high self-efficacy

In contrast to the report obtained from the Reading Self-efficacy Inventory which shows that the students exhibited least confidence in motivating themselves to find a connection between the text and their background knowledge, the Reading Self-efficacy Classroom Observation Record shows clear evidence that indicates the students' ability to make a connection between the text and their background knowledge. They were able to answer the teacher's questions effectively. It was also observed that although the students were quiet most of the time, they listened attentively to the teacher, and when asked to perform some activities, they did so without reluctance. These informed data were supported by the findings from the Semi-Structured Students Focus Group Discussion, during which both the high and low proficiency groups felt that the passages in ALI were difficult for them. Most of them said that their first impression of a text was that the passage did not look motivating and that there were a lot of unknown words that could obstruct their comprehension. However, they did not feel that the passage was unreadable, as some of them put it as follows.

*“At first glance, it looked like a difficult passage. But I didn’t feel so bad with it. I think it was okay.” (student #H2)*

However, a student in the low proficiency group mentioned that despite the difficulty, the texts looked readable. The paragraph format helped the student go through it without any problems. Each paragraph was separated by a direction asking them to summarize the idea of what they had just read before furthering on to the following paragraphs. Such an inter-paragraph pause made reading a long and difficult text look less discouraging as the above-mentioned student put it.

*“Reading and pausing at each paragraph made it easy for me to read and comprehend the text part by part. It’s better than reading long stretching texts all the way to the end without stopping at each paragraph.”  
(student # L1)*

To summarize, in this component, even though the students perceived ALI materials as challenging, they were able to deal with them with moderate confidence and found that the format of the passages facilitated their persistence in reading in such a way that it helped them overcome the discouragement.

### **b) Strategies**

The findings presented in Table 4.7 show that both the high and low proficiency students displayed a moderate level of reading self-efficacy in this category. The high proficiency students felt that they were most confident in overcoming reading difficulties when encountering a problem. Low proficiency students, on the other hand, perceived themselves as being most confident that their effective reading strategies could help them read successfully. Both groups reported least confidence in acquiring meanings of unknown words when reading without using a dictionary.

**Table 4.7 Mean and Standard Deviation of Strategies**

Reading Self-efficacy components	Items	ALI high			ALI low		
		n	Mean	SD	n	Mean	SD
Strategies	2. When reading without using a dictionary, I am confident that I can figure out the meaning of some unknown words.	15	5.92	1.38	15	4.64	1.78
	8. I am confident that my effective reading strategies can help me read successfully.	15	6.00	1.63	15	5.50	1.82
	14. I always set goals in reading.	15	6.08	1.38	15	5.21	1.71
	20. When encountering reading problems, I am confident that I can overcome the difficulty quite well.	15	6.15	1.46	15	5.21	1.18

0.00-0.99 = no self-efficacy; 1.00-3.99 = low self-efficacy; 4.00-6.99 = moderate self-efficacy; 7.00-10 = high self-efficacy

The above data was triangulated with those obtained from the Reading Self-Efficacy Classroom Observation Record. Despite the three types of reading strategies taught overtly in class, observation 1 showed that in the first unit of the reading lesson, there was no evidence indicating the use of a variety of reading strategies by both the high and low proficiency students. Almost all of the students relied on the use of dictionaries, which was not one of the strategies taught in class. Most of the students used a concept map, and it was nonetheless found in observation 2 that the students also used additional reading strategies, which included summarizing, guessing main ideas and highlighting texts. These data are consistent with the students' report in the Focus Group Discussion, in which both groups of students found that the strategies in ALI, especially concept maps, sufficiently facilitated their comprehension. However, some students felt that some strategies, such as vocabulary logs, did not help them to understand the passage effectively, as revealed by a student in the high proficiency group.

*“There were so many words that I don't know and the vocabulary log cannot cover all of them. So, I did not find it helpful.” (Student # H2)*

Meanwhile, a student in the low proficiency group found graphic organizers helpful for her to persist in reading as she put it:

*“The concept map obliged me to try to get the main point of the passage so as to be able to create and expand a map.” (Student # L2)*

Apart from reading strategies, ALI also provided students with self-regulatory strategies which included setting goals, making plans and assessing one's own outcome. This also involved making an outcome expectancy before handling tasks. In consistency with the data from the Reading Self-Efficacy Inventory in which the students reported their moderate self-efficacy in setting reading goals, the classroom observation indicated clear evidence of students setting specific and achievable goals, making explicit and doable plans for their reading tasks, selecting strategies that helped them understand the text better and identifying sources of difficulties they encountered while reading.

Also, during the Focus Group Discussion, all of the high proficiency students recounted that they have read according to their plan and they took advantage of self-assessment to improve their performance.

*“I did read and underline the vocabulary as stated in my plan. After the self-assessment, I felt that I didn’t understand the passage enough. So, I went back and re-read it several times”. (Student # H 3 and H 4)*

*“I think making plan and assessing our own performance is helpful. I learnt to find out what I missed while reading. When I read the first passage, I didn’t understand most of it. But in the second and third ones, I began to figure out how to read and I think I learnt more techniques.” (Student # H 5)*

Meanwhile, the low proficiency students reported that they did make their reading goals, plans and self-assessment in class as the teacher had guided them, but when they actually read, they did not really read with their goals in mind.

*“I only read on and underlined the parts that I think were important. No plans. No goals.” (Student # L 4)*

Likewise, another low proficiency student said she had her goals and plans but she did not think she would apply it to her future reading.

*“I did what I had to do in class, but I didn’t think I would apply it to future reading because each passage is different and each reading situation is different. I might not apply the same technique in every situation.” (Student # L2 and L3)*

In sum, both the high and low proficiency students in general did not seem to use a variety of strategies at the beginning of ALI. However, they learned to exploit more strategies in the later lessons. What the low proficiency students reported during the Focus Group Discussion did not seem so consistent with their self-report in the Reading Self-efficacy Inventory. Despite their perceived confidence that their effective strategies would help them read effectively, they did not see the reason for applying strategies to future reading, and they did not use a variety of reading strategies, especially self-regulatory strategies. Meanwhile, the high proficiency

students were able to take advantages of both types of strategies to enhance their comprehension.

### c) Social Interaction and Collaboration

As illustrated in Table 4.8, both the high and low proficiency students exhibited moderate reading self-efficacy in this category. Both groups of students scored highest for the category of seeking help from friends and/or teachers when having reading problems. Also, both groups reported least confidence in helping their friends improve reading skills.





**Table 4.8 Mean and Standard Deviation of Social Interaction and Collaboration**

Reading Self-efficacy components	Items	ALI high			ALI low		
		n	Mean	SD	n	Mean	SD
Social Interaction and Collaboration	3. I can help my friends improve their reading skill.	15	5.15	1.40	15	4.64	1.33
	9. I prefer reading with my friends and share some ideas with them.	15	5.77	2.27	15	5.86	1.95
	15. I believe that peer observation and peer model will help improve my reading.	15	6.08	1.84	15	4.93	2.30
	21. I seek helps from friends and/or teacher when I have reading problems	15	6.62	1.50	15	6.14	2.24

0.00-0.99 = no self-efficacy; 1.00-3.99 = low self-efficacy; 4.00-6.99 = moderate self-efficacy; 7.00-10 = high self-efficacy

Based on the data from both sessions of Classroom Observation, only some evidence was found, showing that students shared some ideas with their peer group while reading; they helped one another interpret the text and also received help from their peer. Nevertheless, no evidence was found for the students being praised for their effort rather than ability

The findings from the Focus Group Discussion demonstrate certain perspectives that were otherwise not revealed in the Inventory and the Classroom

Observation. Most of the students in both the high and low proficiency groups reported that working with peers did not contribute much to their reading because some conflicts arose in terms of their working styles, time constraints, and unfamiliarity with one another, as reflected below.

*“Group work made me even more nervous because sometimes when my friends did not know some words or understand the passage and asked me, I would feel embarrassed if I didn’t know them, either. In our group, we came from different major programs, so I didn’t feel comfortable sharing with them.” (Student # H1)*

*“I’d rather read by myself because there were so many problems when reading with peers. We had to wait for them and sometimes, we had different opinions. So, I wasn’t sure if I was right or wrong.” (Student # L 2)*

*“In my group, it wasn’t really group work because we distributed the job and we worked separately. Then, we put our work together. Sometimes, some friend didn’t want to work and she wanted me to do everything. I had to summarize a whole passage. Group work was frustrating for me. I didn’t pick group members myself. First, I paired up with one of my friends, but later, the other two asked if they could join us. It was okay, but we couldn’t really work together.” (Student # L1)*

Only one student in the high proficiency group and one in the low group mentioned that working with peers helped them read better as they could share what they knew and learn what they didn’t know.

*“I learn new things from working with peers. ((Student # H4)*

*I think it’s good to work with friends. We share what we each know. It was fun and relaxing.” (Student # L3)*

One student in the low proficiency group saw that reading with peers has no effect on her as she elaborated:

*“For me, it doesn’t make any difference. It looked like we worked in group, but in fact, we worked on our own because the class time was limited. So, we had to divide up the work and no time to share with each other.” (Student # L4)*

The data related to this component show that overall, the students did not find social interaction and collaboration very helpful to their reading improvement. Both the high and low proficiency students reported some problems working with peers, and most of the problems were caused by working style conflict and unfamiliarity with one another.

#### **d) Awareness of Success and Failure**

Both the high and low proficiency students exhibited moderate to high reading self-efficacy in this category. As shown in Table 4.9, both the high and low proficiency students were most confident that the more they read, the better their reading skill would become. Both groups reported that they were least likely improve their reading ability by learning from mistakes in the past.

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**Table 4.9 Mean and Standard Deviation of Awareness of Success and Failure**

Reading Self-efficacy components	Items	ALI high			ALI low		
		n	Mean	SD	n	Mean	SD
Awareness of Success and Failure	4. I know the reason why I am or am not good at reading.	15	7.92	0.95	15	6.43	1.74
	10. I improve my reading ability by learning from the mistake in the past	15	6.92	1.80	15	5.50	1.65
	16. I believe that the more I read, the better my reading skill will be.	15	8.23	1.23	15	7.29	1.85
	22. I understand that reading comprehension depends on my effort rather than my ability.	15	7.23	1.48	15	6.57	2.02

0.00-0.99 = no self-efficacy; 1.00-3.99 = low self-efficacy; 4.00-6.99 = moderate self-efficacy; 7.00-10 = high self-efficacy

These findings were supported by the classroom observation, which showed clear evidence that students determined their outcome expectancies before they read and were encouraged to reflect both on the causes of their achievement and the sources of difficulties. However, the students were not found to have been encouraged to attribute their success and failure to their effort and persistence. In the second session of the observation, it was found, on the contrary, that the students attributed their success and failure to the lack of effort and persistence, as one of the high proficiency students accounted in their Students Accomplishment Plan,

*“I’ll try to read and re-read so as to understand the passage better”*. Also, two low proficiency students wrote in their Students Accomplishment Plan, *“I think I’m improved and I must study vocabulary a lot”* and *“I still don’t like reading long and difficult passages but I think I will develop my reading next time”*.

The above data are consistent with the findings from the Semi-Structured Students Focus Group Discussion. Most of the students in both high and low proficiency groups agreed that awareness of their success and failure helped them learn to read better. Many students in the high proficiency group said that the awareness of what they could and could not do encouraged them in their future reading.

*“When we know that we can do it, we feel encouraged to try more in the next reading.” (Student # H1)*

*“I know what I should improve and it makes me want to try harder. For example, I know that in reading this passage, I need to know more words. I’ll try to learn vocabulary more.” (Student # H 4)*

*“I looked back to the part that I didn’t understand and re-read it. I also apply this practice [being aware of success and failure] to reading other passages. But sometimes, I still don’t understand what I read.” (Student # L1)*

*“Being aware of success and failure makes me realize about my ability. I learnt to monitor my comprehension, seeing how much I understand when reading the passage at this level of difficulty.” (Student # L2)*

One student in the low proficiency group thought differently, though. She saw that practicing awareness of success and failure was a good way to assess herself; however, she did not think it would be necessary for her to develop such awareness.

*“I think it’s good as it makes me know how much I can do, but I don’t see the reason why I should apply it in my future reading.” “(Student # L4)*

In this component, it can be concluded that both the high and low proficiency students regarded the awareness of success and failure as contributing certain advantages to their reading. Both groups reported that the ability to identify the sources of success and failure enabled them to realize their strengths and weaknesses, as well as how to improve their reading skills.

#### **e) Supportive and Responsive Atmosphere**

This category sees the difference of reading self-efficacy information between the high and low proficiency students as shown in Table 4.10. While the high proficiency students’ perception ranged from moderate to high self-efficacy, the low proficiency ones displayed a moderate level of self-efficacy. Both groups of students were most confident that teacher’s specific feedbacks could help them improve their reading ability. Also, both groups reported that they were least confident that they would read well in all circumstances. Based on such reflections, it can be concluded that reading atmospheres affect the students’ reading ability.

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**Table 4.10 Mean and Standard Deviation of Supportive and Responsive Atmosphere**

Reading Self-efficacy components	Items	ALI high			ALI low		
		n	Mean	SD	n	Mean	SD
Supportive and Responsive atmosphere	6. I don't feel stressed or anxious while reading.	15	6.46	1.56	15	5.21	1.62
	11. I am confident that teachers' specific feedbacks can help me improve my reading ability.	15	8.15	1.67	15	6.71	1.77
	17. The classroom atmosphere supports my effective reading.	15	6.31	1.70	15	5.43	1.55
	23. I can read well no matter where I read, at home, for pleasure or in classrooms.	15	6.08	1.49	15	4.93	2.30

0.00-0.99 = no self-efficacy; 1.00-3.99 = low self-efficacy; 4.00-6.99 = moderate self-efficacy; 7.00-10 = high self-efficacy

The supportive and responsive atmosphere described in the qualitative data entails two features: classroom atmosphere and teacher's specific feedbacks. Classroom atmosphere refers to absence of tension-imposing activities, or threats. Teacher's specific feedbacks refer to all kinds of helps, supports, acknowledgement and feedbacks extended by the teacher to the students during class activities in order to assist the students to achieve their reading comprehension.

In classroom observation 1, it was evident that the teacher moved around the class while the students were performing group activities. Moreover, the teacher drew non-participating students into activities/discussions, offered help to students only when being asked to, and acknowledged students' questions, responses, and comments. Also, there was evidence indicating that some students in particular were called upon in class to perform the task individually, and the students showed willingness and enthusiasm to participate in class activities. Conversely, the observation did not reveal any evidence of announcement of class activity schedule at the beginning. There was no evidence showing that some students raised their hands to answer in group-work situations or that the students spoke out without being called upon. Also, it was not found that the teacher helped low self-efficacious students extend their responses or that the teacher extended specific praising feedbacks. Some students were left behind because they were observed talking to each other while the teacher was giving explanation and while their classmates were paying attention to the lesson.

