Effects of a Critical Reading Instruction Using Literature on Critical Reading Ability of
Upper Secondary School Students

Miss Muanfun Tangpinijkarn

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Education Program in Teaching English as a Foreign Language

Department of Curriculum and Instruction

Faculty of Education

Chulalongkorn University

Academic Year 2015

Copyright of Chulalongkorn University

ผลของการสอนการอ่านภาษาอังกฤษอย่างมีวิจารณญาณโดยใช้วรรณกรรมที่มีต่อความสามารถใน
การอ่านอย่างมีวิจารณญาณของนักเรียนมัธยมศึกษาตอนปลาย

นางสาวเหมือนฝัน ตั้งพินิจการ

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน
คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2558

Thesis Title	Effects of a Critical Reading Instruction Using Literature on Critical Reading Ability of Upper Secondary School Students
By	Miss Muanfun Tangpinijkarn
Field of Study	Teaching English as a Foreign Language
Thesis Advisor	Prannapha Modehiran, Ph.D.

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

⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯Dean of the Faculty of Education

(Associate Professor Bancha Chalapirom, Ph.D.)

THESIS COMMITTEE

⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯Chairman

(Pornpimol Sukavatee, Ph.D.)

⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯Thesis Advisor

(Prannapha Modehiran, Ph.D.)

⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯External Examiner

(Arunee Arunreung)

เหมือนฝัน ตั้งพินิจการ : ผลของการสอนการอ่านภาษาอังกฤษอย่างมีวิจารณญาณโดยใช้วรรณกรรมที่มีต่อความสามารถในการอ่านอย่างมีวิจารณญาณของนักเรียนมัธยมศึกษาตอนปลาย (Effects of a Critical Reading Instruction Using Literature on Critical Reading Ability of Upper Secondary School Students) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: อ. ดร.ปราณภา โหมดหิรัญ, 185 หน้า.

การวิจัยนี้มีจุดประสงค์เพื่อ 1) ศึกษาผลของการสอนการอ่านภาษาอังกฤษอย่างมีวิจารณญาณโดยใช้วรรณกรรม ที่มีต่อความสามารถในการอ่านอย่างมีวิจารณญาณของนักเรียนมัธยมศึกษาตอนปลาย 2) ศึกษาความคิดเห็นของนักเรียนมัธยมศึกษาตอนปลายที่มีต่อการสอนการอ่านภาษาอังกฤษอย่างมีวิจารณญาณโดยใช้วรรณกรรม กลุ่มตัวอย่างในงานวิจัยประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 55 คน เครื่องมือวิจัยที่ใช้เก็บข้อมูลได้แก่แบบทดสอบความสามารถในการอ่านภาษาอังกฤษอย่างมีวิจารณญาณโดยใช้วรรณกรรมก่อนและหลังเรียนและแบบสอบถามความคิดเห็นหลังเรียน การวิเคราะห์ข้อมูลเชิงปริมาณใช้เพื่อหาค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า 1) คะแนนความสามารถในการอ่านภาษาอังกฤษอย่างมีวิจารณญาณโดยใช้วรรณกรรมหลังเรียนของนักเรียนสูงกว่าคะแนนก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ $p < 0.05$ นักเรียนสามารถปฏิบัติตามขั้นตอนได้อย่างถูกต้อง และทำแบบทดสอบหลังเรียนได้คะแนนสูงกว่าก่อนเรียนในทุกหัวข้อ ซึ่งประกอบไปด้วยการอนุมาน การแยกแยะความจริงและความคิดเห็น และการแยกแยะจุดประสงค์และน้ำเสียงของผู้เขียน 2) นักเรียนมีความคิดเห็นในเชิงบวกต่อการสอนการอ่านภาษาอังกฤษอย่างมีวิจารณญาณโดยใช้วรรณกรรม จากแบบสอบถามพบว่า นักเรียนส่วนใหญ่เห็นด้วยว่าการสอนการอ่านภาษาอังกฤษอย่างมีวิจารณญาณโดยใช้วรรณกรรมสามารถพัฒนาทักษะการอ่านอย่างมีวิจารณญาณได้ นักเรียนมีความคิดเห็นในเชิงบวกเรื่องเนื้อเรื่องจากวรรรกรรม การทำกิจกรรมเป็นกลุ่ม และการใช้ประสปการณ์ส่วนตัวเพื่อถ่ายทอดเรื่องราว

ภาควิชา	หลักสูตรและการสอน	ลายมือชื่อนิสิต	....
สาขาวิชา	การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ	ลายมือชื่อ อ.ที่ปรึกษาหลัก	....
ปีการศึกษา	2558		

5583447427 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEYWORDS: CRITICAL READING INSTRUCTION USING LITERATURE / CRITICAL READING ABILITY

MUANFUN TANGPINIJKARN: Effects of a Critical Reading Instruction Using Literature on Critical Reading Ability of Upper Secondary School Students. ADVISOR: PRANNAPHA MODEHIRAN, Ph.D., 185 pp.

The study aimed 1) to examine the effects of Critical Reading Instruction Using Literature on the critical reading ability of upper secondary school students; 2) to examine the students' opinions toward Critical Reading Instruction Using Literature. The participants in the study were 55 Mathayom Suksa Six students. The instruments to collect data were critical reading ability pre-test and post-test and questionnaire asking students' opinion toward Critical Reading Instruction Using Literature. Mean scores, standard deviation, and t-tests were used to analyze the data.

The results revealed that 1) the students' critical reading ability posttest scores were higher than pretest at a significant level (p<0.05). Students were able to follow instructional framework and received higher score in every aspect of critical reading ability, which are drawing inference, distinguishing facts and opinions, and determining purpose and tone. 2) Students had positive attitude toward Critical Reading Instruction Using Literature. The majority of the students strongly agreed that Critical Reading Instruction Using Literature can enhance their critical reading ability. The preferred aspects of the instruction included reading text, group activity, and transfering based on personal experience.

Department: Curriculum and   Student's Signature ....

                Instruction   Advisor's Signature ....

Field of Study: Teaching English as a

                Foreign Language

Academic Year: 2015

ACKNOWLEDGEMENTS

First of all, I would like to express my profound gratitude to Bro. Dr. Weerayut Boonpram, Director of Assumption College Thonburi, who allowed me to conduct the research at Assumprtion College Thonburi.

This work would not have been possible and successful without the support and encouragement from Dr. Prannapha Modehiran, my thesis advisor. I am also grateful to the thesis committee, Dr. Pornpimol Sukavatee and Dr. Arunee Arunreung, who have helped me improve my thesis in numerous ways.

I gratefully acknowledge the following experts: Mrs. Apinya Boonmusik, Mrs. Raziel Felix-Aguelo, Dr. Ruedeerath Chusanachoti, Assistant Professor Dr. Chansongklod Gajaseni, and Associate Professor Dr. Sumalee Chinokul. I am indebted to them for their precious advice and contribution to my study.

Furthermore, I would like to thank my friends at Faculty of Education, TEFL Program, who always provide help, support, and encouragement. Many thanks go to Miss Wipada Sutthiroj, Mr. Sirawit Apairach, Mr. Nawaphon Euasapthawee, and other colleagues.

Most importantly, I am grateful to my family who always give support and encouragement throughout all my studies.

CONTENTS

LIST OF FIGURES

LIST OF TABLES

CHAPTER I

INTRODUCTION

This chapter provides background of the study and statement of the

problem, and subsequently presents research questions, objectives of the study,

along with statements of hypotheses, scope of the study, and definitions of terms.

Background and the Statement of Problem

At present, we live in globalization world. It is undeniable that English

language becomes more and more essential to Thai's society. Since English is an

international language and Thailand is part of global community, learning English

language could help Thai people communicate with others around the world.

Knowledge of use of English language can help Thai people expand their world

views, and provide greater opportunities to further education or better careers for

their future's life.

Moreover, the use of English language helps Thai people receive information from all over the world. Since we are living in the 21st century, where technology and communication are widespread, each day, Thai people read various kinds of texts from several sources that try to influence or manipulate them. Dealing with the rapid growth of internet's publishing, and these competing messages requires that we examine ideas, interpret, evaluate the hidden messages, and use the needed information effectively (Pacific Policy Research Center, 2010). Thus, the main skills that people need are critical thinking and problem solving. These skills allow readers to effectively analyze and evaluate evidence, arguments, claims, beliefs, and points of view. Also, it helps readers to synthesize and make connections between information and arguments, along with Interpreting information and drawing conclusions based on the best analysis (Partnership for 21st Century Skills, 2009). Furthermore, these skills allows readers to raise question about authenticity, validity, and reliability of the reading texts when we they face with diverse and abundant information choices, and allows them to judge whether the given information is

trustworthy, including preparing them for increasingly complex life and work environments in the 21st century (Pacific Policy Research Center, 2010).

Therefore, critical reading generally requires critical thinking skills together with knowledge and experience of learners in order to evaluate and analyze the reading texts. In doing critical reading, readers need to use critical thinking ability to evaluate the information, judge the purpose of the author when reading texts, and determine whether the given information is trustworthy or not. Without critical thinking, readers will not be able to understand the texts fully, and not be able to decide, or judge which viewpoints are worth accepting (Kurland, 2010; Pohtong, 2012; Tung, 2009).
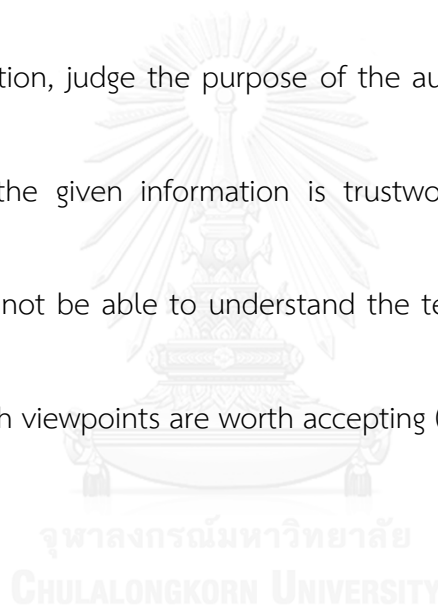
Critical reading ability is specifically significant and required for Thai students, as stated in the Basic Education Core Curriculum B.E. 2551 that one of the key competencies upper secondary school students aimed to achieve is the ability to think critically (Ministry of Education, 2008). It stated that students need to understand, interpret, convey meaning and elaborate on what has been read; analyze and criticize their readings; logically express disagreements and present new

ideas from the readings; synthesize, evaluate and apply knowledge and thoughts

from their readings for self-development and educational and occupational

development; and apply knowledge and thoughts for problem-solving in life.

Students must be evaluated and must pass all the criteria prescribed by the

educational institutions regarding reading and critical thinking.

Nevertheless, there has been evidence that Thai students still have difficulty

regarding reading skills. In B.E. 2552, Thai students had been evaluated as low reading

skills by the Program for International Student Assessment (PISA), an international

assessment organization that measures 15-year-old international students' reading,

mathematics, and science literacy every three years. The results showed that 42.8%

of Thai students were in level 1 in reading skills (students were able to read, but

could not find main ideas), and 37% of Thai students were in level 2 in reading skills

(students were able to comprehend the texts that did not require evaluation skills).

Only 20.2% of students were above level 2. This meant that lower than 50% of the

students reach level 3 to level 5, which allowed them to evaluate the text critically

and apply knowledge in real-life situation. When compared with the results from the

previous years, it was found that the reading skills of Thai students were continuously declined. Furthermore, the resulting scores regarding reading skills of PISA indicated that students had reading difficulty in 3 aspects, which are access and retrieve, integrate and interpret, and reflect and evaluation (The Institute for the Promotion of Teaching Science and Technology, 2012).

Similarly, educators in foreign countries have concerned about the low level of student's reading and critical thinking abilities (Gray, 2005). A large number of upper secondary school students appear to be unable to read critically or comprehend reading texts at critical level (ACT, 2006). Bosley (2008) stated that high school normally teaches students to read for receptiveness and to read only for information. Many students have not been taught to read actively or critically in order to build knowledge while they read, and have not learned to encounter the texts with a questioning mind that encourages them to make assumptions. Students often read at surface, or literal level, and tend to accept the ideas or information from the reading texts without analyzing or thinking critically.

It is shown in the studies of Pohtong (2012) and Dechawongse (2013) regarding Thai students that Thai upper secondary school students do not engage in learning activities emphasizing on analyzing, synthesizing, and evaluating as labelled in the Basic Education Core Curriculum B.E. 2551. They pointed out that the reading instruction that teachers used in the classroom did not focus on learners, and emphasizes on theory instead of real practice. Also, the learning and assessment focus heavily on the literal understanding and the ability to pass the exam, instead of promoting real-life practice Furthermore, the materials in reading classes are not interesting, and only offer stories that lack of potentiality to encourage students to read and think critically (Tantichart, 2014).

One type of the reading texts reported by several studies that students are generally interested to read includes reading texts which are literatures (Berardo, 2006; Khatip, 2011; Van, 2009). The studies suggested bringing literature to use as the reading texts for the students in order to help promoting critical reading ability. Khatip (2011) claimed that literature should be one of the teaching tools used in critical reading instruction. It can promote positive aspects towards reading in many

ways. First, literatures are enjoyable and motivate students to read further (Khatip, 2011). Second, literature provides figurative language, which allows students to use critical thinking in order to interpret and evaluate the text. Also, literature represents various aspects of language learning such as syntax, lexis, and pragmatic, which reflects the authentic dialogue used in real life (Berardo, 2006; Khatip, 2011; Van, 2009). Furthermore, literature enables learners to change perceptions and attitudes including promoting cultural awareness. Since literature consists of diverse themes, characters, and storylines, it gives opportunities for learners to see and understand real-world situations (Ghosn, 2002; Van, 2009). Last, Literature helps promoting critical thinking ability among language learners. It provides the opportunity for children to question, interpret, connect, and explore including involving students in problem-solving tasks in order to solve conflicts through the imaginary characters in invented critical situations in the stories. Students are challenged to identify conflicts in serious circumstances when they are elaborating on different themes, plots, characters, symbols, and point of views that enable them to think critically (Ghosn, 2002; Khatip, 2011; Van, 2009).