Some differences were found in the second observation session. The class activity schedule was announced at the beginning of the class. Additionally, it was also discovered that the teacher helped low self-efficacious students to extend their responses and a few students did speak out without being called upon.

According to the data from the Focus Group Discussion, all of the students in both high and low proficiency groups reported that the classroom atmosphere was supportive and conducive to learning, and that they did not feel any threat or stress while reading.

*“The class was not stressful. I felt that I wanted to come to the class, even without any obligation. I can read in class without any problem.”(Student # L2)*

However, one problem identified by some student was time constraint which hurried them to read and moved on to the next stage, causing them not to have enough time to read. A student in the low proficiency group commented:



*“The atmosphere was okay. I didn’t feel any pressure but sometimes, I wished you (the researcher as the teacher of the class) would give us more time to read. I didn’t understand some parts of the passage, but you said we had to move on.” (Student # L4)*

In addition, another problem arose in the class when the teacher had to call upon some students to participate in a class activity and the students reported that they felt threatened by such a call. A high proficiency student felt that way, as he put it.

*“In general, the class was not stressful, but it started to seem threatening when you (the researcher as a teacher of the class) called upon each student. You provided very limited time for us to think about the answer and we were afraid of saying things in English and making mistakes. (Student # H1)*

Regarding the teacher’s feedbacks, all students in both high and low proficiency groups reported that they received sufficient feedbacks from the teacher and the feedbacks helped clarify obscure points and maximized their comprehension.

*“Your [researcher as the teacher of the class] feedbacks were helpful. Sometimes I didn’t quite understand a part or I thought I understood it, but when you explained it, it became clearer to me.” (Students # L2 and L3)*

*“There were times when your feedbacks made me realize that what I understood was only a small part of the paragraph, not a whole. Your feedbacks made me know what I missed.” (Student # L4)*

In short, both high and low proficiency students perceived that the learning atmosphere during ALI was positive. Apart from the issue of time constraint and being called upon in class, they did not feel any other kind of threat. Besides, they also found teacher’s feedbacks sufficient and specific enough to help them maximize their understanding.

**f) Individualized Assessment**

In this category, the high proficiency students' reading self-efficacy scores ranged from moderate to high, while the low proficiency students' scores were moderate. Both groups were most confident that whenever they read, they would be able to improve their reading comprehension. However, the high proficiency students exhibited the lowest mean scores in the area of keeping tracks of their reading outcome and reading well even at exam or when being compared with their peers. The low proficiency students had the lowest mean scores in the area of the problem sharing their scores with their peers, which indicate that they perceived some problem when their reading outcome was being compared with their peers (See Table 4.11).



**Table 4.11 Mean and Standard Deviation of Individualized Assessment**

Reading Self- efficacy components	Items	ALI high			ALI low		
		n	Mean	SD	n	Mean	SD
Individualized Assessment	5. Whenever I read, I am confident that I will be able to improve my reading comprehension.	15	7.08	1.11	15	6.29	1.81
	12. I like to keep track of my own reading outcome	15	5.62	2.02	15	5.93	1.94
	18. I can read well even at exam and when being compared with my peers.	15	5.62	1.89	15	4.79	1.80
	24. I have no problem sharing my reading outcome with other students.	15	5.85	1.51	15	4.64	2.30

0.00-0.99 = no self-efficacy; 1.00-3.99 = low self-efficacy; 4.00-6.99 = moderate self-efficacy; 7.00-10 = high self-efficacy

These data are supported by classroom observation that illustrated clear evidence of students evaluating their own performance and comparing their learning outcome with their own progress, not with other students' progress. The data are also consistent with the students' discussion in the Focus Group. Both groups of students preferred comparing their achievement with themselves to comparing it with their peers'. Some high proficiency students established for themselves a condition based on the success of the outcome, as they reflected.

*“In fact, I did it all the time, comparing my scores with my friends. But I wish we would rather not do it because it felt bad sometimes to see that I didn’t do as well as my friends. But if I did well, I had no problem sharing the outcome.” (Student H#5)*

*“Sometimes, I didn’t know if my self-assessment is reliable. It would be good if the teacher also assesses us so that we’d know our actual ability.”(Student H#1)*

Low proficiency students expressed their positive impression about comparing their own learning outcome rather than comparing them with their peers. They said it helped them see their learning curves and look for reasons why they did well and not well.

*“I think it helped a lot. It’s made me try to find a reason why I gave myself such scores”. (Student # L1)*

*“It’s made me want to develop myself. I want to find new techniques to improve my reading.” (Student # L2)*

It can be concluded that the students felt encouraged when they did their self-assessment. They perceived increase in their confidence when they compared their performance with themselves, not with their friends, and found that this method raised their motivation to develop themselves.

To summarize the response to research question 2, the data from the Reading Self-Efficacy Inventory, the Self-Efficacy Classroom Observation Record and the Semi-Structured Students Focus Group Discussion reveal the students’ improvement in reading self-efficacy after the implementation of ALI. The high proficiency students displayed moderate to high reading self-efficacy after ALI, while the low proficiency students showed moderate reading self-efficacy. The findings based on each component of reading self-efficacy indicate that both the high and low proficiency students had the highest level of self-efficacy in Awareness of Success and Failure. The high proficiency students displayed the lowest level of self-efficacy

in the area of Social Interaction and Collaboration whereas the low proficiency students displayed the lowest reading self-efficacy in the area of Strategies.

### 4.3 Results of Research Question 3

*Research Question 3 - Is there a significant interaction effect of Thai university students' English reading proficiency and reading self-efficacy?*

*Hypothesis 3 : There is a significant interaction effect of English reading proficiency and reading self-efficacy at 0.05 level.*

In response to this research question, the post-test mean scores of English reading proficiency and the levels of reading self-efficacy were examined. First, the mean scores of reading self-efficacy were divided into two levels based on the following scales: 0-4.99 = low reading self-efficacy; and 5-10 = high reading self-efficacy. A Two-Way ANOVA was used to investigate an interaction effect of English reading proficiency and reading self-efficacy. The results are shown in Table 4.12 and figure 4.1

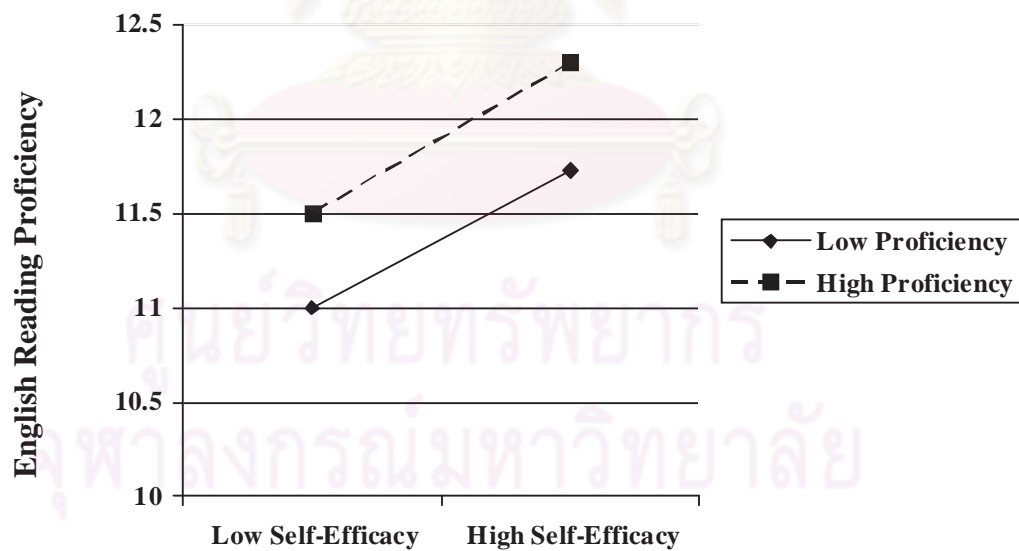
As illustrated in Table 4.12, there is no statistically significant interaction effect between the students' reading proficiency,  $F(1) = 0.08$ ,  $p > 0.05$  and reading self-efficacy,  $F(1) = 0.17$ ,  $p > 0.05$ .

As there is no significant interaction effect between the scores of English reading proficiency and reading self-efficacy, this research hypothesis has, therefore, been rejected.

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**Table 4.12 An Interaction of English Reading Proficiency and Reading Self-Efficacy**

Variables	SS	df	MS	F	Sig.
English Reading Proficiency	1.27	1	1.27	0.08	0.77
Reading Self-efficacy	2.56	1	2.56	0.17	0.68
English Reading Proficiency X Reading Self-Efficacy	0.00	1	0.00	.00	0.98
Error	389.45	26	14.97		



**Figure 4.1 An Interaction of English Reading Proficiency and Reading Self-efficacy**

Figure 4.1 also illustrates no significant interaction effect between the two variables. The figure shows positive relationship between both high and low reading self-efficacy and reading proficiency.

#### 4.4 Results of Research Question 4

**Research question 4** - *Is there a significant difference between English reading proficiency of the students who receive Academic Literacy-based Intervention and of those who receive Academic Reading?*

**Hypothesis 4** *The post-test mean scores of English reading proficiency of the students who receive the Academic Literacy-based Intervention are significantly higher than the post-test mean scores of those who receive Academic Reading instruction*

The comparison of ALI and AR's post test results showed no significant difference between English reading post-test scores of the students in ALI and AR (ALI Mean = 11.86; AR Mean = 12.79),  $t(57) = 0.34, p > 0.05$ . This means that the scores of students in ALI and AR are not significantly different (see Table 4.13). Research hypothesis four has, therefore, been rejected.

**Table 4.13 A Comparison of English Reading Proficiency between students in ALI and AR**

		<i>n</i>	<i>Mean</i>	<i>SD</i>	<b>Mean Difference</b>	<i>df</i>	<i>t</i>	<b>sig</b>
English Reading Proficiency	ALI	30	11.86	3.69				
	AR	29	12.79	4.10	0.25	57	0.34	0.79

## 4.5 Summary of the Results

**4.5.1 English Reading Proficiency.** Based on research questions 1, ALI improved the students' English reading proficiency. However, based on the post-test mean scores, ALI did not enable the students with a high level of proficiency to make any significant improvement.

**4.5.2 Reading Self-Efficacy.** According to research question 2, ALI significantly enhanced students' reading self-efficacy, especially those with a high level of proficiency. However, the mean scores of the students with a low level of proficiency did not significant improve after ALI

**4.5.3 An Interaction Effect of English Reading Proficiency and Reading Self-Efficacy.** The findings indicated no significant interaction effect between reading proficiency and reading self-efficacy.

**4.3.4 A Comparison of ALI and AR.** The post-test scores of the students who received ALI and those who received AR are not significant different. The improvement that the students made during ALI may have been so subtle that it was imperceptible when the ALI and AR groups were compared.

The next chapter will discuss the results, along with theoretical and pedagogical implications and provide recommendations for future research.



## CHAPTER V

### SUMMARY, DISCUSSION OF THE RESULTS AND RECOMMENDATIONS

This final chapter summarizes and discusses the research results and theoretical as well as pedagogical implications, and offers recommendations for future research.

#### 5.1 Summary of the Study

This experimental research aims at examining effects of Academic Literacy-based Intervention (ALI), which is an EFL reading instructional model, on Thai university students. The main focus of ALI is to develop students' belief that they are capable of reading academic texts even when they encounter difficulties so that they can improve their reading proficiency. ALI promotes academic literacy and reading self-efficacy through a critical, responsive and reflective reading with peers' and teachers' supports. It stresses the role of self-regulatory strategies and self-attribution so students learn to become more confident, independent and persistent in reading.

The study was conducted at a public university in the north of Thailand. This university uses English as a medium of instruction across the curriculum. ALI was implemented in the Academic Reading and Writing course, which is the fourth required course in the general education curriculum. The implementation took place during the 2<sup>nd</sup> semester of academic year 2010 and lasted 10 weeks. Participants ( $N = 59$ ) were first- to fourth-year undergraduates from various study programs most of whom were Thai, and two of whom were Chinese. The participants were assigned to experimental group, Academic Literacy-based Intervention (ALI,  $N = 30$ ) and control group, which received general reading instruction (AR,  $N = 29$ ). Five research instruments were employed: 1) IELTS' Academic Reading Module; 2) an ALI instructional manual, including a set of lesson plans, materials and learning tasks and an assessment plan; 3) the Reading Self-efficacy Inventory (students' self-report); 4) the Reading Self-efficacy Classroom Observation Record; and 5) the Semi-Structured Students Focus Group Discussion.

In order to investigate effects of ALI on Thai university students, this study attempted to answer four research questions which will be reiterated below.

1. To what extent does the Academic Literacy-based Intervention improve English reading proficiency of Thai university students who have a *high* and those who have a *low* level of English reading proficiency?
2. To what extent does the Academic Literacy-based Intervention improve reading self-efficacy of Thai university students who have a *high* and those who have a *low* English reading proficiency?
3. Is there a significant interaction effect of English reading proficiency and reading self-efficacy of Thai university students who have a *high* and those who have a *low* level of English reading proficiency?
4. Is there a significant difference between English reading proficiency of the students who receive Academic Literacy-based Intervention and of those who receive Academic Reading?

The study's most important findings can be summarized in the light of four main results reported in response to the research questions: 1) the students scored significantly higher in their English reading proficiency after the 10 weeks of ALI. Further study on the students with different reading proficiency levels showed that only low proficiency students were able to make a significant improvement in their reading proficiency after ALI; 2) students' reading self-efficacy significantly improved after ALI; in particular, high proficiency students have made significant improvement in their reading self-efficacy; 3) no significant interaction effects between English reading proficiency and reading self-efficacy were found after ALI; and 4) ALI and AR did not demonstrate significant difference.

## 5.2 Discussion

The findings can be discussed in four aspects: ALI and English reading proficiency, ALI and reading self-efficacy, an interaction effect of English reading proficiency and reading self-efficacy, and the comparison of ALI and AR.

**5.2.1 ALI and English Reading Proficiency.** With reference to research question 1, ALI significantly improved the students' reading proficiency. This finding can be discussed in the light of two aspects: (a) the design of the Academic Literacy-based Intervention; and (b) levels of reading proficiency.