Therefore, the current study used literature as the reading texts for teaching critical reading. It investigated on how much Critical Reading Instruction Using Literature can help improve students' critical reading ability. The study focused on examining the students at the level of upper secondary students, since the students at this level were specified to have critical reading ability according to the Basic Education Core Curriculum B.E. 2551. Also, the students at this level were going to take the critical reading test in the Thai national general aptitude test (GAT) as their entrance examination. In addition, the present study investigated students' opinions toward the instruction.
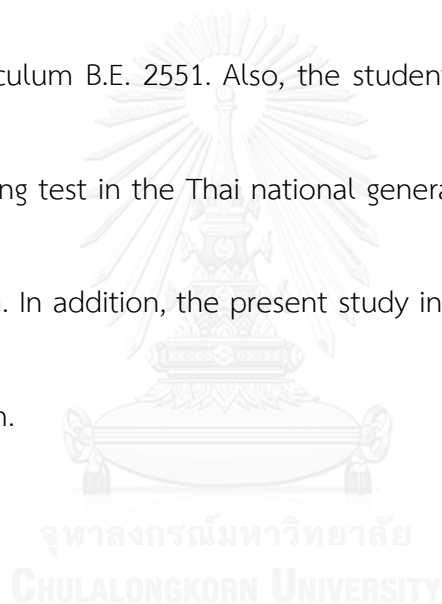
Research Questions

The following are two research questions that were explored in the study:

1. To what extent can Critical Reading Instruction Using Literature improve critical reading ability of upper secondary school students?

2. What are students' opinions toward Critical Reading Instruction Using Literature?

Objectives of the Study

The objectives of this study were as the following:

1. To examine the effects of Critical Reading Instruction Using Literature on the critical reading ability of upper secondary school students.

2. To examine the students' opinions toward Critical Reading Instruction Using Literature.

Statement of Hypotheses

Previous studies have claimed that literature used in English language classroom can promote critical thinking and reading ability. As Khatip (2011) found in his study that literature allows students to use critical thinking when reading. Since literature requires readers to recognize patterns within text, therefore it helps readers relate those patterns to other texts and their experience. Reader, then, must analyze, compare, contrast, explain, infer, and work with facts and ideas with the stories in order to understand the text. Similarly, Carter (2013) claimed that literature consisting of figurative languages requires readers to interpret implied messages, use inference in order to find main ideas, reveal the tone or mood of the situations. Also, literature promotes cultural awareness, which requires readers to judge the similarities and differences between cultures (Van, 2009). Therefore, these characteristics of literature can help promoting reading ability in English language classroom.

Therefore, the statements of hypotheses of the current study were as follows:

1. The post-test mean scores on the critical reading ability of upper secondary school students would be higher than the pre-test mean scores at the significant level of 0.05.

2. Students would have positive attitude toward Critical Reading Instruction Using Literature.

Scope of the study

1. The population of this study was upper secondary school students from Thai private school in Bangkok.

2. The sample of this study was 55 MathayomSuksa Six (Grade 12) students of Assumption College Thonburi who enrolled for the course of Thematic English, first semester, Academic Year 2015

3. The variables of this study were as followed:

The independent variable was critical reading instruction using literature;

The dependent variables were critical reading ability.

Definitions of terms

1. Critical reading refers to reading at literal comprehension and critical comprehension. Critical reading allows readers to interpret and evaluate the reading text. Critical reading also included the ability to apply and solve problem based on personal experience.

2. Literature refers to reading text that uses as materials for teaching and learning English language skills. Literature has various genres such as adventure, fable, and journal. Literature consists of figurative languages such as simile and metaphor that allow readers to interpret and evaluate the hidden meanings. Literature also motivates students to read, promotes cultural awareness, and enhances critical thinking.

3. Critical Reading Instruction Using Literature refers to reading instruction that uses literature. The literature, which is selected according to students' preference in context genre, consists of three genres: adventure, fable, and mystery. The instruction consists of four steps: *Previewing, Understanding, Evaluating,* and

Applying. *Previewing* is to activate critical thinking by reading titles and illustrations along with posting questions. *Understanding* is to promote literal comprehension skill, which is separating information (i.e. identify main ideas, identify supporting details, and find context clues). *Evaluating* is to promote interpretation and evaluation skills by drawing inference, distinguishing facts and opinions, and determining author's purpose and tone. Finally, *Applying* is to relate the situation from reading to students' personal experience.

4. **Critical reading ability** refers to the ability to read with for interpretation and evaluation. Critical reading ability includes reading at literal comprehension and critical comprehension, which are drawing inference, distinguishing facts and opinions, and determining author's purpose and tone. Critical reading ability leads to the ability to apply and relate situation based on personal experience. The critical reading ability is shown by students' scores given before and after instruction.

5. **Upper secondary school students** refer to students who are in Grade 12, or are equivalent to Mathayom Suksa Six students, and are studying at Assumption

College Thonburi School, which is the private school under The Basic Education Core

Curriculum B.E. 2551

CHAPTER II

LITERATURE REVIEW

In this chapter, literature used in English language classroom is discussed together with the benefits of using literature in English language classroom. Also, the critical reading instruction in English language classroom is explained along with the definition and characteristic of critical reading ability. Finally, the relationship between critical reading and the use of literature is also provided.

Literature used in English Language Classroom

Literature refers to reading text that tells a story, dramatize a situation, express emotion, analyze and advocate ideas, which help readers grow personally

and intellectually (Federle, 2014). Drucker (2014) classified literature that is normally

used in the classroom into 5 genres, which are poetry, drama, prose, nonfiction, and

media. Poetry is often considered the oldest form of literature, and usually consists

of rhymes, counting syllables, and lines. Drama refers to any text meant to be

performed. Prose is the genre of literature read most often in English classrooms. The

most typical varieties of prose are novels and short stories, while other types include

letters, diaries, journals, and autobiography in nonfiction. Nonfiction is a type of prose

of which the purpose is to pass on information and educate the reader about certain

facts, ideas, and/or issues. Media is the newest genre of literature that has been

defined as a distinct genre. The samples of media are such as movies and films,

websites, commercials, billboards, and radio programs. Furthermore, other types of

literature are oral literature, folklore/folk tales/fables, graphic novels, and comic

books.

The idea of using literature for developing critical reading ability is supported by

various researchers in the field of reading (Arya, 2005; Khatip, 2011; McMillan, 1988).

McMillan (1988) and Khatip (2011) strongly supported the return of literature to the

classroom in order to help teaching critical reading to children in the early grades.

They stated that through the posing of dilemmas and characters in the controlled

setting of school, open discussions of alternatives and predictions can occur, and

teachers can assist children in developing the ability to think both critically and

ethically. They also pointed out that critical reading readiness can be developed

early since kindergarten level through questions, games, and other activities.

Moreover, literature is a good medium for critical thinking enhancement among

language learners. Literature has a crucial effect on the development of critical

thinking because literature requires the reader to recognize patterns within text, and

therefore it helps learners relate those patterns to other texts, and their experience.

When reading literature, learners are required to think critically in order to

differentiate facts from opinions; understand the hidden messages and narrative

tones; find out the relationship or connection between the actions or circumstances;

infer the relationship from the details; make moral reasoning and fair judgments; and

most importantly, apply what they learn in their real world situations (Pirozzi, 2008;

Tung, 2009). These activities require critical thinking so that students can understand

multiples perspectives (Hutavadhana, 2008; Khatip, 2011).

In addition, literature relies heavily on the use of figurative languages. Figurative language is a way of describing something that makes sense on an imaginative level but not on a literal level. Figurative language is usually surprising, because it equates to unlike objects based on some common quality (Carter, 2013). The most frequently encountered types of figurative expressions are similes, metaphors, personification, and symbols. Literature consisting of figurative languages requires readers to interpret implied messages, use inference in order to find main ideas, and reveal the tone or mood of the situations. Also, figurative languages involve mental images, which function to provide the vivid images in the mind of readers. The readers need to compare and differentiate between two things, for example, 'The man is a tiger when it comes to business', from this sentence, the word 'tiger' represents power and aggression according to western culture. Thus, the readers need critical interpretation and critical thinking when reading literature. These skills are the main elements of critical reading (Carter, 2013).

Furthermore, literature is full of vocabulary, dialogue, and composition (Van,

2009). Even though literature consists of figurative languages, which reflect imaginary world, it is also concerned with language types that provide authentic samples of language in real life. Therefore, when literature is used in English language classroom context, learners are exposed to actual language samples of real life. In reading literary texts, since students are dealing with English language reflected in the story events, they become familiar with different linguistic forms, communicative functions and meanings of situational uses of English language. (Ghosn, 2002; Hismanoglu, 2005; Shrestah, 2008). Thus, it is believed that syntactic knowledge and vocabulary enrichment can be promoted through literary texts (Khatip, 2011). Therefore, literary texts are the major sources where complex structures such as dangling structure, inversion, subjunctives, etc. occur. On the other hand, vocabulary knowledge can be expanded through considerable exposure to literary texts, which treat both formal and informal language (Khatip, 2011).

In addition, literature can promote cultural and intercultural awareness. Literature deals with universal concepts, such as love, hatred, death, nature, etc. that are common to languages and cultures, the similarities and differences among

languages and cultures can further student's understanding of the whole world. All

literatures provide a way to imagine human potential. In its best sense, literature is

intellectually provocative as well as humanizing, allowing to use various angles of

vision to examine thoughts, beliefs, and actions (Langer, 1998; Maley, 1989; Van,

2009). When reading literature, readers are exposed to variety of culture and sub-

cultures within the given society, so readers learns about the past and present about

people's traditions and customs along with understanding the similarities and

differences between people's culture (Hutavadhana, 2008). In addition, literature can

bring about changes in the attitudes of the learners, and foster emotional

intelligence, because literature allows students to reflect on their lives, learning, and

language, since literature provides opportunity for children to question, interpret,

connect, and explore (Ghosn, 2002; Langer, 1998). It is pointed out that literature

consisting of multi-culture could be a source of input that causes students to

evaluate the validity of their beliefs and actions. It can be the vehicle that allows

students to share the thoughts, feelings, and life experiences of others, for instance,

as readers read a reading text and notice the characters, readers have to think and

respond to each character's motivation by developing questions such as 'Why did she do that?', or, 'What makes her become like that?' (Tantichart, 2014).

Not only literature can be used in English language classroom in order to promote creative thinking and reading ability (Khatip, 2011; Short, 1986), but literature is also motivating and enjoyable because of its meaningful and interesting context (Ghosn, 2002; Van, 2009). Literature also involves in things that are interesting in nature. Stories provide us with something more significant than dry drill-teaching. In addition, motivation is one of the elements that drives learners to study further, and it will be achieved when student are exposed to what they really enjoy. There are evidences showing that the students are highly motivated when they are exposed to literary texts for language learning purpose (Khatip, 2011; Maley, 1989).

According to Tantichart (2014), they had found that literature could help promoting critical reading ability in Mathayom Suksa Four students. Their research suggested that literature encouraged students to read and be enjoyable including promoting critical thinking. Furthermore, students were able to use their previous experience and relate to the reading story, which was the important skill that

students need to practice in order to develop critical reading. In addition, the result

also found that classroom activities used when teaching literature such as 'Word

Wizard' (finding context clues), 'Summarizer' (summarizing the reading story), 'Artful

Artist' (predicting the story through illustrations), 'Passage Poker' (expressing opinion

toward reading story), 'Question Asker' (questioning and answering questions

regarding the reading story), and 'Connector' (applying story in real life) could help

promoting critical reading ability. Furthermore, Chontavee (2003) also reported the

use of adolescent literature in order to improve the critical reading ability of

Mathayom Suksa One students that when students read literature that they were

interested in, were instructed by effective tools and techniques, and were trained

reading regularly for approximately fifteen times, students' critical reading ability

would be able to improve.

　　　　To conclude, literature refers to a reading text that consists of various kinds of

stories. Literature consists of figurative languages, complex English structure, and

vocabulary, which can promote creative thinking and reading ability. Moreover,

literature can also promote cultural and intercultural awareness, which allows

readers to think critically in order to differentiate between similarities and differences, and share thoughts including life experience. Lastly, literature is motivating, which can encourage readers to read further.

Critical Reading Instruction

Critical reading is the process of reading that goes beyond just understanding a text. Critical reading requires readers to have interpretation and evaluation skills. The early emphasize of critical reading instruction is to uncover the ideas and information within the text, and to transfer information from the text into the consciousness of readers (Huijie, 2010).

Therefore, critical reading instruction deals with the use of schema theoretical research. The schema theoretical research suggests that readers should not focus on linguistic or grammar aspects, instead, readers should use personal experience and background knowledge in order to interpret and make inference. Successful reading

requires readers to integrate appropriate knowledge with the cues of author in order

to apply in real-life situation. Therefore, critical readers must understand the

schemata, readers need to bring what they read, and figure how to broaden it. This

means that readers should have questioning mind, and should be able to relate the

text to their own experiences (Lyman, 1990).

Furthermore, critical reading instruction is aimed to develop three aspects,

which are linguistic, conceptual or critical, and cultural. The linguistic aspect is aimed

to help students comprehend the meanings embedded in the texts involve as

indicated by the way language is used. By drawing on grammatical knowledge,

students are encouraged to reflect on the effect of language choice. In developing

conceptual or critical abilities, a critical reading instruction is aimed to develop an

ability to go beyond the text and to develop convincing argument around it. For this

purpose, the importance of talking around the text is emphasized because it

provides the opportunity to discuss the implications of what is described in the text.

In regard to the cultural purpose of the critical reading instruction, the aim is to

promote insights into cultural assumptions and practices, and similarities and

differences across national boundaries (Wallace, 2003).

In addition, Kern (2000) discussed seven principles that are central in his critical reading instruction. He suggests that those principles involve interpretation of both authors and readers' view, collaboration between the author and reader, cultural awareness, knowledge regarding cultures, problem solving to figure out relationships between words, meaning, texts and real/imagined worlds, reflection and self-reflection on language and its relations to the world and readers themselves, and knowledge of how language is used in spoken and written contexts to create discourse.

Also, critical reading instruction deals with the use of strategies and techniques like developing questions prior to, during, and after reading. It is also suggested that critical reading involves the use of questions because questions help students focus and improve their understanding (Pirozzi, 2008). Therefore, types of questions used in critical reading instruction are provided. There are various types of questions that should help students organize, develop, and express their ideas in critical reading instruction. Questions are divided into four categories, which are cognitive memory

questions, convergent questions, divergent questions, and evaluation questions. The cognitive memory questions are yes-or-no question type that allows students to recall facts from the text. The convergent questions ask students to explain, express in another mode, state relationships, compare and contrast, or solve a problem. The divergent questions ask students to infer, reconstruct, predict, hypothesize, solve a problem, or invent or design. The evaluation questions ask students to judge, value, defend, or justify a choice or solution. In addition, it is suggested that teacher should use a questioning sequence. The most logical sequence is the one that starts with questions of fact, moves through questions requiring convergent thinking, and concludes with questions requiring divergent or evaluative thinking. The cognitive memory and convergent thinking must come first before divergent and evaluative thinking because in order to make a critical judgment, students must be able to relate the facts of the story first (Barnes, 1979; The National Research Center on English Learning & Achievement, 2010).