### (a) The Design of Academic Literacy-based Intervention

The major constructs of ALI that improve students' English reading proficiency can be described as follows:

#### **ALI Components**

This finding is supported by Guthrie's study (2004), which examined effects of Concept-Oriented Reading Instruction (CORI) on reading comprehension and engagement. The findings of Guthrie's study revealed that because CORI combined multiple strategies instruction and motivational support, it could increase reading comprehension. Similar to CORI, the main components of ALI include a variety of strategies and self-efficacy enhancement, which is a motivational practice consisting of dealing with materials that are relevant to the students' background and interest, providing supportive atmosphere, learning to make an appropriate self-attribution and keeping persistent in reading. Besides, the comprehensive constructs of ALI encompass different features, namely, language, cognitive, strategic and socio-cultural dimensions. Such a set of constructs enables ALI to facilitate overall literacy, rather than focusing on reading as a discrete skill. The strong components embedded in ALI, which aim to enhance reading self-efficacy and lead to improvement of reading proficiency, are proper and relevant materials and tasks, strategies, supportive and responsive atmosphere and individualized assessment. These components should help students, especially low level ones to improve their reading skills.

In addition, ALI stresses the role of using L1 in L2 literacy development. Even though ALI aims to promote academic English literacy, it allows students to use L1 in acquiring L2 literacy. This component of ALI framework was

built on Cummins' (1981) common underlying proficiency theory which specifies that children's L1 and L2 are interdependent. Therefore, during class activities and group work, students could choose to present their work orally in L1 or L2. This is to encourage the students whose L2 is still inadequate to participate in class, so that they could develop their self-efficacy and use L1 to assist their L2 acquisition, especially in dealing with the cognitively-demanding content of academic texts.

### **ALI Instruction**

The four stages of ALI instructional process takes the students beyond the literal and interpretive level of reading comprehension, to critical and reflective reading. In Situated Practice and Overt Instruction stages, the students acquire their comprehension when they learn to establish connections between the text and their background knowledge and also to interpret the contents and conceptualize the main point of the texts. Then, their comprehension is restated in the two subsequent stages, Critical Framing stage and Transformed Practice and Evaluation stage. These two final stages emphasize the role of students' active response to the text. Thus, ALI is an instructional method that aims to develop both skill and literacy simultaneously.

### **ALI Materials**

The goal of content literacy in ALI rather than general reading comprehension should have a positive impact on students' achievement, especially struggling readers, as Brozo and Flynt (2007) stated, content literacy helps students build motivation and academic vocabulary as it prompts students to use the language as a tool to communicate their content knowledge meaningfully and purposefully.

In addition, a study by McCabe et al. (2006) has found that reading text format affects students' reading self-efficacy, especially underachieving students. Some students are intimidated by textbook's appearance and the intimidation influences their negative self-belief. In ALI materials, the paragraphs in each passages are separated by questions that required the students to pause and summarize the main points of the just-read paragraph before continuing on to the next. As one of the low proficiency students mentioned in the Focus Group Discussion, this format helped her keep persisting in reading and not give up even though, at first glance, she found the text difficult.

### (b) Levels of Reading Proficiency

According to the post-test mean scores of both high and low proficiency students, ALI did not help high proficiency students make any significant improvement as it did on the low level students. The reason why the high proficiency students did not make significant improvement could be because they were already using a large number of language learning strategies to help them learn effectively (Griffith, 2008). Moreover, as stated in previous research (Cook, 1989; Schramm, 2008; Grabe, 2009; and Alsheikh, 2011), good readers readily read with goals, and they have knowledge and control of reading strategies and metacognitive awareness. It is possible that the high proficiency students in this study have already possessed the knowledge and skill of self-regulatory strategies and reading strategies used in ALI. When ALI was administered to them, they might not have found these strategies new to them and hence, did not make any noticeable improvement in their performance.

In contrast, the low proficiency students could benefit from multiple-strategies practice in ALI. Besides, the use of L1 in class activities helps these students feel more comfortable to take risks. As observed in Reading Self-Efficacy Classroom Observation Checklist that some students volunteered to answer the questions without being called upon when they knew that they could use their L1 to share their opinions and their responses to the text. Also, the text format used in ALI materials makes students feel that they can persist in reading as confirmed by a low proficiency student mentioned at the Semi-Structured Student Focus Group Discussion.

**5.2.2 ALI and Reading Self-Efficacy.** With reference to research question 2, ALI significantly enhances students' reading self-efficacy, especially those with a high level of proficiency. A possible explanation for this finding is that because self-efficacy is a belief that the students hold about themselves and beliefs are usually contextualized in particular learning tasks, such a belief as self-efficacy may be held from or influenced by the students' past experience, whether success or failure. High proficiency students tend to have a lot of successful learning experiences in the past that makes them possess a high level of self-efficacy. According to Hsieh and Schallert (2008), students' self-efficacy is a strong predictor of achievement. That

explains why, in this study, high proficiency students improved their self-efficacy while low proficiency students did not. As mentioned earlier in this study, when students begin their study with high self-efficacy, they tend to become motivated and as a result, they are more self-regulated and are likely to be successful in their academic pursuit. In contrast, students with low self-efficacy tend to start off their study with low confidence and tend to do poorly, which will lead them back to a cycle of low confidence, low motivation and low performance respectively. The reason why ALI did not significantly enhance reading self-efficacy in low proficiency students could be explained in terms that these students began the study with their low proficiency and low self-efficacy. Only ten weeks of ALI might not be sufficient to change the students' self-belief significantly. In particular, the low proficiency students reported in the Reading Self-Efficacy Inventory and the Focus Group Discussion that they were not able to fully benefit from self-regulatory strategies and peer collaboration, both of which are main components of ALI.

Nonetheless, it does not mean that students will have to continue suffering from their low self-efficacy and low proficiency, and will never be able to break this cycle of failure. Walker (2003) suggests that one way to help students improve their self-efficacy is by observing their successful experience that influences self-efficacy. This can be done when students persist in a task and exert efforts in the hope of producing success. With positive responses and feedbacks from teachers, students can raise their self-efficacy believing that their effort and persistence produce success. Another important point is stressed by Linnenbrink and Pintrich (2003) who comment that low efficacious students focus on an outcome of the performance, such as grades, rather than learning something. When they are not satisfied with this outcome, they are stuck with their low self-efficacy. Such students should therefore be helped to establish a learning goal on 'learning' rather than 'grades' and to evaluate the progress of their learning.

With respect to the students' moderate level of reading self-efficacy, data from Semi-Structured Students Focus Group Discussion show that the students found classroom atmosphere positive and supportive except when the teacher called upon some of them to participate in class activities. Such an attitude might deprive the

classroom of its supposedly comforting environment and could decrease the students' levels of self-efficacy as a consequence.

In addition, a reason why it is difficult to increase self-efficacy is that self-efficacy is also influenced by other variables that lie beyond the context of formal classroom learning. Apart from four main sources mentioned by Bandura (1997), namely, mastery experience, observation, verbal and social persuasion, and physiological reaction, self-efficacy is also influenced by family environment. Epçaçan and Epçaçan (2010) also found that socio-economic and cultural environment of students' families are important factors that affect students' reading self-efficacy. All these factors are beyond classroom control. In addition, self-efficacy is a motivational construct which could take time and appropriate context to enhance.

Upon considering the findings about each component of reading self-efficacy, further discussion can be made as follows:

### **Proper and Relevant Materials and Tasks**

During the Semi-Structured Student Focus Group Discussion, both high and low proficiency students described their first impression of ALI materials as difficult and that there were a lot of vocabulary and technical words that they did not know. However, they admitted that the passages were not impossible to read and to comprehend. Also, the students found that activities in Situated Practice helped them feel more confident to read the texts because those activities helped them develop some ideas about what the text would be about. This kind of challenging materials is appropriate for students as it encourages mastery experience which is the most influential source of self-efficacy. Pajares (2005) stated that the challenge of tasks has to be in an appropriate level that it energizes - not paralyzes- students; when they succeed in those given tasks, they can feel self-rewarded and inspired to face more challenging tasks. Moreover, as noted by Schunk (2003), effective learning occurs when students are efficacious about overcoming problems but still have some doubts about success. Under this circumstance, the students participating in this research perceived the materials as difficult and they had some doubts about their success at the beginning, but they still felt that they should be able to take control over it.

### **Strategies**

The data from Reading Self-Efficacy Inventory have shown that high proficiency students felt that they were most confident in overcoming reading difficulties when encountering a problem whereas low proficiency students perceive that they were most confident that their effective reading strategies can help them read successfully. This might have been because high proficiency students knew that they had sufficient proficiency to deal with difficulties, while low proficiency students felt that because of their low proficiency, they would feel more efficacious if they had some tools to help them read successfully. Pajares (1996) asserts that students cannot accomplish tasks that are beyond their capabilities simply by believing that they can. In other words, strategy-oriented instruction helps students develop their reading self-efficacy because reading strategies provide essential tools for students to cope with a variety of texts and make them become competent readers (Guthrie, Wigfield, and Perencevich, 2004).

### **Awareness of Success and Failure**

Of all six components of reading self-efficacy in the Reading Self-Efficacy Inventory, the Awareness of Success and Failure component was rated as the highest self-efficacy type by both groups of students (Mean high group = 7.69, Mean Low group = 6.44). This means that they were confident that their awareness of success and failure would help them improve their reading ability. Being aware of the progress of their performance helps students develop their self-efficacy as Pajares (2005: 345) noted that self-efficacy is not about “learning to succeed” but it is about “learning to persevere when one does not succeed”. What students need in order to succeed is to adapt their perspectives on failure. Also, they should be taught to understand that mistakes are unavoidable and they can use mistakes as information to improve themselves. Furthermore, being aware of their failure is meaningful to learning. Hsieh and Schallert (2008) note that if students believe that the failure they have is from the factors that are within their control, they will be able to use the failure as information to improve their competence in learning. Therefore, helping students to view their success and failure as an outcome that they can control may increase their expectancy for success and lead to actual success.



### **Social Interaction and Collaboration**

Both the findings from the Reading Self-Efficacy Inventory and Semi-Structured Students Focus Group Discussion yielded consistent results indicating that both high and low proficiency students did not find social interaction and collaboration helpful to their reading. This finding contradicts to both literacy and self-efficacy development theories. Ferenz (2005) has found that academic literacy is acquired through a socialization process where interaction makes up the students' social network. However, the same study concludes that students' identities and goals impact students' social network and their L2 acquisition. The students who participated in this study were from different study programs and different years of study, resulting in a very high degree of diversity. This probably explained why they did not find this self-efficacy component beneficial to their working with peers and viewed that it affected the enhancement of their reading self-efficacy.

### **Supportive and Responsive Atmosphere**

In this study, a supportive and responsive atmosphere consists of two features, the classroom atmosphere and teachers' specific feedbacks. The findings from all the three sources, namely, the Reading Self-Efficacy Inventory, the Reading Self-Efficacy Classroom Observation Record and the Semi-Structured Students Focus Group Discussion indicate that both groups of students found the classroom atmosphere positive and supportive. Also, they were most confident that teacher's feedbacks were specific enough to help them maximize their comprehension and improve their reading ability. In the light of classroom atmosphere, one important factor in ALI, vicarious learning as one of the sources of self-efficacy, refers to observing and learning from peers. Vicarious learning can benefit as much as cause some intimidation and threats to students. Peers of equal ability can influence positive self-efficacy. Conversely, the classroom environment where students observe peers or models who are better than themselves can present threats to students through comparative evaluation. A study by Chan & Lam (2008) shows that in a competitive classroom where students are exposed to successful models, less successful or struggling students' self-efficacy tends to decline. Also, students tend to perceive their performance as unproductive because they are not chosen as exemplars.

### **Individualized Assessment**

In this study, the students felt encouraged when they did their self-assessment, perceiving confidence when they compared their performance with themselves not with their friends. In particular, low proficiency students rated their perception rather low in *item 24--I have no problem sharing my reading outcome with other students.* (Mean = 4.64) of the Reading Self-Efficacy Inventory. High proficiency students also found that self-assessment made them want to develop themselves. Self-assessment, a critical component of reading self-efficacy, is also a part of self-regulatory strategies which can help students feel more confident in their learning. Pajares and Schunk (2002) indicated that individualized assessment is believed to encourage students' self-concept and increase their self-efficacy. This is because self-assessment lowers competitiveness of classroom learning and minimizes social comparison, helping students gauge their learning to their own standard rather than compare it to the progress of their classmates.

#### **5.2.3 An Interaction Effect of Reading Proficiency and Reading Self-Efficacy**

The finding indicated no significant interaction effect between reading proficiency and reading self-efficacy. The results also show a positive relationship between both high and low levels of reading self-efficacy and English reading proficiency. The students who have a high level of self-efficacy gained high English reading proficiency while those who have a low level of self-efficacy gained low English reading proficiency. This finding is supported by the work of Mills, Pajares and Herron (2006) who have found a positive relationship between reading self-efficacy and reading proficiency in French. Magogwe and Oliver (2007) also found a positive relationship between self-efficacy and English language proficiency. Moreover, House (2003) has found that students with positive perception of their reading comprehension tended to show higher reading test scores. In contrast, students who indicated that they did not read as well as other students in their class were likely to show lower reading test scores.

#### 5.2.4 A Comparison of ALI and AR

The findings indicated that the reading proficiency of students who received ALI and of those who received AR is not significantly different. In other words, the post-test mean scores of AR are one point higher than those of ALI. This may be discussed in the light of the unfamiliarity of ALI instructional methods. Generally, ALI and AR have distinguished characteristics. The main emphases of ALI are on academic literacy, reading strategies, self-regulatory strategies, and socio-affective learning environment. ALI uses academic content from authentic academic textbooks as materials while AR uses general reading topics from magazines, newspaper and English language reading textbooks. On the other hand, AR, which is the general reading instruction, focuses on reading strategies such as locating main ideas, using context clues and graphic organizers, making inferences and summary writing. It is possible that ALI students would face greater difficulty dealing with the complicated materials whereas AR students would be much less likely to encounter such materials. The students in ALI may need time to adjust themselves to such long, complicated and cognitively challenging texts. Foreign language proficiency takes both time and effort to be achieved. In this study, participating in ALI for only 10 weeks may be insufficient to bear a significant result. This is supported by the study by Hakuta et al. (2000) which stressed that Limited English Proficiency (LEP) students took 4 to 7 years to develop their academic English proficiency. Besides, Schunk (2003) noted that literacy skills and self-efficacy is complicated because it is not easy for students to assess their progress in reading comprehension. Another explanation for the insignificant difference between the ALI and AR students' proficiency is the unfamiliarity with ALI reading strategies. Most of the ALI reading strategies are collaborative group-based strategies, such as Reciprocal Teaching, Collaborative Strategic Reading which promote social interaction and collaboration as one of the constructs in ALI framework. According to the students' report in the Reading Self-Efficacy Inventory and Semi-Structured Students Focus Group Discussion, they did not find working with peers helpful. It is possible that failure to use strategies effectively could have undermined their potential for learning. Moreover, students may have different individual learning theories in terms of

preferred learning situations and domain-related learning conceptions (Bakx, Vermetten and Sanden, 2003). Therefore, despite the ALI's positive potential to increase the students' performance level, the unfamiliarity of the learning situation reduced it. In fact, it could be anticipated that beneath the absence of the improvement, a positive effect might likely be more powerful if the implementation had been longer because with the longer time, the learning situation would have become more familiar.