Not only using various types of questions in critical reading instruction, but critical reading involves the understanding of the reading text in literal level. Spache

(1984) categorized reading into three levels, which are literal comprehension, critical comprehension, and affective comprehension. The literal comprehension focuses on locating main ideas, supporting details, as well as the structure of written material, whereas critical comprehension requires readers to analyze, criticize, react, and understand the text more deeply, and affective comprehension is the readers' reaction to what they read at the literal and critical levels of understanding. They also describe that literal comprehension is the basic to critical comprehension and affective comprehension. In order to achieve interpretation and evaluation skills, readers are required to understand the text in literal level. Therefore, readers must also achieve ability to separate important information. The activities used to achieve this ability are separating main idea, distinguishing supporting detail, and finding context clues (Pirozzi, 2008; The College Level Academic Skills Test, 2007)

In addition, critical reading instruction deals with the use of critical thinking. Critical thinking is a process of thinking to observe, analyze, evaluate, and provide reasons, which helps to stimulate higher level of thinking in individuals, and enable them to make up reasonable decisions, and solve problems effectively (Ennis, 1985;

Pirozzi, 2008; Scriven, 2003). Critical thinking when reading involves identifying the line of reasoning in the text, critically evaluating the line of reasoning, questioning surface appearances and checking for hidden assumptions or agendas, identifying evidence in the text, evaluating the evidence according to valid criteria, identifying the writer's conclusions, and deciding whether the given evidence supports these conclusions. Similarly, Norris (1987) explained that critical thinking is the process which the reader uses to comprehend, because it provides a means of explaining the ability to work out ambiguous text by generating alternative interpretations, considering them in light of experience and world knowledge, suspending decision until further information is available, and accepting alternative explanations. In addition, prior knowledge plays a significant role in order to establish connections between critical thinking and critical reading. An individual's familiarity with the subject matter of a text plays an important part in the person's performance on thinking tasks. If learners do not have former knowledge, they will not be able to build meaning from the reading texts, therefore, they will not be able to draw inference and conclusions (Norris, 1987; Yu-hui, 2010). Moreover, the characteristics

of critical thinking include flexibility, clear purpose, organization, time and effort, asking questions and finding answers, research, and coming to logical conclusion. These are skills necessary in critical reading that teachers should foster their students to have in their critical reading instruction (Pirozzi, 2008).

Thus, in critical reading instruction, students must be treated as thinkers and should be required to share their response in their reading, discussing and writing. They should be allowed to raise questions, to introduce new ideas, to hear others, and to think beyond their interpretation. Furthermore, teachers should use questions to provoke ideas, and students should learn to raise questions to explore meanings and possibilities. These questions might focus on motives, relationships, or feelings. It is also stated that generating question is a desirable behavior, which indicates that students are considering and exploring uncertainties of literature. Also, group discussion should be used in the classroom to promote understanding. After initial reading, students need to discuss the ideas among friends so as to explore further possibilities by reworking their interpretations, raising questions, making connections and gaining deeper understandings. Both teachers and students' ideas always change

during the discussion. Therefore, discussion within the classroom allows both teachers and students to explore their multiple interpretations, to challenge both one' own and others' ideas, and to reach better understanding of the complexities of that text.

Three factors to consider regarding developing critical reading skills are classroom environment, the teachers' role, and the students' role (The National Research Center on English Learning & Achievement, 2010).

Classroom environment is one of the significant factors in developing critical reading ability. Teachers should create an atmosphere, which fosters inquiry. Students should be urged to develop questions, make predictions, and organize ideas, which support value judgments. A classroom environment, which is student - centered fosters students' participation in the learning process. Learning that is both personal and collaborative encourages critical thinking, which leads to critical reading. Students who are reading, writing, discussing, and interacting with a variety of learning materials in a variety of ways are more likely to become both critical thinkers and

readers (Collins, 1993; Khatip, 2011; The National Research Center on English Learning

& Achievement, 2010).

Teachers' role is another factor in developing critical reading ability. Teachers

play the important role as teachers are facilitators who provide guidelines to

students to think deeply and develop questions. Research has shown that teachers'

questions are the most important aspect of the classroom language, and help

generate students' thinking. Questions circumscribe the mental operations, which the

students can perform. Furthermore, when teaching critical reading instruction using

literatures, selecting and using texts that challenge or promote ideas different from

their own can be difficult for teachers. Teachers may use texts to unintentionally

promote their own comfortable and familiar cultural values. Therefore, teachers

should select texts that are suitable to student, and heighten their interest. (Taba,

1964; The National Research Center on English Learning & Achievement, 2010).

The last factor to consider in developing critical reading ability is the

students' role. The role of background knowledge and the student's ability to draw

upon it are essential to critical learning. It is not an easy task to incorporate higher

level thinking skills into the classroom, but it is a necessary one. For students to

participate in the society in which they live, they must have experiences, which

prepare them for life. In order to become critical readers, it is essential that students

need to be active learners who learn to value their own thinking, to compare their

thinking and their interpretations with others, and to agree and disagree on the issues

with suitable solutions (Langer, 1998; McVee, 2004; The National Research Center on

English Learning & Achievement, 2010).

Carter (2013) also provides various activities used in critical reading instruction.

These activities are overviewing and previewing by setting a lot of questions before

reading, understanding the text by using context clues, identifying topic, supporting

details, and patterns of organization, including summarizing and paraphrasing after

reading, and evaluating the text by understanding figurative languages.

In addition, Pirozzi (2008) proposed various activities in critical reading

instruction. First are the overviewing and previewing activities. These two activities

share the same purpose, which is aimed to familiarize learners with the text by skim

reading and developing questions. Learners are provided topics and illustration in

order to develop questions and predict answers using critical thinking and their own

experience. Second, several techniques in order to separate important information

and uncover central message are proposed by highlighting and underlying the text,

summarizing and paraphrasing. These skills enable learners to comprehend the text

clearer, and prepare learners for further activities to achieve interpretation and

evaluation skills. Then, the activities, which are drawing inference, distinguishing facts

and opinions, and determining purpose and tone are provided in order to help

learners read the text critically. Drawing inference requires learners to understand the

hidden messages within the text, or understand what the author has implied.

Distinguishing fact and opinion requires learners to "consider its accuracy, its source,

and author's motivation before they make a decision" (p.398). Recognizing author's

purpose and tone helps learners understand the reason of writing and attitude or

feeling of the author, and in order to determine purpose and tone, learners should

be able to uncover bias and draw inference. These skills require learners to use

interpretation and evaluation skills by developing questions, using critical thinking,

and using personal knowledge and experience. Finally, the solving problem activity is

provided. This activity requires critical thinking and enables learners to handle the complexities of life. Learners can put themselves in stronger position to come up with the best solution. Therefore, five-step approach is provided in order to help readers apply the method in their everyday life. The five-steps approach consists of: first, identifying the problem; second, gathering information and determining if the problem can be broken down; third, thinking about possible solutions and weighing the advantages and disadvantages of each, fourth; choosing a possible solution; fifth, checking back on the problem and the possible solution.

Furthermore, The National Research Center on English Learning & Achievement (2010) provides possible sequences for guiding during critical reading instruction using literature as follows:

First, teachers ask students to read the text and respond. Teacher may write down thoughts and questions that are interesting to raise questions.