On the other hand, it is worth noting that even though the post-test scores of ALI students did not seem to be significantly different from those of AR, the ALI students were able to exhibit improvement in their reading self-efficacy. Such improvement is regarded as a positive outcome that is likely to motivate them to improve their English reading proficiency if they have a longer engagement in the Intervention.

### **5.3 Implications**

**5.3.1 Theoretical Implications.** This study has confirmed that self-efficacy is a motivational factor that contributes to EFL learning. EFL learners need it to cope with challenging tasks. Besides self-efficacy, some motivation theories also need to be taken into considerations in EFL learning context, and some such theories have been partly adopted as a part of the reading self-efficacy framework in this study. Those theories are the achievement theory, attribution theory, social cognitive theory and goal theory (Grabe, 2009). All these theories contribute to academic achievement in general and to foreign language learning in particular. Previous research (Shell et al., 1995) has found that apart from self-efficacy, causal attribution and outcome expectancy beliefs also exert potential influence on children's reading and writing.

**5.3.2 Pedagogical Implications.** The findings of this study have five contributions to pedagogical implications.

1) Literacy instruction should be applied in reading instruction so as to promote English reading proficiency. In this study, the students reported that ALI was 'deeper' than reading courses that they had learnt previously, and ALI made them feel that reading is meaningful. General reading practice may not be sufficient to

make students take advantage of overwhelming resources in knowledge-based society. This is because skill-based reading practice mainly deals with language aspects that help students get the gist of what they read. On the contrary, literacy practice demands the application of multifaceted skills and knowledge of language, cognition, metacognition and socioculture so that students learn to understand concepts, be critical, be aware of their understanding and adjust their thinking to ensure learning (Wilson et al., 2009).

2) Academic literacy using authentic content materials should be integrated in reading instruction as it appeared in this study that even though the students perceived the materials as difficult, they felt that the texts were motivating, and when they were successful in reading, they felt self-rewarded and their self-efficacy increased. However, teachers need to provide appropriate scaffolding techniques and strategies along with specific feedbacks to assist students to overcome difficulties of the texts.

3) As it appears from the result of research question 1 that high proficiency students did not make significant improvement on their reading proficiency in ALI and it was assumed in the discussion that these students may already have used a lot of strategies. Also, as Griffith (2008) mentioned the higher level learners have metacognition. In the light of this finding, teachers may need to work more closely with high proficiency students and provide them a different set of strategies to expand their strategy repertoires so as to help them improve their proficiency.

4) Based on this study, reading self-efficacy can be improved in three ways. First, teachers encourage students to make a causal attribution based on efforts. As Schunk (1995) stated, linking successes with effort supports students' perceptions of their progress, sustains motivation, and increases self-efficacy. Also, as self-efficacy theory stresses the role of vicarious experience from working with peers and peer models, in order to facilitate this, the instruction should maximize students' opportunity to interact with their peers under some structured condition that stipulates their specific roles in working. Teachers will need to prompt students to understand that reading ability can be improved with the help of peers. By exchanging

experience and knowledge while reading, students can help each other construct meanings of texts. Students will also need some activities at the beginning of the course to break the ice and to help them familiarize with each other. Lastly, multiple-strategy instruction helps students improve their reading self-efficacy. Students who have a wide repertoire of strategies and select appropriate strategies to cope with reading difficulties will have self-efficacy in reading which will bring to them reading success.

5) Reading self-efficacy has a positive relationship to reading proficiency. This means that a high level of reading self-efficacy can result in a high level of reading proficiency. Therefore, in order to improve reading proficiency, reading instruction should consider enhancing students' reading self-efficacy as it is a contribution to high proficiency. Reading instruction should address reading self-efficacy components such as self-attribution, self-regulatory strategies, creating comfortable classroom environment where students feel safe to take risk and are willing to engage in challenging tasks, helping students to observe their past success and providing specific feedbacks in reading so as to make students feel more confident and ready to develop their reading proficiency.

#### **5.4 Conclusion**

This study has ascertained that ALI promotes English reading proficiency and reading self-efficacy in all levels of students. Content literacy that focuses on multifaceted components, namely, language, cognitive, strategic and socio-cultural components should be fostered in EFL classroom so that students become more motivated in reading. Meanwhile, students should be made accustomed to the process of self-regulated learning so that they can read with a goal. In addition, making a causal attribution makes students become aware of their success and failure so that they know how to improve their reading skill to cope with their future reading. Finally, reading self-efficacy should also be encouraged as it is, according to previous research, evidently a significant factor for high achievement. The findings also suggest that reading instruction that is reflective and responsive is likely to increase students' reading proficiency and confidence in reading.

## 5.5 Recommendations for Further Research

Like other studies, this study had some limitations based on which the following recommendations can be made.

1. The findings of this study indicated that the high proficiency students did not make a significant improvement after ALI. It is recommended that further research investigate a literacy instruction that optimizes the proficiency of higher level students. On the other hand, the low proficiency students did not make a significant improvement on their reading self-efficacy. Therefore, it should also be worthwhile to examine an instructional method designed to specifically enhance the reading self-efficacy of low proficiency students. It is worth considering that as both high and low proficiency did not find social collaboration effective and helpful to their reading. This is possibly due to culture of reading in the Thai context which regards reading as an individual activity not social activity and as a way of transforming of knowledge not constructing knowledge. Further research may also investigate collaborative reading strategies as they are believed to improve reading self-efficacy and reading proficiency.

2. Self-efficacy as an affective variable might not be reflected clearly through a quantitative study. Also, it is a factor that needs considerable time and appropriate context to effectuate. It is recommended that a longitudinal, in-depth qualitative study be carried out to examine aspects of self-efficacy in English language learning. Furthermore, self-efficacy is not a universal concept; it is actually context-specific. Students' reading self-efficacy may vary by reading aspects. It is possible that in this study, the measurement of Reading Self-Efficacy is not specific enough to reflect the details of reading self-efficacy in particular aspects of reading. A student who has high self-efficacy in decoding may not possess a high level of reading comprehension. Further research may consider a measure of reading self-efficacy based on major elements of reading such as word recognition, word analysis, or comprehension of which the results could lead to beneficial application to reading instruction.

3. As the students who participated in this study came from various study programs and belonged in different years of study, this diversity became an uncontrollable variable in this study. Despite the verification of homogeneity of the

students, differences between students were found in terms of their background knowledge, learning experiences, academic language exposure and specific knowledge of their disciplines. Further research should focus on homogeneous groups of participating students so the results could be comparable.

4. As there are few studies about self-efficacy in English language learning, especially among Thai students, and this study only focuses on self-efficacy in English language reading. Therefore, it is recommended that further research be focused on self-efficacy in other English skills such as speaking, which is a common problem relating to Thai students' English language communication.

5. Previous research has found that self-efficacy of teachers and students are correlated. If teachers have low self-efficacy, it would be difficult to teach students to increase their efficacy (Barkley, 2006). It is recommended, therefore, that further research be conducted to investigate reading self-efficacy of teachers.



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## **Appendices**

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## Appendix A

## The Results of ALI's Academic Content Topics Survey


Topics	Frequencies	Percentage
Social Sciences	21	4.9
Economics and Politics	33	7.7
Languages and Cultures*	120	28.2
Environment	39	9.2
Science and Technology***	50	11.7
Sports and Recreation	39	9.2
Information Technology	28	6.6
Psychology**	53	12.4
Philosophy and Thinking	16	3.8
Organization and Management	17	4
Others	10	2.3
Total	426	100

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## Appendix B

### ALI instructional Manual and Sample Lesson Plan

Unit 1	<b><u>Instruction Guide for Unit 1</u></b> <b><u>Culture and Psychology</u></b> <b><u>(Week 1-3; Duration: Two</u></b> <b><u>hours/week)</u></b>
<p><b>The Impact of Culture on Psychology</b></p> <p>Objectives : After completing this unit, the students will be able to</p> <ol style="list-style-type: none"> <li>1. define their goals of reading about ‘culture and psychology’.</li> <li>2. describe the impact of cultures on individual differences.</li> <li>3. explain the differences between individualist and collectivist.</li> <li>4. give examples of individualist and collectivist cultures.</li> <li>5. list the characteristics of their own cultures and subcultures.</li> <li>6. compares their own cultures/subcultures and other cultures/subcultures.</li> <li>7. write a conclusion about the impact of culture on psychology based on what they read.</li> </ol>	<p><b><u>Week 1 (2 hours)</u></b></p> <p><b>A. <u>Situated Practice</u></b></p> <p><b>Part I Pre-reading Task</b></p> <p>This section aims to help Ss get immerse into the text. It also makes them establish a connection between their background knowledge and the text. There are three tasks that Ss will perform in this part.</p> <p>1. <u>Filling out their Accomplishment Plan</u> (30 minutes) (Pre-read : The Reading Plan of this Unit)</p> <p>This part promotes self-regulatory strategies and make their outcome expectancy.</p> <p>Encourages Ss to think about what they already know about this passage (some vocabulary, grammar, and content) and helps Ss set a small and achievable goal in reading this passage, plan their study The goal can be to improve their language skills or to gain knowledge and/or pleasure from reading.</p>



**Unit 1**

**The Impact of Culture on Psychology**



**A. Situated Practice**  
**Task A1** Discuss the following questions.

1. What do you think makes people different?
2. At first glance on the topic, what do you think you will learn from the passage, 'The Impact of Culture on Psychology'?
3. What do you think could possibly be the connection between 'culture' and 'psychology'?
4. Have a quick look through the overall passage, what do you think would make it difficult for you to read this text? What would make you want to read this text?

**Task A2:** Read the following passage. Pause at the end of each paragraph and make a prediction of what is going to be discussed in the following paragraph. Why do you think so?

**The Impact of Culture on Psychology**

Each person is uniquely different, yet in some ways, people are very much alike. They tend to live in groups, develop religious beliefs, and create rules, music, and games. Similarly, the principles of nerve cell activity or reactions to heat or a sour taste are the same in men and women the world over, as is their recognition of a smile. This is not true of *all* characteristics, however. It turns out that the forces that motivate people, the development of moral thought, and patterns of interpersonal communication are not universal. Sociocultural variables shape people's experiences and what they learn from them. These variables include social identity, gender, ethnicity, social class, and culture. They lead to many significant differences in behavior and mental processes, especially across cultures (Triandis, 1996; Peplau & Taylor, 1997).

*What do you think is going to be discussed in the next paragraph? Why?*

---

Culture has been defined as the accumulation of values, rules of behavior, forms of expression, religious beliefs, occupational choices, and the like for a group of people who share a common language and environment (Triandis, 1996). As such, culture is an organizing and stabilizing influence. It encourages or discourages particular behaviors. It is a kind of group adaptation passed by tradition and examples rather than by genes, from one generation to the next. Culture determines, for example, whether children's education is concerned with hunting or reading, how close people stand when they talk to each other, and whether or not they form lines in public places (Munroe & Munroe, 1994).

*What do you think is going to be discussed in the next paragraph? Why?*

---

2. Responding to the five pre-reading questions in the reading material – 30 minutes (Part I: Pre-reading task) Ss read individually first and share the responses with their peers. Ss compare response and exchange opinions on the similarities and differences of the responses. T should emphasize that the responses will be varied and there is no definite right or wrong answer.

3. Reading the text – 1 hour (Part II: Reading task). Get Ss to work together in pair or group. Ss take turn reading the text together orally paragraph by paragraph. Guide Ss to read each paragraph and pause to answer the question at the end of the paragraphs. Brainstorm the whole class' prediction and remind Ss to check the accuracy of their prediction while reading the following paragraphs. Note that, while brainstorming the prediction, T should remind Ss to think about the reason behind their predictions.

Assessment

1. In Situated Practice,
  - 1.1 Ss can define their explicit, concrete reading goals and make a doable

Psychologists and anthropologists have discovered many ways in which cultures differ (Berry et al., 1992). The table below outlines one way of analyzing these differences.

Variables	Individualist	Collectivist
Personal Identity	Separate from others	Connected to others
Major goals	Self-defined; be unique; realize your personal potential; compete with others	Defined by others; belong; occupy your proper place; meet your obligations to others; be like others
Criteria for self-esteem	Ability to express unique aspects of the self; be self-assured	Ability to restrain the self and be part of a social unit; ability to be self-effacing
Sources of success and failure	Success comes from personal effort; failure from external factors	Success due to help from others; failure due to personal faults
Major frame of reference	Personal attitudes, traits, and goals	Family, work group

The table shows that many cultures can be described as either individualist or collectivist. Individualist cultures tend to accept people who place personal goals ahead of the goals of the collective, such as the family or work group. Collectivist cultures tend to encourage collective (group) goals over personal ones (Guisinger & Blatt, 1994). Some cultures have loose rules for social behavior, others have tight ones. Some value achievement; others, self-awareness. One culture may seek dominance over nature; another, harmony with it. Time may be of the essence in one culture and not emphasized in another (e.g. Triandis, 1995).

What do you think is going to be discussed in the next paragraph?

**Anthropologist** (n.) = a person specializes in the study of humans, their origins, physical characteristics, institutions, religious beliefs, social relationship, etc. = ศึกษาวัฒนธรรม  
**accumulation** (n) - accumulate (v) = gradually collect or form in quantity (การสะสม)  
**adaptation** (n) - adapt (v) = adjust oneself to different conditions/ environment (การปรับตัว)  
**isolation** (n) - isolate (v) = single out, set apart (การแยกตัว)



plan in their Accomplishment.

1.2. Ss can answer these questions:

*What are the meanings of 'culture' and 'psychology'?  
 What do you think makes people different from each other?*

*What do you think you will learn from reading this passage?*

*What would possibly be the connection between 'culture' and 'psychology'?*

1.3 After reading each paragraph, Ss are able to make a prediction of the content in the next paragraph, by answering the question, 'What do you think is going to be discussed in the next paragraph?'

2. In Overt Instruction,

2.1 Ss are able to make a vocabulary log.

2.2 Ss are able to analyze words with prefixes and suffixes correctly.

2.3 Ss are able to analyze compare/contrast and exemplification organization correctly.

Many people in individualist cultures, such as those typical of North America and Western Europe, tend to focus on and value personal rather than group goals and achievement. Competitiveness to distinguish oneself from others is common, as is a sense of isolation. By contrast, in collectivist cultures such as Japan, people tend to think of themselves mainly as part of family or work groups. Cooperative effort aimed at advancing the welfare of those groups is highly valued. And while loneliness is seldom a problem, fear of rejection by the group is common. Though we seldom think about it, many aspects of U.S. culture—from self-reliant cowboy heroes and bonuses for “top” employees to the invitation to “help yourself” at a buffet table—reflect its tendency toward an individualist orientation.