Second, after students finish reading, teacher asks students regarding their impression within the reading text.

Third, teachers continue to keep readers' ideas and questions at the center of

the discussion, exploring possible interpretations and seeking deeper ones by encouraging students to respond to one another and build upon what others have said by building on initial impressions, Using uptake, or picking up on what is said, Asking for clarification, Making connections, Encouraging multiple perspectives, and Taking a critical stance.

Finally, after finishing the discussion, teacher can raise another topic to discuss with students.

To conclude, critical reading is the process of reading in order to achieve interpretation and evaluation skills. Critical reading instruction is aimed to develop three aspects, which are linguistic, conceptual or critical, and cultural. The three important factors in developing critical reading are classroom environment, which should fosters inquiry and group discussion, teacher's role, which is facilitator and provides guidelines to students throughout the instruction, and student's role, which should be treated as thinkers and should be required to share their response in their reading.

Critical reading ability

This section presents the review of literature regarding critical reading ability. First the definitions and characteristics of critical reading ability are addressed and its benefits to learners would be mentioned as follows.

Definition and Characteristic of Critical Reading Ability

There are various definitions of critical reading ability. First, critical reading ability is regarded as the ability to read with analysis and judgment. This ability requires the communication between readers and writers, and usually created a new understanding (Huijie, 2010; Spache, 1984). Similarly, critical reading ability is also defined as the ability to use judgment based on previous experiences. Learners are required to explain figurative languages and to identify basic logical conclusion and emotional appeal (Garrigus, 2002; Huijie, 2010). Moreover, Pirozzi (2008) also provided definition regarding critical reading ability as a very high –level of comprehension that

uses interpretation and evaluation skills that enable learners to draw inference, separate important information, distinguish between facts and opinions, and determine authors' purpose and tones in order to go beyond what is stated explicitly, fill in the gaps, and come to logical conclusions.

In addition, Garrigus (2002) categorized critical reading ability into two levels, which as basic critical reading ability and high-level critical reading ability. The basic critical reading focuses on paragraph analyzing, while high-level critical reading focuses on making inference and evaluating. Basic critical reading skills refer to the ability to: distinguish topical organization from organization by ideas; finding the main idea of paragraphs; identifying idea patterns of organization; and recognizing transitions that signal relationships among pattern elements and supporting details. High-level critical reading skills require students to: draw inference; synthesize two or more sentences to formulate divided main ideas; distinguish fact and opinion; evaluate evidence; explain figurative languages; and identify basic logical fallacies and emotional appeals.

The characteristics regarding critical reading ability consist of having purpose and setting goals, asking questions and finding answers, monitoring progress in reaching reading goals, reading flexibly by looking forward or checking back the text if necessary, allotting time and effort, adjusting reading rate to difficulty level, relating new information to previous knowledge, and coming to logical conclusion (Garrigus, 2002; Huijie, 2010; Pirozzi, 2008).

In addition, Pardede (2012) also discusses four important characteristic of critical reading ability as follows:

First, critical reading ability required readers to understand author's message. By achieving this characteristic, readers must approach the reading with open-mind and willingness to accept new ideas and other point of views. Readers must avoid using biases or prejudices. Otherwise, readers need to comprehend the text, question, reflect, and react to the text with their own knowledge and experience.

Second, critical reading ability is a high-level of comprehension skill. This skill requires readers to go beyond the literal understanding. Therefore, critical readers should read between the lines and determine the meaning of the author. Also,

readers need to think for themselves in order to detect the biased viewpoints and come to their own logical conclusions.

Third, critical reading ability requires readers to interact with the author. Readers must understand the writer's message, question it, and react to it in terms of his own knowledge and experience. They are probing, comparing, and reflecting as they think along with the author about the ideas that have been given. Because of this interaction, readers have not only absorbed the writer's thoughts, but also adapted them in their own background and everyday life.

Finally, critical reading ability requires wide knowledge. The more experiences and information critical readers have concerning a subject, the better qualified they are to read it critically. Readers need to have the knowledge they are going to criticize and become familiar with the text so that they can detect misleading statements, make comparisons, and be aware of significant omissions.

In addition, Razaghi (2011) pointed out the benefits of critical reading ability that: first, it enables students to analyze the context in deeper level, therefore, students gain deep understanding and enable to engage with the text; second, it

enables students to connect the reading text to their personal experience, concepts, and ideas; third, it helps students gain confidence in providing reasonable feedback. Similarly, Pirozzi (2008) has stated the importance of critical reading that it can help readers to evaluate textbook material and other types of reading, to uncover motivations and assess arguments, to consider options, products, advertisements and commercials, and to judge policies and programs offered by the various levels of government.

In order to assess critical reading ability, The College Level Academic Skills Test (CLAST) is one of the tools used to assess critical reading ability. The test is used among upper secondary school students who are applying for university in the United Stated such as Florida University. The reading section of CLAST measures twelve specific reading abilities. Three of them belong to literal comprehension skills and nine belong to critical comprehension skills. Twelve of the questions will test literal comprehension, and the other 32 will test critical comprehension. The reading section contains a series of readings of varying lengths, but each under 500 words, followed by questions or incomplete statements test takers are expected to answer

or complete. The twelve specific literal and critical compression skills needed to

master are identified as follows (The College Level Academic Skills Test, 2007):

Literal comprehension skills are divided into three areas.

1) Recognize the main ideas/ideas in a passage

2) Identify supporting details

3) Determine meaning s of words on the basis of context clues

Critical comprehension skills are divided into nine areas

1) Recognize the author's purpose

2) Identify the author's overall organization pattern

3) Distinguish between statement of fact and statement of opinion

4) Detect bias in the passage or by the author

5) Recognize author's tone

6) Recognize explicit and implicit relationship within sentences

7) Recognize explicit and implicit relationship between sentences

8) Recognize valid/invalid arguments

9) Draw logical inferences and conclusion

To conclude, critical reading ability refers to an ability to interpret and evaluate the information given from the text. Critical reading ability requires readers to open-minded read, go beyond literal understanding, interact with author, and use former experience and wide knowledge. Therefore, critical reading ability consists of the ability to draw inference, distinguish between facts and opinions, and determine author's purpose and tone. Furthermore, learners are required to achieve literal comprehension, since it is part of critical reading. Thus, learners also need to have the ability to separating important information by separating main ideas, distinguishing supporting details, and fining context clues.
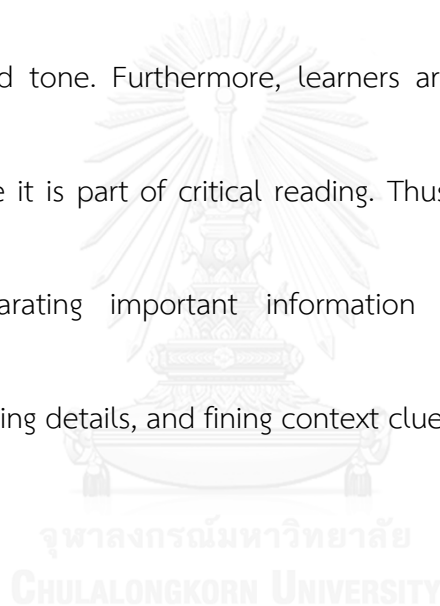
Summary

This chapter reviews theories and principles in various aspects. First, the benefits of using literature in English language classroom consist of four main categories, which are to motivate readers to read, to promote interpretation and

evaluation skills by using critical thinking and figurative language, to reflect authentic

dialogue and situations used in real life, and to promote cultural awareness. Second,

critical reading instruction is the instructional process of reading beyond

understanding. Critical reading instruction deals with the use of critical thinking,

developing questions, group discussion, and interpretation and evaluation skills,

which consist of the ability to draw inference, distinguish facts and opinions, and

determine purpose and tone. Also, critical reading requires the understanding of

literal level. Learners need to practice the ability to separate important information.

Thus, the classroom activities that help developing critical reading ability are

developing and asking questionings, finding main ideas, distinguishing supporting

details, finding context clues, summarizing, group-discussing, drawing inference,

distinguishing facts and opinions, determining purpose and tone, using graphic aids to

represent ideas, and applying in real-life situation. Moreover, students play an

important role in critical reading class, since students are required to think critically,

develop questions, discuss among groups, and use their prior knowledge in their

everyday life, which is contrasted to teacher's role that is only facilitator. Finally,

reading literature can enhance critical thinking which can benefit on critical reading ability, since literature allows learners to think critically and use prior knowledge in order to interpret and evaluate the deep meanings within the reading texts.

Therefore, the Critical Reading Instruction Using Literature in the current student adapted the term from Pirozzi (2008). The instruction is aimed to promote three critical reading abilities, which is the ability to draw inference, distinguish facts and opinions, and determine purpose and tone. The instruction teaching each ability can be divided into four stages, which are *Previewing, Understanding, Evaluation*, and *Applying*. *Previewing* stage is aimed to encourage students' motivation and enable students to be familiarize with the text by skim reading and developing questions from topic and illustration. *Understanding* stage is aimed to help learners understand the text by separating important information (finding main ideas, distinguishing supporting details, and finding context clues). *Evaluating* stage is aimed to help students improve interpretation and evaluation skills, which are drawing inference, distinguishing fact and opinion, and determining purpose and tone. The activities in this step are asking questions and group discussing. Lastly, *Applying* stage is aimed to

help students apply their knowledge based on critical reading, and solve problem in

real-life situation. The activities in this step are using critical thinking and using graphic

aids in order to represent ideas.

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the research methodology of the current study, which aims to investigate the effects of Critical Reading Instruction Using Literature on critical reading ability of upper secondary school students. The first topic to be presented is the research design of the study, following by population and samplings, instruments, and validation of each instrument. Furthermore data collection and data analysis are provided. Finally, a summary of the research methodology is explained at the end of this chapter.

Research Design

In this study, a quasi-experimental single group design was used along with pre-test and post-test of critical reading ability. The pre-test and post-test of critical
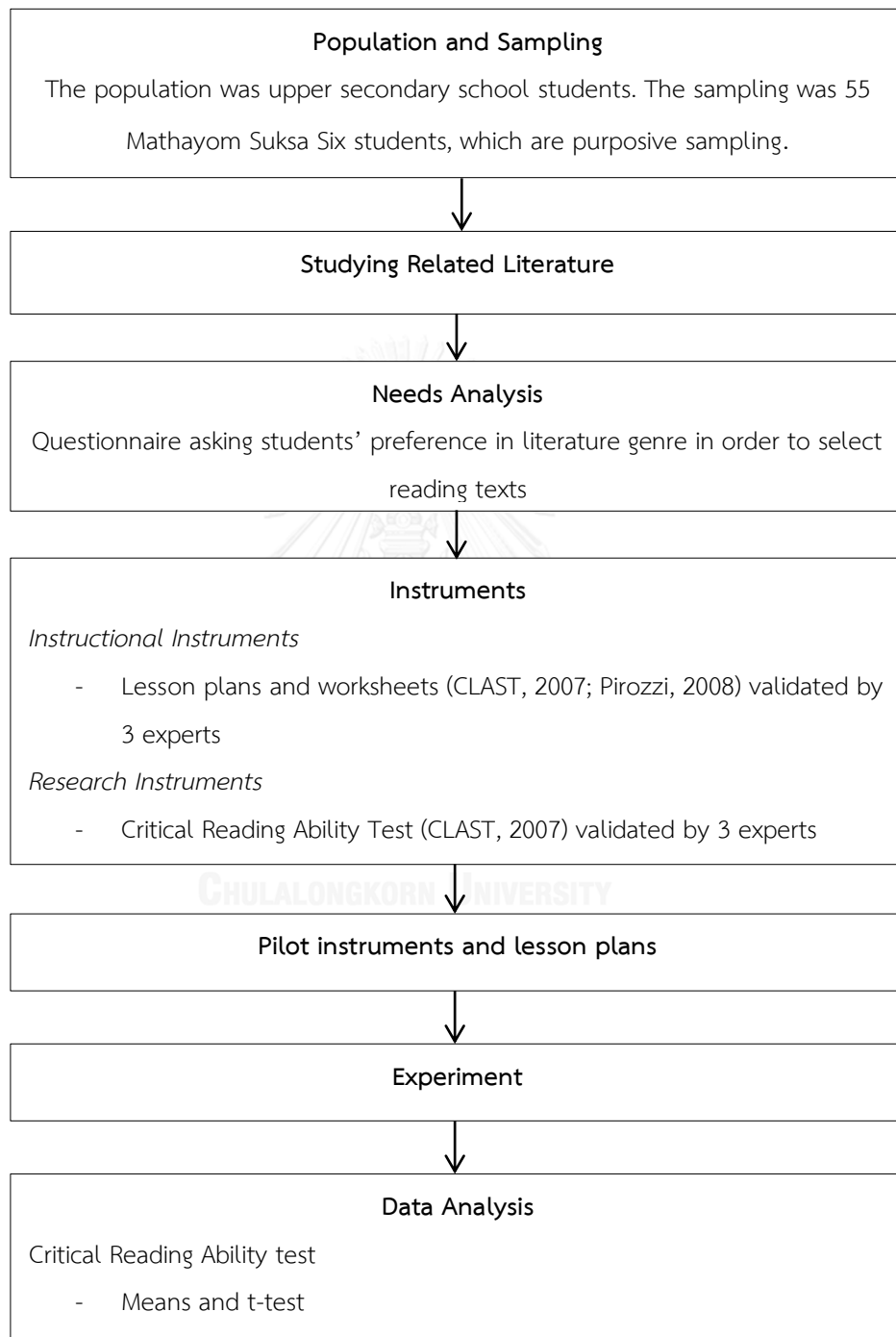
reading ability were analyzed as quantitative measurement. The research procedures

in each stage are presented in Figure 1

Figure 1

Research procedures

```
┌─────────────────────────────────────────────────────────────────┐
│                    Population and Sampling                        │
│                                                                   │
│   The population was upper secondary school students. The sampling was 55  │
│                                                                   │
│        Mathayom Suksa Six students, which are purposive sampling. │
└─────────────────────────────────────────────────────────────────┘
                                  │
                                  ▼
┌─────────────────────────────────────────────────────────────────┐
│                    Studying Related Literature                    │
└─────────────────────────────────────────────────────────────────┘
                                  │
                                  ▼
┌─────────────────────────────────────────────────────────────────┐
│                          Needs Analysis                           │
│                                                                   │
│   Questionnaire asking students' preference in literature genre in order to select  │
│                                                                   │
│                           reading texts                           │
└─────────────────────────────────────────────────────────────────┘
                                  │
                                  ▼
┌─────────────────────────────────────────────────────────────────┐
│                           Instruments                             │
│                                                                   │
│   *Instructional Instruments*                                     │
│       -   Lesson plans and worksheets (CLAST, 2007; Pirozzi, 2008) validated by  │
│           3 experts                                               │
│   *Research Instruments*                                          │
│       -   Critical Reading Ability Test (CLAST, 2007) validated by 3 experts  │
└─────────────────────────────────────────────────────────────────┘
                                  │
                                  ▼
┌─────────────────────────────────────────────────────────────────┐
│                  Pilot instruments and lesson plans               │
└─────────────────────────────────────────────────────────────────┘
                                  │
                                  ▼
┌─────────────────────────────────────────────────────────────────┐
│                           Experiment                              │
└─────────────────────────────────────────────────────────────────┘
                                  │
                                  ▼
┌─────────────────────────────────────────────────────────────────┐
│                          Data Analysis                            │
│                                                                   │
│   Critical Reading Ability test                                   │
│       -   Means and t-test                                        │
└─────────────────────────────────────────────────────────────────┘
```