What do you think is going to be discussed in the next paragraph?

---

We often associate cultures with particular countries, but, in reality, most countries are multicultural (Phinney, 1996). In other words, they host many subcultures within their borders. For instance, the United States encompasses African-Americans, Hispanic-Americans, Asian-Americans, and American Indians as well as European-Americans with Italian, German, English, Polish, Irish, and other origins. In each of these groups, the individuals who identify with their cultural heritage tend to share behaviors, values, and beliefs on their culture of origin. Hence, they form a subculture.

What do you think is going to be discussed in the next paragraph?

---

Like fish unaware of the water they swim in, we often fail to notice how our culture or subculture has shaped our patterns of thinking and behaving. We may notice it only when we come in contrast with people whose culture or subculture has shaped different patterns. For example, sending a letter-opener as a birthday gift to a Mexican friend might be a mistake because, to some people in Mexico, the gift of a knife can mean that the sender wishes to cut off the relationship. Even some of the misunderstandings between men and women in the same culture are traceable to subtle, culturally influenced differences in communication patterns (Tannen, 1994). In the United States, for instance, women's efforts to connect with others by talking may be perceived by many men as “pointless” unless the discussion is geared to solving a particular problem. Thus, women often feel frustrated and misunderstood by men who, instead of conversation, tend to offer well-meant, but unwanted, advice.

An excerpt from Bernstein, D.A. et al. (2008). *Essentials of Psychology*. Boston: Houghton Mifflin Company, pp 16-18.

2.4 Ss are able to make a Graphic organizer that is suitable to the content of the passage.

3. In Critical framing, Ss are able to

3.1 Make a list of characteristics of your own culture/subculture and share the list with their peers.

3.2 Discuss the similarities and differences of individualist and collectivist and discuss whether they belong to individualistic or collective cultures.

4. In Transform Practice and Evaluation, Ss are able to

4.1 write a concluding paragraph or a response to the passage.

4.2 reflect on their reading performance by completing the Accomplishment Plan (Post-Read)

End of Week 1

**B. Overt Instruction: Individual and Collaborative Practice**

**Task B 1  
Vocabulary Log**

- Make a list of new words you learned from this passage.
- Guess the meaning of those words from their context. Your guess can be either in Thai or in English.
- Look up the definitions of those words and make a note of the English and Thai definition of the words.
- Use the words from your list in sentences. Write some sample sentences of your own, showing how to use the words meaningfully and grammatically.

The new words I learned	My guess (Thai and/or English)	Its definition from dictionaries ( Thai and/or English)	Sample sentences from a dictionary	My sample sentences
recognition	remember, recall	The identification of something; an appreciation	She gave me a smile of recognition.	I receive a recognition from my friends.

**Task B 2  
Word Analysis**

"...in reality, most countries are multicultural"

The word 'multicultural' consists of a prefix *multi-* which changes its meaning, and a suffix *-al*, which changes its part of speech. Find out more words in the text that have prefixes and suffixes and make some notes of its meanings and part of speech. Use the list of prefixes/suffixes provided on pages 5-6 for your information. Consult dictionaries if necessary.

Sentences quoted	words	Pre-fixes	meanings	suf-fixes	Part of speech
It is a kind of group adaptation passed by tradition and examples rather than by genes.	adaptation	-	-	-ation	N.

**Instruction Guide for Week 2  
(2 hours): Unit 1 (continued)**

**A. Overt Instruction**

This part aims to overtly help Ss to deal with the language and skills necessary for comprehending texts. Most of the tasks encourage Ss to conduct a self-discovery learning.

**Part I: Vocabulary.**

**Task 1 Sharing Vocabulary Log** (30 minutes)

Ss will make a list of the new words they learn from this text. They will be asked to make their own guess in either Thai or English or both. Then, they will look up the words from dictionaries and note down the definitions in Thai or English. They also note the sample sentence that shows how the word is used. Lastly, they use the word in their own sentences. This activity makes Ss aware of what they already know and what they do not know. T will make them feel that it is alright to not know every word when they read and it is strongly encouraged to find out more than what the word means.

Ss may share their vocabulary logs with their friends so as to exchange new words



## Most Common Prefixes

Prefix	Meaning	Key Word
anti-	against	antifreeze
de-	opposite	defrost
dis-*	not, opposite of	disagree
en-, em-	cause to	encode, embrace
fore-	before	forecast
in-, im-	in	infield
in-, im-, il-, ir-*	not	injustice, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	over	overlook
pre-	before	prefix
re-*	again	return
semi-	half	semicircle
sub-	under	submarine
super-	above	superstar
trans-	across	transport
un-*	not	unfriendly
under-	under	undersea

\*Most frequent. The four most frequent prefixes account for 97 percent of prefixed words in printed school English.

From Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade by Bill Honig, Linda Diamond, and Linda Gutlohn. © 2000 by CORE. Reproduced by permission of Arena Press.

### **Task 2 Word Analysis.** (30 minutes)

T hands out a list of prefixes, suffixes and their meanings. T points out the analysis of the word 'multicultural' and guides Ss to review the text and look for some words with affixes. Ss consult the affixes handout and record the words in the table.

This section encourages self-discovery learning so that low self-efficacious students can take their time studying at their own pace and feel less stressful to time constraints. Also, they would feel that they can take control over the points that they do not know.

### **Part II: Structure and**

#### **organization :**

#### **Compare/Contrast**

#### **Organization** (30 minutes)

T provides the list of linking words so as to help Ss recognize the paragraph organization. T explains each group of the linking words and have Ss find some examples of compare/contrast statement in the text.

## Most Common Suffixes

Suffix	Meaning	Key Word
-able, -ible	can be done	comfortable
-al, -ial	having characteristics of	personal
-ed*	past-tense verbs	hopped
-en	made of	wooden
-er	comparative	higher
-er,	one who	worker, actor
-est	comparative	biggest
-ful	full of	careful
-ic	having characteristics of	linguistic
-ing*	verb form/ present participle	running
-ion, -tion, -ation, ition	act, process	occasion, attraction
-ity, -ty	state of	infinity
-ive, -ative, -itive	adjective form of a noun	plaintive
-less	without	fearless
-ly*	characteristic of	quickly
-ment	action or process	enjoyment
-ness	state of, condition of	kindness
-ous, -eous, -ious	possessing the qualities of	joyous
-s, -es*	more than one	books, boxes
-y	characterized by	happy

\*Most frequent. The four most frequent suffixes account for 97 percent of suffixed words in printed school English.

From Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade by Bill Honig, Linda Diamond, and Linda Gutkohn. © 2000 by CORE. Reproduced by permission of Arena Press.

### Part III. Useful Reading

#### Strategies for the Gist. (30 minutes)

T introduces the three reading strategies (concept maps, annotating text, and graphic organizers) to Ss and models how to use each strategy. Then, T asks Ss to read the text again and work with their partner, selecting one of the reading strategies from the exercise to draw the overall idea of the passage and share their charts with other pairs.

#### **Self-Study** Week 1's

assignments: Ss prepare response to the exercise C1-C2.

**Self-Access Center** : Ss visit the self-access center or the library and find an article/passage/story of their interest.

End of Week 2

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### Structure and organization : Compare/Contrast Organization

#### COMMON LINKING WORDS / PHRASES

##### To compare things:

in the same way	likewise	as
similarly	like	also

##### To contrast things:

but	otherwise	although	even though
-----	-----------	----------	-------------

##### To exemplify things:

for example	for instance	such as	as an example
an illustration of	an instance of	Some examples	Another example
this is/was .....	this is/was.....	are.....	is.....

#### Task B 3 Compare/contrast statements

In each paragraph of "The Impact of Culture on Psychology", there are some compare/contrast statements with some transitions. List those statements by their categories of compare or contrast. Also, highlight/underline the transitions.

Paragraph	Compare	Contrast
3		Each person is uniquely different, <u>yet</u> (in some way), people are very much alike.

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### Exemplification

Culture determines, **for example**, whether children's education is concerned with hunting or reading, how close people stand when they talk to each other, and whether or not they form lines in public places

Look at the following sentence quoted from paragraph 2, the words 'for example' are used to give an example of behaviors that are determined by culture. 'For example' is one of the signal words of exemplification. Other signal words that exemplify ideas are also found in the table on page 7.

### Signal words of exemplification

#### Task B 4

Re-read each paragraph, and look for the signal words listed in the following table. Explain what they are examples of.

Paragraph	Signal words	Exemplified ideas
3	<i>such as (line 2)</i>	<i>Example of collectivist's frame of reference</i>
4	<i>such as (line 1)</i>	
4	<i>such as (line 3)</i>	
5	<i>For instance (line 2)</i>	
6	<i>For example (line 3)</i>	

### Instruction Guide for Week 3

**(2 hours): Unit 1 (continued)**

#### **B. Critical Framing:**

##### **Discussion and Reflection**

(1 hour)

This section promotes advanced literacy that goes beyond literal comprehension. It also emphasizes Ss' reaction to what they read and help them aware and maintain their identity by comparing/contrasting their own situation and what is presented in the text. In tasks C1-C2, Ss work in group or pair on their own choice and respond to the two required questions and one selected question. Each group/pair share their response and answer the questions that may arise from class.

#### **C. Transform Practice and**

##### **Evaluation (1 hour)**

This final section enables both teacher and Ss evaluate the learning outcome and inform how much Ss learn from the lesson.

1. Individually, Ss write a concluding paragraph to end the passage. The writing will be free-

**Reading strategies**

**Task B.3**  
**Useful Reading Strategies for the Gifted/Graphic Organizers**  
 Strategies you can use while and after reading.  
 Try the one you are most comfortable with.

**A concept Map**



Make your own concept map here

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writing, no grammatical restriction. Ss share their writing with friends and submit to T.

2. Ss complete the Accomplishment Plan (Part I Post-reading and self-evaluation and Part II Accumulative Growth Record). Note that, when Ss complete the Post-reading part, they will be required to rate their performance and state the level of their success and satisfaction. In case that Ss do not feel the sense of achievement, teacher guides them to reflect on the sufficient effort and perseverance that they expended on the task and prevent them from judging themselves on their lack of ability.

**Self-Study :** If the class time does not allow, Ss finish writing their concluding paragraph as homework.

**Self-access center :** Ss complete Part III Individual Project Record in the Accomplishment Plan

**End of Week 3**

### Annlighting a Text

<i>Highlighted Texts</i>	<i>Readers' annotations</i>
<p>Some psychologists use a system called the <b>enneagram</b> to <b>study people's personalities</b>. The word enneagram comes from the <b>Greek words</b> for nine and picture, and the system describes <b>nine different types</b> of people which are the perfectionist, the <b>adventurer, the independent, the scientist, the team member, the peacemaker, the helper, the achiever and the romantic</b>.</p> <p>The <b>perfectionists</b> are those who try for <b>excellence</b> in everything they do. They <b>worry a lot about making mistakes</b>, and always want to be <b>"the best."</b> They sometimes <b>criticize</b> other people who don't try hard enough. Often, they feel there is <b>only one right way of thinking and doing things</b>, but they can be <b>playful</b> when they are on <b>vacation</b> or away from their usual tasks.</p>	<p>Enneagram – a system to study people's personalities.</p> <p>Nine personalities categorized by enneagram</p> <ul style="list-style-type: none"> <li>• perfectionist</li> <li>• adventurer</li> <li>• independent</li> <li>• Scientist</li> <li>• team member</li> <li>• peacemaker</li> <li>• helper</li> <li>• achiever</li> <li>• romantic.</li> </ul> <p>The perfectionist</p> <ul style="list-style-type: none"> <li>- excellent in everything: want to be "the best"</li> <li>- worry about making mistakes</li> <li>- criticize others</li> <li>- there is one right way of thinking or doing things</li> <li>- can be playful on vacation</li> </ul>

An excerpt from Stempleski, S. et al. (2006). World Pass Upper-Intermediate. Thompson, p. 16

### Key Concept Synthesis

**Directions:** Use the following graphic organizer to identify the five most important concepts (in the form of single words or phrases) from the reading. Think about identifying the five most important concepts this way: If you had to explain the reading to someone who had not read the text, what are the five most important concepts you would want them to understand?

*Use a highlighter and marginal notes to identify import concepts as you read, and then complete the graphic organizer once you have completed the reading.*

Five Key Concepts (with page/paragraph #s)	Put the Concept in Your Own Words	Explain Why the Concept is Important & Make Connec- tions to Other Concepts
1.		
2.		
3.		
4.		
5.		

Source: <http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/keyconceptsynthesis.htm>



### C. Critical Framing Discussion & Reflection

In group or pair, use the following questions/statements as a guide for discussion.

#### Task C 1 Required questions

1. Make a list of characteristics of your own culture/subculture and share the list with your group member/partner. Discuss the similarities and differences. Also, discuss whether you belong to individualistic or collective cultures? Why do you think so?
2. Based on the reading passage, discuss how/why cultures possibly make each individual different.

**Task C 2 Selected questions:** Choose only ONE or TWO questions that mostly attract your interest.

1. Do you think there are other types of cultures apart from what mentioned in the text? What are they?
2. Do you think Thailand is multicultural? Why? How many subcultures are encompassed in Thailand? What are they?
3. *"Like fish unaware of the water they swim in, we often fail to notice how our culture or subculture has shaped our patterns of thinking and behaving."*  
What does this statement mean? Do you agree with the statement? Why(not)?
4. Discuss your sociocultural variables (ethnicity, social class, gender, social identity and culture) with your friend(s). Focus on how they affect your goals, behaviors, beliefs

#### Task D 1

1. In group, write a concluding paragraph or a response of about 100-150 words for this passage.
2. Reflect on your reading, what strategies did you use when you read? What were the difficulties? How did you overcome them? Make a note of these issues on your Accomplishment Plan.



### D. Transformed Practice and Evaluation

"If you don't go after what you want, you'll never have it.  
If you don't ask, the answer is always no.  
If you don't step forward, you're always in the same place."

~ Nora Roberts

### **Reciprocal Teaching Protocol**

A group of (4-5) Students read a text together and then, through a focused, structured discussion, help each other understand the content. The Ss then collaborate together to make meaning.

One student is selected as the leader of the session, facilitating the dialogue based on four stages of reciprocal teaching. During the dialogue, each student makes notes of what every group member shares according to four stages of reciprocal teaching.

#### **Five stages of reciprocal teaching**

1. Read out loud: Students take turn reading the text out loud
2. Predicting & confirming/rejecting: Before reading the text, guess what the text is going to be about
3. Clarifying : clarify areas that are confusing (usually vocabulary). Where is this place located? What does this word mean?
4. Questioning: Ask deep questions both ‘on the surface’ and ‘under the surface’ questions. What is the purpose of the author?
5. Summarizing: State the main idea as much as possible.

#### **Some Sample expressions students make while engaging in group session of reciprocal teaching.**

Does anyone have any ideas/questions that they would like to share?

I think this text is going to be about .....

because there are pictures of .....

As I scan through the text, I saw the word.....

I'd like to confirm/reject my prediction that .....

On page ....., there is the word ‘.....’, I don't know what the word means.

I think that the word ‘.....’ means that ..... because .....

I'd like to add on what .....said that.....



Stages	Student A	Student B	Student C	Student D	Student E
Predicting/ confirming/ rejecting					
Clarifying					
Questioning					
Summarizing					

### Questioning

‘On the Surface’ – Who? What? When? Where?

‘Under the Surface’ – Why? Why? Would? Could? Should?

### Procedure

1. To the whole class, T model reciprocal teaching stages with four volunteer students.
2. Students get into groups of 4-5, and engage in reciprocal teaching group sessions
3. Ss record each member’s opinions of reach stage in the record sheet.

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**ALI Sample Lesson Plan**

**Course Code/Title:** 1006218 Academic Reading and Writing

**Credit** 3 (2-2-5)

**Offered for :** All Programs, Mae Fah Luang University

**Level** 2<sup>nd</sup> year, undergraduates

**Pre-requisites :** 1006108 English Composition 1 or 1006217 English for Communication

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**Topic :** The Impact of Culture on Psychology

**Unit's Objectives :** After completing this unit, the students will be able to

1. define their goals of reading about 'culture and psychology'.
2. describe the impact of cultures on individual differences.
3. explain the differences between individualist and collectivist.
4. give examples of individualist and collectivist cultures.
5. list the characteristics of their own cultures and subcultures.
6. compares their own cultures/subcultures and other cultures/subcultures.
7. write a conclusion about the impact of culture on psychology based on what they read.

**Class duration** Six hours (2 contact hours per class)

**Evaluation**

1. Students complete reading tasks after reading.
2. Students are engaged in reading and classroom discussion.
3. Students write a summary of the text.
4. Students make oral and written responses to the text.
5. Students complete an accomplishment plan.

**Language Focuses :**

**Vocabulary :**

individualist, collectivist, uniquely, reaction, motivate, variables, identity, gender ethnicity, significant, mental, define, accumulation, stabilize, adaptation, generation, potential, obligation, aspect, assure, restrain, trait, awareness,

achievement, dominance, isolation, co-operative, welfare, rejection, self-reliant, orientation, cultural heritage, perceive, traceable, frustrate

**Structure/Organization :** Compare/contrast

**Cognitive Focus :** Reciprocal Teaching, vocabulary logs, word analysis, reading strategies for gist

**Socio-affective Focus :** students' interaction and collaboration, peer model/observation, teacher model and specific feedbacks

**Metacognitive Focus :** setting reading goals, making plans, monitoring comprehension, making outcome expectancy, reflecting on reading experiences, making causal attribution

**Materials :**

1. Reading Passages and exercises
2. Video Clips
3. Students' Accomplishment Plan worksheet
4. Reciprocal Teaching Record worksheet

**Teaching and Learning Procedure**

**Unit 1.1 (2 hours)**

**Instructional Phase :** Situated Practice (2 hours)

**Students' Roles**

- Brainstorm the definition of 'culture' and 'psychology'
- Discuss the characteristics of Thai people based on the Thai culture.
- Set the unit goal and make an accomplishment plan for the unit's reading
- Read and predict what the story is about
- Engage in Reciprocal Teaching task
- Complete vocabulary logs
- Work with peers and observe peers

**Teacher's Roles**

- I. Pre-reading activities : establishing a connection with the text and making an accomplishment plan (40 minutes)

- Class, before we begin reading today, let's think about two words, 'culture' and 'psychology'. First of all, think about the definition of both words.
- How do you think culture influence psychology. Think about our characteristics in particular. What are the characteristics of Thai? Also, think about the reason why we have those characteristics.
- Now, have a look at the reading text that we are going to read today. First, have an overview at the text. Look at the topic of the text and have a quick look at the overall text. What do you think this article will tell you?
- Before we read this article together, I would like you to have in mind your own purposes in reading. So, please complete the accomplishment plan for your reading today, putting in your primary focus on the Pre-Read section which consists of goal setting, how you plan to read, your expectation on the outcome of this task and the reason why you think so.
- Some example of your goal could be 'I would like to learn from this text about how and why culture has an impact on psychology' ; or 'I would like to learn some new vocabulary from this text.'; or 'I would like to find out what the text is all about', etc.
- In order to achieve this goal, what do you think you have to do? For example, you will try to read each paragraph and stop for getting the main idea. You will take note of some unknown words and will guess the meaning or consult the dictionary. You will talk to your friends about the main ideas and the details of the article so that you can negotiate the meaning with them and be sure that you understand the text all right.
- Next, please think about the outcome of your reading this article. Do you think you are confident that the outcome will be good, fair or poor. Why do you think so? For example, if you think that you may not be able to understand most of this text, choose 'fair' or 'poor' and state the reason which could possibly be that upon the first quick look at the text, you feel that the story does not look interesting to you and there are so many unknown words and you don't think you will understand the overall article if you do not get the precise meaning of the text. Another reason could be that you are not so good at reading and you always did poor in previous readings. For those who think you will do well in reading this article, your reason

could be that you basically enjoy reading, especially social science texts. You may feel that you have a good reading technique or you are always eager to read and so forth.

- I would be happy to help you if you have problem setting your goal and making your reading plan. Please raise your hand if you need help or come to me while I am going around the class.
- Now that you have completed your accomplishment plan, let's begin reading this article together.

## *II. Reciprocal Teaching: Predicting (80 minutes)*

- (Prepare to show a 4-minute video clip of Reciprocal Teaching from <http://www.youtube.com/watch?v=8oXskcnb4RA>)
- First, I'd like you to watch this video clip and observe the roles of the students in this video.
- Now, we are going to do what those students in the video did. I'd like to put you in groups of five. Please pick your group members and assign one member as the chair of the group. The responsibility of the chair is to lead the discussion in the group, gather and organize some ideas about the reading from each member and make sure every member contributes the thoughts.  
This activity is called 'Reciprocal Teaching'. It allows you to read the text together and help each other, sharing what you know to others who might not know. So, by this way, you are teaching and learning from your friends.
- Now, in your group, you are going to read this passage paragraph by paragraph. But we are not going to pay attention to vocabulary and structures at the first place. We'll only have a quick reading. At the end of each paragraph, you stop and share your understanding about the paragraph. Then, predict what will be discussed in the following paragraph. The Chair of each group, please make sure everybody keeps record of the prediction in this record sheet. (Hand out the 'Reciprocal Teaching Record Sheet' to each student). Let's begin with the first paragraph.
- (After finishing the first paragraph, ask each group.) What do you learn from this paragraph? What do you think the next paragraph will be about?
- Now, continue reading the second paragraph.

(Finishing the second paragraph), What do you learn from this paragraph? Is your prediction right? What is the connection of the ideas in the first and the second paragraph?

(Continue the process until the last paragraph)

- So, now, you've finished the first round of reading and you may still feel that you know very little about it. Don't worry. This first-time reading may not be so effective but it only familiarizes you with the text. What we did is the first session of Reciprocal Teaching, called, 'Predicting'.
- In our next class, we'll get to know more about the passage including knowing some new words. You are going to move on to the second phase of Reciprocal Teaching which is called 'Clarifying'. At this phase, you will discuss some vocabulary and some unclear ideas in the passage. But before that, I'd like you to complete Vocabulary log Part I on page 4. This is your discovery of new words. You are going to make a list of your new words, making your guess of their definition and checking it against dictionaries. Also, you are going to note some sample sentence from a dictionary and finally, write a sentence of your own using that word in the sentence.

This is your homework and please bring it to class next week to discuss you log with your Reciprocal Teaching groups. Also, please hold on to your Reciprocal Teaching worksheet and bring it to the next class.

### **Evaluation and Assessment**

- Students' response to teacher's prompts
- Students' participation in discussion
- Students' realistic and attainable goals
- Student's checking their prediction against the information in the passage
- Students' active participation in group work
- Students' effective collaboration with peers
- Students' willingness to engage in learning tasks

**(End of Class 1)**

## Unit 1.2 (2 hours)

### Instructional Phase : Overt Instruction (2 hours)

#### Students' Roles:

- Share vocabulary logs and record information of new words found from friends' logs
- Interact with friends in Reciprocal Teaching group, asking for and contributing some information about the passage
- Complete word analysis, word organization and graphic organizer tasks
- Work with peers, mentor and observe modeling
- Presenting graphic organizers

#### Teacher's Roles

##### *I. Sharing vocabulary logs (20 minutes)*

- Today, we'll continue reading the passage about culture and psychology. The first thing we will do today is that you share your vocabulary log, first with someone who sits next to you and then, to your Reciprocal Teaching group. When you share your vocabulary log, please swop your log with your partner and take turn going through each word together. If you find some words in your friend's log that doesn't appear in your log and you are interested in that word, please record it in your log.
- Now, after sharing vocabulary log with your friends, please form a new Reciprocal Teaching group, picking new members and get together with your group. If you still feel comfortable to work with some former group members, that's fine, too.

##### *II. Reciprocal Teaching : Clarifying (30 minutes)*

- When you get into your group, your job is to read the passage again with more information of vocabulary that everyone has, let's see if you understand the passage much more. Again, pick one member to act as the Chair and at this stage, you are going to help each other clarify the parts that you don't understand. Each member should take turn asking questions and contributing some information. Do you remember what questions did the students in the video ask? Some sample questions are 'Where is this place located? Or What does this word mean? You

may use Thai or English during your discussion. (*Move around the class, extending help to students who need*).

### III. Vocabulary Strategies : Word Analysis (15 minutes)

- You may be aware that in your real life, it's impossible to consult dictionary for every unknown word that you come across. Another technique that helps you cope with new word more effectively is to analyze it by understanding how the word is formed. In general, English words consist of affixes and roots. Let's focus on this sentence which is on page 5 of your handout "*...in reality, most countries are multicultural*"
- Now, you may see that you already know the word 'culture'. So, in order to know the word 'intercultural', you need to understand that the word 'culture' is a stem to which we can add some affixes. In this case, we add to this word a prefix 'multi' and a suffix '-al'. If only you understand the meaning of these affixes, it will not be too difficult to understand this word. Generally, prefixes are added to words to change the meaning and suffixes are used to change the parts of speech.
- In your Reciprocal Teaching group, why don't you go over the passage together and help each other find some words with affixes and then, record them in Task 2, page 5?

### IV. Structure and Organization Instruction (30 minutes)

- Now, you may feel that even though you know some vocabulary, you still don't understand much about the passage. That means, reading doesn't only involve vocabulary, but it's also about grammar, structure and organization of the text.
- Let's look at this sentence and can someone tell me how many ideas are embedded in this sentence and what they are.  
*"Each person is uniquely different, yet in some ways, people are very much alike."*
- You can see that this sentence consists of two clauses: 'Each person is uniquely different'; and 'In some ways, people are very much alike.' The two clauses are connected with a linking word 'yet'. If you look at the table of linking words in your handout on page 17, you will see that the word 'yet' is a linking word that shows 'contrast' and so, you know that these two clauses are not correspond. This



sentence shows some different ideas. So, if you don't understand some words in the sentence, but you see this word as a connector, you may be able to say that it tries to tell you some contrastive idea. This is how structures are important to reading.

- In this passage, you will find a lot of compare and contrast ideas. How about going over the passage again and look for more compare and contrast ideas by using the table of linking words on page 16-17 for your reference?

#### V. Reading Strategies : Graphic Organizers (25 minutes)

- Now that you already know some important elements for reading comprehension, there are still some techniques that help you organize your understanding about the text so that you know what you already understand and what not. I'd like to introduce you to some 'Graphic Organizers'. Graphic Organizers can be in the form of charts, models, pictures, tables or whatever form that you think can best represent your understanding of the text. Here I have three samples graphic organizers to show you. The first one is called 'Concept Maps'; the second one, 'Annolighting a text' and the third is 'Key Concept Synthesis'. A concept Map is a chart that is expanded from one main theme. For example, when I read a passage about time management, I jot down whatever details I get from it and list those details in the form of charts, with main categories and subcategories. Meanwhile, the 'Annolighting a text' is used when I want to quickly note down some ideas from the text in words or phrase in the form of bullets or an outline. This technique is also good for those who like to mark or highlight the passage while reading. As for the 'Key Concept Synthesis', this one may be a little more advanced than the other two because first of all, you list at least five (or more) key concepts from the passage. Then, in the next column, you rewrite them in your own words and explain why you think these concepts are important and how they are relevant to other concepts in the list.
- Now, you know what these three organizers are. Go back to this passage and firstly, you may want to work on your own and come up with one of these graphic organizers that you find most comfortable for you. This will show how much you understand the passage. Do not worry if you cannot elaborate a lot of ideas in

your organizers because later, you are going to share your organizer with your friends and exchange some details together.

- After you finish your own organizers, again, work with your Reciprocal Teaching and share your organizers. Look for some similarities and differences. Then, each group will have to make only one graphic organizer together by integrating all the ideas from each member's organizers. At the end of this class, you are going to present this group organizer to the class.

(Ending the class with group presentations. If not enough time, the presentation will be postponed to the next class)

### **Evaluation**

- Completeness of the assigned tasks (vocabulary log, word analysis, text organization, and graphic organizers)
- Effectiveness of reading strategies that the students select.
- Students' active participation in group work
- Students' effective collaboration with peers
- Students' willingness to engage in learning tasks Student's effort and perseverance in difficult tasks

**(End of Class 2)**

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### Unit 1.3 (2 hours)

**Instructional Phases** : Critical Framing (1.30 hours);

Transform Practice and Evaluation (0.30 hours)

**Students' Roles:**

- Respond to teacher's prompts
- Practice making questions
- Reflecting on the text
- Participate in group discussion
- Collaborate with peers on discussion and summary/response of the text
- Reflecting on one's own learning experience
- Evaluate oneself and practice making a causal attribution

**Teacher's Roles**

Reciprocal Teaching : Questioning ( 30 minutes)

- Today is the last class that we are working on this passage. I'd like to take you beyond classroom reading to real life reading. In real life, do you always believe in everything you read? Probably not. We are thinking while reading and we question. If you believe in everything you read, you could easily be victim of information. How can we question the passage that we read.
- I'd like to show you a video clip about how to ask questions based on what we read. After viewing it, please tell me how many types of questions are mentioned in the video and what are they. (Showing the video clip from <http://www.youtube.com/watch?v=8CIJTzRnJcQ&feature=related>)
- (After viewing the video) Can anyone tell me how many types of questions you may ask when you read.
- Of course, there are two, 'surface questions' and 'deep questions'. What questions are considered 'surface'? ('Who, What, When, Where?'). These questions are surface because you can simply put your fingers on the text and find the answer easily.
- And what questions are 'deep'? (How, Why, Would, Could, Should?). Of course, these questions are deep because you can feel that it's not easy to find the answer.

They require you to dig deeper into the text and even use your own thought in order to answer them.

- Now, if you look at task C1 and C2 on page 8, you will see some samples of both ‘surface’ and ‘deep’ questions. Can you tell me now which are ‘surface’ and which are ‘deep’?
- Right, question C1.1 asks you to think about similarities and differences of your and your friend’s culture/subculture. You can find a ‘deep’ question there. It’s after you consider yourself as individualist or collectivist and you have to say ‘Why do you think so?’
- Meanwhile, question C1.2 is absolutely a ‘deep’ question, asking you to discuss how and why cultures possibly make each individual different.
- All right, these are some examples of ‘surface’ and ‘deep’ questions, now are you ready to get together and work with your Reciprocal Teaching Group? First, what you will do is asking some ‘surface’ questions so as to make sure all of you understand the general ideas about the text. Then, take turn asking ‘deep’ and critical questions. Think about it this way. The writer wrote this passage based on theories and you may try to think how much it’s applicable to real life. You can question the author and how he/she wrote it. If any of you want to answer the questions, you are welcome to share your ideas. If there are some questions that cannot be answered, please note those questions down and we will discuss them together.

### II Discussion and Reflection ( 1 hour)

- Next, after learning how to make questions, it’s time for a critical discussion on the text. Please look at Discussion Part on page 8 and you’ll see that there are two tasks, C1 and C2. In C1, there are two guided questions for you to discuss and both of them are required. You have to complete both. In C1.1, think about your own cultures/subcultures in terms of your personal identity (refer to the passage if you don’t quite understand what it is); your life goal, sources of your success/failure and your general habits and personality. You may write down your list quickly and share it with a partner.

*(15 minutes)*

- In C1.2, work with your partner (you may stick with the same one or pick a new one). Work together on the question, ‘Based on the passage, discuss how and why cultures possibly make each individual different.  
(15 minutes)
- Now, in C2 task, you are going to work with your Reciprocal Teaching group and select only one (or two if time permits) question(s) to discuss in your group. In your group, there is going to be a Chair which could be the same person or a new one, a secretary who takes notes and a spoke person who reports the discussion to the class. Please decide at the outset who are going to take these responsibilities and then, begin working on your discussion. (15 minutes)
- Now, let’s hear the result of the discussion from some groups. I’d like to invite the spoke persons of three volunteer groups to report to us. Each group should take about 5 minutes for report. For those who are audience, you are welcome to probe further questions or share your thoughts, but please keep it brief. Don’t worry if you are not heard today. I’ll collect all of your group discussion to read after class and will get them back to you with my feedbacks. (15 minutes.)
- I’m afraid we won’t have enough class time to complete Task D1 together, but what you can do is finding extra time this week to get together with your Reciprocal Teaching group and work together on the 100-150 word concluding paragraph of this passage. It is a free writing so don’t worry about your mistakes but please try to express your thought as much as possible. If you don’t want to write a summary, you can also write a reaction or response to this passage which concerns your thoughts after reading it. Also, provide some reasons to support your thoughts. You may use the following questions as guidelines for your response.
  1. What did you learn from this story?
  2. What perspective(s) were highlighted in this passage?
  3. What information do you think should be added to this passage?
  4. What problem may result from the information in this passage?

- For the last task, let's get back to your Accomplishment Plan that you partly filled out before reading this passage and complete the second part which is about what you did in this unit; what difficulties have you encountered while reading and how did you solve the problems; what are the strategies that you used and finally, rate your satisfaction on your performance. Do you think you are successful in reading this article? Why or why not? Your reason for the unsuccessful reading could be that the reading strategies that you learn were not quite helpful; you felt bored while you read; you did not put enough effort and so forth. Also, don't forget to rate your reading performance in this unit between 1 and 10. You can find the rating sheet in Part II of your Accomplishment Plan.  
(Encourage and help students to evaluate themselves.)

#### Individual Reading Project Assignment

- Now that we finish Unit 1, I'd like you to keep reading on your own so that you can read more effectively. Look for some reading materials, maybe, from our self-access center, the library, the Internet or even from one of your textbooks. Try to select the one that is relevant to the topic we read in this class so that you can expand your perspective about this topic. It could be one of the psychological articles or anything relating to cultures, or the diversity of people. Try using the reading strategies that we use in class. After reading, fill out the Individual Reading Worksheet (IRW) that is attached to your accomplishment plan. If you don't know how to complete the form, I have a sample completed form to show you. You can come to see me at my office and ask to see the sample completed form. You are going to do this individual reading project at the end of each unit. So, please make sure you complete your reading and the record form before we finish Unit 2, which is in the next three weeks. You are having altogether three individual reading projects, one at the end of each unit. Two of them are scheduled before the midterm exam and one before the final exam.
- We also have three reading conferences which allow you to see me during your self-access hours. Please bring to the conferences your IRW so you can share your reading experiences with me and with your friends.

## Appendix C

## Reading Self-Efficacy Inventory

แบบสำรวจการรับรู้ความสามารถของตนเองในการอ่านภาษาอังกฤษ

**Instructions:** Please rate yourself from 0 to 10 according to how confident you are that you can perform each of the following academic English reading tasks.

Mark X on the scales.

**คำแนะนำ:** โปรดทำเครื่องหมาย X ลงบนช่วงคะแนน 0 ถึง 10 ตามระดับความมั่นใจในการอ่านภาษาอังกฤษเชิงวิชาการที่ท่านมีในพฤติกรรมต่อไปนี้

	0	1	2	3	4	5	6	7	8	9	10
	ไม่มั่นใจเลย		มั่นใจปานกลาง						มั่นใจมากที่สุด		
ข้อความ Statements	ระดับความมั่นใจ Degree of Confidence (0-10)										
1. ในการอ่านทุกครั้ง ฉันสร้างความสนใจในเรื่องที่อ่าน โดย พยายามคิดว่าเรื่องนั้นมีความเกี่ยวข้องกับฉันอย่างไร (Whenever I read, I motivate myself by finding a connection between the text and my background knowledge.)	0	1	2	3	4	5	6	7	8	9	10
2. เมื่อต้องอ่านบทความภาษาอังกฤษโดยไม่ใช้พจนานุกรม (dictionary) ฉันมั่นใจว่าฉันมีวิธีที่จะช่วยให้สามารถทำความเข้าใจคำศัพท์ที่ไม่รู้จักที่ปรากฏในเรื่องที่อ่านได้ (When reading without using a dictionary, I am confident that I can figure out the meaning of some unknown words.)	0	1	2	3	4	5	6	7	8	9	10
3. ฉันสามารถช่วยเหลือเพื่อนให้พัฒนาการอ่านให้ดีขึ้นได้ (I can help my friends improve their reading skill.)	0	1	2	3	4	5	6	7	8	9	10
4. ฉันรู้สาเหตุที่ทำให้ฉันสามารถ/ไม่สามารถอ่านได้ดี (I know the reason why I am or am not good at reading.)	0	1	2	3	4	5	6	7	8	9	10

ข้อความ Statements	ระดับความมั่นใจ Degree of Confidence (0-10)										
	0	1	2	3	4	5	6	7	8	9	10
5. ทุกครั้งที่อ่านฉันมั่นใจว่าความเข้าใจในการอ่านของฉันจะพัฒนาขึ้น Whenever I read, I am confident that I will be able to improve my reading comprehension.	0	1	2	3	4	5	6	7	8	9	10
6. ฉันไม่รู้สึกเครียดหรือวิตกกังวลในขณะที่อ่าน I don't feel stressed or anxious while reading	0	1	2	3	4	5	6	7	8	9	10
7. ฉันมั่นใจว่า ถึงแม้บทความที่อ่านจะยากและยาว แต่ถ้าฉันมีความพยายามไม่ท้อถอย ฉันจะสามารถทำความเข้าใจเรื่องที่อ่านได้ในที่สุด I am confident that I can get over the difficulty if I am persistent and never give up.	0	1	2	3	4	5	6	7	8	9	10
8. ฉันมั่นใจว่าฉันมีกลวิธีการอ่านภาษาอังกฤษที่มีประสิทธิภาพซึ่งจะช่วยให้ฉันประสบความสำเร็จในการอ่านภาษาอังกฤษ I am confident that my effective reading strategies can help me read successfully	0	1	2	3	4	5	6	7	8	9	10
9. ฉันชอบอ่านกับเพื่อนและช่วยกันตีความเรื่องที่อ่าน ตลอดจนแลกเปลี่ยนความคิดเห็นเกี่ยวกับเรื่องที่อ่านมากกว่าที่จะอ่านคนเดียว I prefer reading with my friends and share some ideas with them.	0	1	2	3	4	5	6	7	8	9	10
10. ฉันนำความผิดพลาดจากการอ่านในอดีตมาเป็นบทเรียนปรับปรุงการอ่านในอนาคตของฉันให้ดีขึ้น I improve my reading ability by learning from the mistake in the past.	0	1	2	3	4	5	6	7	8	9	10



ข้อความ Statements	ระดับความมั่นใจ Degree of Confidence (0-10)										
11. ฉันมั่นใจว่าข้อเสนอแนะที่ชัดเจนและเฉพาะเจาะจงจากอาจารย์ จะช่วยให้ฉันสามารถพัฒนาการอ่านได้อย่างมีประสิทธิภาพ I am confident that teachers' specific feedbacks can help me improve my reading ability.	0	1	2	3	4	5	6	7	8	9	10
12. ฉันชอบเปรียบเทียบผลการอ่านของตนเอง I like to keep track of my own reading outcome	0	1	2	3	4	5	6	7	8	9	10
13. เมื่อได้รับมอบหมายให้อ่านบทความภาษาอังกฤษ ฉันอ่านอย่างกระตือรือร้นและมั่นใจว่าจะสามารถจับใจความและเข้าใจเนื้อหาแต่ละส่วนของเรื่องที่อ่านได้อย่างถูกต้อง When I get some reading assignments, I read with enthusiasm and feel confident that I will comprehend the text correctly.	0	1	2	3	4	5	6	7	8	9	10
14. ฉันมักตั้งเป้าหมายในการอ่านเสมอ I always set goals in reading	0	1	2	3	4	5	6	7	8	9	10
15. ฉันเชื่อว่าการสังเกต และเลียนแบบพฤติกรรมกรรมการอ่านของเพื่อนที่สามารถอ่านได้ดีจะช่วยทำให้ฉันพัฒนาการอ่านได้ดียิ่งขึ้น I believe that peer observation and peer model will help improve my reading.	0	1	2	3	4	5	6	7	8	9	10

ข้อความ Statements	ระดับความมั่นใจ Degree of Confidence (0-10)										
16. ฉันมั่นใจว่าถ้าฉันมีประสบการณ์ในการอ่าน ภาษาอังกฤษมากขึ้น ฉันจะสามารถอ่าน ภาษาอังกฤษได้ดียิ่งขึ้น I believe that the more I read, the better my reading skill will be.	0	1	2	3	4	5	6	7	8	9	10
17. บรรยากาศการอ่านในห้องเรียนเอื้ออำนวย ให้ฉันอ่านอย่างมีประสิทธิภาพ The classroom atmosphere supports my effective reading.	0	1	2	3	4	5	6	7	8	9	10
18. ฉันรู้สึกอ่านได้ดีแม้มีการทดสอบและ เปรียบเทียบผลคะแนนสอบกับเพื่อนๆ I can read well even at exam and when being compared with my peers.	0	1	2	3	4	5	6	7	8	9	10
19. ฉันชอบอ่านเรื่องที่ยากและท้าทาย ความสามารถ I enjoy reading challenging texts.	0	1	2	3	4	5	6	7	8	9	10
20. เมื่อประสบปัญหาในการทำความเข้าใจเนื้อ เรื่องที่อ่าน ฉันมั่นใจว่าฉันสามารถหาวิธี แก้ปัญหาได้และสามารถทำความเข้าใจ ความหมายของเรื่องที่อ่านได้ When encountering reading problems, I am confident that I can overcome the difficulty quite well	0	1	2	3	4	5	6	7	8	9	10
21. ฉันขอความช่วยเหลือจากเพื่อนหรืออาจารย์ เมื่อพบปัญหาในการอ่าน I seek helps from friends and/or teacher when I have reading problems.	0	1	2	3	4	5	6	7	8	9	10

ข้อความ Statements	ระดับความมั่นใจ Degree of Confidence (0-10)										
22. ฉันมั่นใจว่า การทำความเข้าใจบทความที่อ่าน ขึ้นอยู่กับความพยายามของฉันมากกว่า ความสามารถของฉัน I understand that reading comprehension depends on my effort rather than my ability.	0	1	2	3	4	5	6	7	8	9	10
23. ฉันสามารถอ่านได้ดีในทุกสถานการณ์ไม่ว่าจะเป็นที่บ้าน นอกห้องเรียน หรือในห้องเรียน I can read well no matter where I read, at home, for pleasure or in classrooms.	0	1	2	3	4	5	6	7	8	9	10
24. ฉันไม่รู้สึกเครียดเมื่อต้องการเปรียบเทียบผลการอ่านของฉันกับนักศึกษาคณะอื่น I have no problem sharing my reading outcome with other students.	0	1	2	3	4	5	6	7	8	9	10

Adapted from Bandura (2006); Worakitsawat (2007); Mills, Pajares and Herrons (2007); Henk and Melnick (1995); Tewtong (2000); Dulayapiradit (2004).

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**III. An Observation Checklist : A summary of overall evidence of classroom activities that promote reading self-efficacy**

Self-efficacy components	Incidents	comments
<b>1. Proper materials and tasks</b> <input type="checkbox"/> Clear Evidence <input type="checkbox"/> Some Evidence <input type="checkbox"/> Limited Evidence <input type="checkbox"/> No Evidence	<input type="checkbox"/> 1.1 Students were able to make a connection between the text and their background knowledge.	
	<input type="checkbox"/> 1.2 Students did not have difficulty coping with the materials.*	
	<input type="checkbox"/> 1.3 Students showed interest in the content by participating in the reading activities actively. *	
<b>2. Strategies</b> <input type="checkbox"/> Clear Evidence <input type="checkbox"/> Some Evidence <input type="checkbox"/> Limited Evidence <input type="checkbox"/> No Evidence	<input type="checkbox"/> 2.1 Students set a specific and achievable goal. (observed from the students' accomplishment plan)	
	<input type="checkbox"/> 2.2 Students made explicit and doable plans for their reading tasks. (observed from the students' accomplishment plan)	
	<input type="checkbox"/> 2.3 Students use a variety of reading strategies.	
	<input type="checkbox"/> 2.4 Students' selected reading strategies helped them understand the text better.	
	<input type="checkbox"/> 2.5 Students were able to identify sources of difficulties that they encountered while reading. (observed from the students' accomplishment plan)	

Self-efficacy components	Incidents	comments
<b>3. Social interaction and collaboration</b> <input type="checkbox"/> Clear Evidence <input type="checkbox"/> Some Evidence <input type="checkbox"/> Limited Evidence <input type="checkbox"/> No Evidence	During class activities, <input type="checkbox"/> 3.1 students shared some ideas about the reading with their peer group.	
	<input type="checkbox"/> 3.2 students helped each other interpret the text.	
	<input type="checkbox"/> 3.3 some students are selected to model reading*	
	<input type="checkbox"/> 3.4 students were praised on their effort.	
	<input type="checkbox"/> 3.5 students got help from peers	
<b>4. Awareness of success and failure</b> <input type="checkbox"/> Clear Evidence <input type="checkbox"/> Some Evidence <input type="checkbox"/> Limited Evidence <input type="checkbox"/> No Evidence	<input type="checkbox"/> 4.1 Students determined their outcome expectancies.	
	<input type="checkbox"/> 4.2 Students were encouraged to reflect on the cause of their achievement (success/failure).	
	<input type="checkbox"/> 4.3 Students attributed their success and failure on lack of effort and persistence.	
<b>5. Supportive/ Responsive atmosphere</b> <input type="checkbox"/> Clear Evidence <input type="checkbox"/> Some Evidence <input type="checkbox"/> Limited Evidence <input type="checkbox"/> No Evidence	In this class, <input type="checkbox"/> 5.1 the schedule of class activities was announced in the beginning of the class.	
	<input type="checkbox"/> 5.2 teacher moved around the class while the students were performing group activities	
	<input type="checkbox"/> 5.3 teacher drew non-participating students into activities/discussions	
	<input type="checkbox"/> 5.4 teacher helped low self-efficacious students extend their responses.	
	<input type="checkbox"/> 5.5 teacher extended specific praising feedbacks.	
	<input type="checkbox"/> 5.6 teacher offered help to students only when being asked.	

Self-efficacy components	Incidents	Comments
<b>5. Supportive/ Responsive atmosphere (Continued)</b>  <input type="checkbox"/> Clear Evidence <input type="checkbox"/> Some Evidence <input type="checkbox"/> Limited Evidence <input type="checkbox"/> No Evidence	<input type="checkbox"/> 5.7 teacher acknowledged students' questions, responses and comments.	
	<input type="checkbox"/> 5.8 students were called upon in class to perform the task individually.*	
	<input type="checkbox"/> 5.9 students showed willingness and enthusiasm to participate in class activities*	
	<input type="checkbox"/> 5.10 No students were left behind. *	
	<input type="checkbox"/> 5.11 some students raised their hand to answer in group situation. *	
	<input type="checkbox"/> 5.12 students spoke out without being called upon.*	
<b>6. Individualized Assessment</b>  <input type="checkbox"/> Clear Evidence <input type="checkbox"/> Some Evidence <input type="checkbox"/> Limited Evidence <input type="checkbox"/> No Evidence	<input type="checkbox"/> 6.1 Students evaluated their own performance.	
	<input type="checkbox"/> 6.2 Students' performance was evaluated by comparing with their own progress, not with other students' progress.	

Notes for observers:

- \* specify the number of students

( 1/4 of the class = limited evidence, 1/2 of the class = some evidence, 3/4 of the class = clear evidence)

- Evidence identification

<b>Categories</b>	<b>Evidence counts</b>	<b>Meaning</b>
1. Proper materials and tasks (3 incidents)	0/3	No evidence
	1/3	Limited evidence
	2/3	Some evidence
	3/3	Clear evidence
2. Strategies (5 incidents)	0/5	No evidence
	1-2/5	Limited evidence
	3-4/5	Some evidence
	5/5	Clear evidence
3. Social Interaction and Collaboration (5 incidents)	0/5	No evidence
	1-2/5	Limited evidence
	3-4/5	Some evidence
	5/5	Clear evidence
4. Awareness of Success and Failure (3 incidents)	0/3	No evidence
	1/3	Limited evidence
	2/3	Some evidence
	3/3	Clear evidence
5. Supportive and Responsive Atmosphere (12 incidents)	0/12	No evidence
	1-5/12	Limited evidence
	6-10/12	Some evidence
	11-12/12	Clear evidence
6. Individualized assessment (2 incidents)	0/2	No evidence
	1/2	Some evidence
	2/2	Clear evidence



## Appendix E

### Semi-Structured Students Focus Group Discussion Protocol

#### **Rationale**

The Focus Group Discussion is a part of the Academic Literacy-based Intervention (ALI). The objective of the discussion is to examine the development of the student's reading self-efficacy after the ALI.

#### **The participants**

The discussion involves ten students who participate in ALI, five from the high self-efficacy group and five from the low self-efficacy group. The researcher acts as a facilitator while leading the group discussion.

#### **The methodology**

The discussion takes place after the students complete the ALI (tentatively week 13). The students will be purposively selected to attend the discussion and those who participate are the representatives of high and low reading proficiency. The discussion is arranged into two sessions: one for five students from high proficiency group, the other is for another five students from low proficiency group. Each session lasts about half an hour.

The main focus of the discussion is on the students' reading experience in class. The videotape of ALI activities in class will be shown to the group and each student will be invited to reflect on their learning experience based on the guided questions. The students' discussion is audiotaped, transcribed and categorized based on the constructs of reading self-efficacy framework.

**The guided questions for discussion**

<b>Self-efficacy Constructs</b>	<b>Video Clips of instructional sequence/activities</b>	<b>Revised Guided Questions</b>
Proper materials and tasks	‘Situated Practice’ :  Pre-read; Schema activation	<p>1. เมื่อเห็นเรื่องที่จะอ่านครั้งแรกนักศึกษามีความรู้สึกอย่างไรต่อเนื้อเรื่องและมีความมั่นใจว่าจะสามารถทำความเข้าใจกับเนื้อเรื่องได้มากน้อยเพียงใด</p> <p>What did you feel when you first saw the passage? Did you feel confident that you would be able to comprehend it?</p> <p>2. ก่อนเริ่มต้นอ่าน นักศึกษาได้พยายามคิดหรือไม่ว่าเรื่องที่อ่านมีความเกี่ยวข้องหรือเป็นประโยชน์ต่อตัวนักศึกษามากน้อยเพียงไร การคิดเช่นนั้นทำให้นักศึกษา รู้สึกกระตือรือร้นและอยากอ่านเรื่องนี้มากขึ้นหรือไม่</p> <p>Did you try to think about how the story could be related to yourselves? Why/Why not?</p> <p>(If yes, how did that thought help you become more interested in reading this passage?) **</p> <p>3. กิจกรรมที่ครูให้ทำช่วยให้นักศึกษาตระหนักถึงความรู้พื้นฐานเกี่ยวกับเรื่องที่จะอ่านใช่หรือไม่ และคิดว่าช่วยให้เข้าใจเรื่องที่อ่านมากขึ้นหรือไม่อย่างไร</p> <p>Did the pre-reading activities help increase your awareness about your background knowledge of this passage? Did you find that the activities made you understand the passage better?</p>

Strategies	<p>‘Situated Practice’</p> <p>Goal setting and making plans</p>	<p>4. เมื่อทำกิจกรรมฝึกการสร้างเป้าหมายในการอ่านแล้ว นักศึกษาได้ทำตามแผนที่วางไว้หรือไม่ สามารถอ่านได้บรรลุตามเป้าหมายหรือไม่ มีความพึงพอใจกับผลการสร้างเป้าหมายหรือไม่ และคิดว่าจะฝึกสร้างเป้าหมายในการอ่านเช่นนี้ต่อไปในการอ่านเรื่องอื่นๆ ในอนาคตอีกหรือไม่</p> <p>After practicing setting your own reading goal and making your own plans, did you follow your plan? Were you able to achieve your goal? Do you think from now on, you will set a goal in every of your future reading?</p>
<p>1. Proper materials and tasks</p> <p>2. Strategies</p>	<p>1. ‘Overt Instruction’ -- (Prefixes-suffixes and compare/contrast; graphic organizers)</p>	<p>5. การอธิบายไวยากรณ์ และคำศัพท์และกลวิธีในการทำความเข้าใจในการอ่านในช่วงบทเรียนนี้ช่วยให้นักศึกษารู้สึกมั่นใจมากขึ้นหรือไม่ว่าจะทำให้สามารถอ่านเรื่องได้เข้าใจมากขึ้นถึงแม้ว่าเนื้อเรื่องที่อ่านค่อนข้างยากและยาว</p> <p>Do you think that the explanation of grammar and vocabulary as well as reading strategies made you feel more confident in your reading comprehension even when you were reading a long and difficult passage?</p> <p>(Do you find the vocabulary exercise (Vocabulary Log and Word Analysis) helpful? How?)**</p> <p>(Do you find the structure and organization explanation and exercises (Compare/Contrast and Exemplification) helpful? How?)**</p> <p>(Do you find the exercise on graphic organizers --Concept Map, Annolighting a text and Key Concept Synthesis) helpful? How?)**</p>

<p>1.Social Interaction and collaboration</p> <p>2. Supportive and Responsive atmosphere</p>	<p>1.Overt Instruction -- ‘Reciprocal Teaching’ sessions (Clarifying</p> <p>2. Critical Framing (Teacher’s feedbacks)</p>	<p>6. นักศึกษารู้สึกอย่างไรกับการฝึกอ่านและแลกเปลี่ยนความคิดเห็นร่วมกันเป็นกลุ่มกับเพื่อนๆ และคิดว่าช่วยให้เข้าใจเนื้อเรื่องที่อ่านได้ดีขึ้นหรือไม่ มีความเครียดในการอ่านมากขึ้นหรือน้อยลงอย่างไร เพราะอะไร</p> <p>What did you feel when you read with your friends and exchange your ideas together?</p> <p>(Do you think it helped you understand the passage better? ) ** (Did you feel that it increased or decreased your tension in reading? Why?) ** (Did you find your friends helpful? Did you have any problem working in groups?) **</p> <p>7. นักศึกษาคิดว่าคำแนะนำที่อาจารย์ให้ในขณะที่ทำกิจกรรมนั้น เพียงพอหรือไม่ และมีประโยชน์อย่างไรกับนักศึกษา</p> <p>Do you think that the feedbacks you received from me while doing activities were enough and helpful?</p> <p>8. นักศึกษาคิดว่ากิจกรรมการอ่านในชั้นเรียนมีความตึงเครียดหรือผ่อนคลายมากน้อยเพียงใดและบรรยากาศในชั้นมีผลต่อความสามารถในการอ่านของนักศึกษาหรือไม่ อย่างไร</p> <p>Do you think that the classroom atmosphere was relaxing or tensed? How do you think it affects your reading ability?</p>
<p>Awareness of Success and Failure</p>	<p>Transform Practice and Evaluation</p>	<p>9. การฝึกหาสาเหตุของความสำเร็จและความล้มเหลวในการอ่านช่วยให้นักศึกษาพัฒนาการอ่านให้ดีขึ้นหรือไม่อย่างไร</p> <p>Do you think finding the causes of success and failure in reading helped you improve your reading skill? How?</p>

		When you are aware of your failure, did you use it to improve your further reading? How? Give examples.
Individualized Assessment	Transform Practice and Evaluation	<p>10. นักศึกษาได้ประโยชน์หรือไม่อย่างไรจากการฝึกประเมินผลการอ่านด้วยตนเองและการเก็บข้อมูลประวัติการอ่านของตนเองไว้เปรียบเทียบและศึกษาพัฒนาการในการอ่าน</p> <p>What did you learn from self-evaluation and keeping record of your own reading to observe your progress?</p> <p>11. นักศึกษาคิดว่าจะนำวิธีอ่านที่ได้จากวิชานี้ไปใช้ในการอ่านวิชาอื่นหรือไม่เพราะอะไร</p> <p>How will you apply what you learn from this course to reading other course materials? Why or why not?</p> <p>12. หากเปรียบเทียบกับ การอ่านในวิชาอื่นที่ผ่านมานักศึกษาคิดว่าการฝึกอ่านในครั้งนี้น่าจะสามารถพัฒนาการอ่านได้ดีขึ้นมากน้อยเพียงใดอย่างไร</p> <p>Compared to other reading courses, do you find this course more helpful? How?</p>

ศูนย์วิทยทรัพยากร  
จุฬาลงกรณ์มหาวิทยาลัย

## **Appendix F**

### **List of Experts Validating Research Instruments**

#### **1. The Research Framework, Instructional Manual and Lesson Plan**

- 1.1 Prof John Sivell, PhD (Brock University)
- 1.2 Asst. Prof. Areerug Mejang, Ph.D (Naresuan University)
- 1.3 Asst. Prof. Saowaluck Tepsuriwong, PhD (KMUTT)

#### **2. The Students' Accomplishment Plan**

- 2.1 Prof John Sivell, PhD (Brock University)
- 2.2 Asst. Prof. Areerug Mejang, Ph.D (Naresuan University)
- 2.3 Asst. Prof. Saowaluck Tepsuriwong, PhD (KMUTT)

#### **3. The Reading Self-Efficacy Inventory**

- 3.1 Ajarn Piyawan Punmonkol, PhD (Chula)
- 3.2 Assoc Prof. Damrong Adulyarittigun, PhD (Thammasat University)
- 3.3 Asst. Prof. Somsak Boonsathorn, PhD (Mae Fah Luang University)

#### **4. The Reading Self-Efficacy Classroom Observation Record**

- 4.1 Assoc Prof. Duangkamol Traiwichitkhun, Phd (Chula)
- 4.2 Asst Prof. Sorabud Rungrojsuwan, PhD (Mae Fah Luang University)
- 4.3 Aj Matthanee Palungtepin, PhD (Chula)

#### **5. The Semi-Structured Students Focus Group Discussion Protocol**

- 5.1 Assoc. Prof. Boonsiri Anantasate, PhD (CULI)
- 5.2 Asst.Prof. PhanintraTeeranon, PhD (Mae Fah Luang University)
- 5.3 Asst Prof. Piyathida Changpueng, PhD (KMITNB)

### Biography

Sasima Charubusp is an EFL teacher at School of Liberal Arts, Mae Fah Luang University. She received her Bachelor's Degree in English and Counseling Psychology and Guidance from the Faculty of Education, Chulalongkorn University. She received an M.Ed in TEFL from Chulalongkorn University. She has a second M.Ed in Curriculum Studies (TESL) from Brock University, Canada. Her research interest centers around curriculum development, motivational and affective factors for English language learning, and independent learning.

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