Population and Samplings

The population of this study was upper secondary school students from Thai private secondary school in Bangkok. Assumption College Thonburi satisfied the selection criteria for the school is under the supervision of the Office of the Private Education Curriculum, Ministry of Education, and meets the same standards as others private school in Bangkok. The participants in the study, which are purposive sampling, are 55 Mathayom Suksa Six (Grade 12) students who enroll for the course of Thematic English, first semester, Academic Year 2015.

Context of Samples

Following are brief details regarding Assumption College Thonburi, which was selected as representative of Thai private school in Bangkok.

Founded by the Saint Gabriel foundation, and currently directed by Bro. Dr. Weerayut Boonpram, Assumption College Thonburi, which is a private Catholic school, provides education to students from grade 1 through grade 12. The school is

located in Bangkae District, Bangkok. In 1961, the school was registered as private school and has officially been recognized by Ministry of Education since then.

Based on The Basic Education Core Curriculum B.E. 2551, Ministry of Education, the school follows Ministry's guidelines in setting its curriculum and lesson plans for courses in every subject, including foreign language subject group. The school curriculum emphasizes on life skills development regarding academic, music, and sports. All students are entitled to equal opportunity of care and instruction for appropriate learning and development.

English language instruction at upper secondary school level is organized by the English Department. For students in the science program, each semester, students are required to study two English courses, which are Fundamental English and Additional English. For students in the language program, not only students are required to study both Fundamental English and Additional English, students are also required to study supplementary English courses. The supplementary courses are different according to students' grade. Students in language program are required to study English for Listening and Speaking course in grade 10, English for Writing and

Reading course in grade 11, and Thematic English course in grade 12. All English

language courses at upper secondary level provided at Assumption College Thonburi

conform to the regulations of the Office of the Private Education Commission.

In addition, the participants in the study, which are 55 MathayomSuksa Six

(Grade 12) students at Assumption College Thonburi satisfied the selection criteria

since the number in the classroom represents the average number of students in

ordinary class, and students in grade 12 are dealing with the use of critical reading

ability. The English reading examinations such as General Aptitude Test (GAT),

Scholastic Aptitude Test (SAT), and Ordinary National Educational Test (O-NET)

require students to use critical reading ability such as drawing inference, determining

whether which statement is true, and determining author's purpose and tone.

Moreover, the study can be applied to all upper secondary school students, who

study in private school, because the standards and indicators that students need to

achieve at grade 10 through grade 12 are similar. According to the strand and

indicators of foreign language subject, students grade 10 through 12 must be able to

identify the main idea, analyze the essence, interpret and express opinions from

reading feature articles and entertainment articles, provide justifications and

examples for illustration, choose the language, tone of voice, gestures and manners

appropriate to various persons, occasions and places, and use foreign languages in

analyzing and summarizing knowledge/various data for further education and

livelihood.

From the information mentioned above, it can be seen that Assumption

College Thonburi can be considered as an educational institution, which exemplifies

Thai private schools in Bangkok, Thailand.
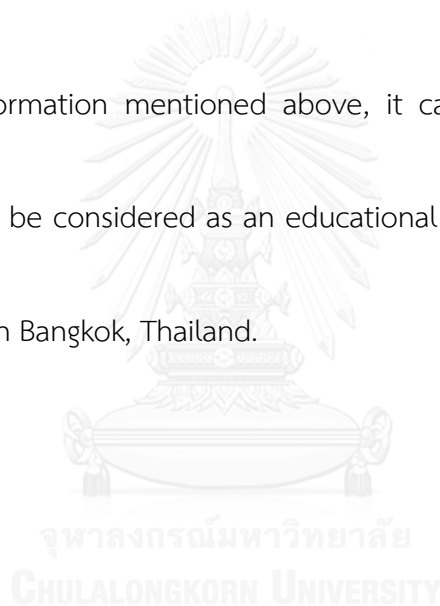
Instruments

Instruments for conducting this study consist of instructional instruments,

which are questionnaire surveys asking students' preference in context genre and

lesson plans, and research instruments, which is Critical Reading Ability Test. Finally,

the questionnaire asking students opinions toward Critical Reading Instruction Using

Literature is used to assess whether the instruction helps improving students' critical

reading ability.

Instructional Instrument

In this study, English short stories in different content genres were used as

materials to promote critical reading ability. In order to select reading text, the

questionnaire survey (see Appendix A) was adapted from Hutavadhana (2008) as a

needs analysis asking students' preference in content genres of literature. The

questionnaire was given to the participants in order to identify their favorite content

genre. Students were asked to choose ten most interesting genres under the

question "What kind of story or text do you enjoy reading? Choose ten." Literary

genres in terms of content to be selected include biography, diary and journal,

adventure, humor, heroes, fable, fairy tale, horror/thriller, mystery, drama, travel

literature, fantasy, poetry, animal stories, crime/detection fiction, historical fiction,

science fiction, and non-fiction (Adapted from Hutavadhana, 2008). Data from the

questionnaire was analyzed in percentages, showing the ten most interesting content

genres according to students' preferences. (See Table 1)

Table 1

Ranking of ten most favorite content genres and percentage from the result of the needs survey questionnaire

Rank	Content Genres	Percentage
1	Adventure	94.24
2	Fable	91.32
3	Mystery	90.26
4	Horror/thriller	88.54
5	Hero	83.23
6	Fairly tale	82.71
7	Fantasy	71.52
8	Humor	65.61
9	Crime/detection fiction	53.22
10	Animal stories	49.36

Furthermore, various short stories were reviewed by the researcher in order to select reading texts, which match students' preferences (See Appendix C). The selected reading texts are validated by three experts (See Appendix E) in order to judge whether those short stories contain too complicated cultural complexity and contain simple language that is suitable for Mathayom Suksa Six Students. The selected reading texts are The Wizard of Oz: The Cowardly Lion by L. Frank Baum, The Selfish Giant by Oscar Wilde, and The Dark Menace by Pirozzi.

Lesson Plan

In this study, Critical Reading Instruction Using Literature was designed in three units. Each unit is divided into four lessons, and each lesson takes approximately 50 minutes, which is the normal time of class period. Each units of Critical Reading Instruction Using Literature takes approximately two weeks to finish. Therefore, the whole Critical Reading Instruction Using Literature takes one month and a half. Moreover, each lesson plan was constructed based on framework of

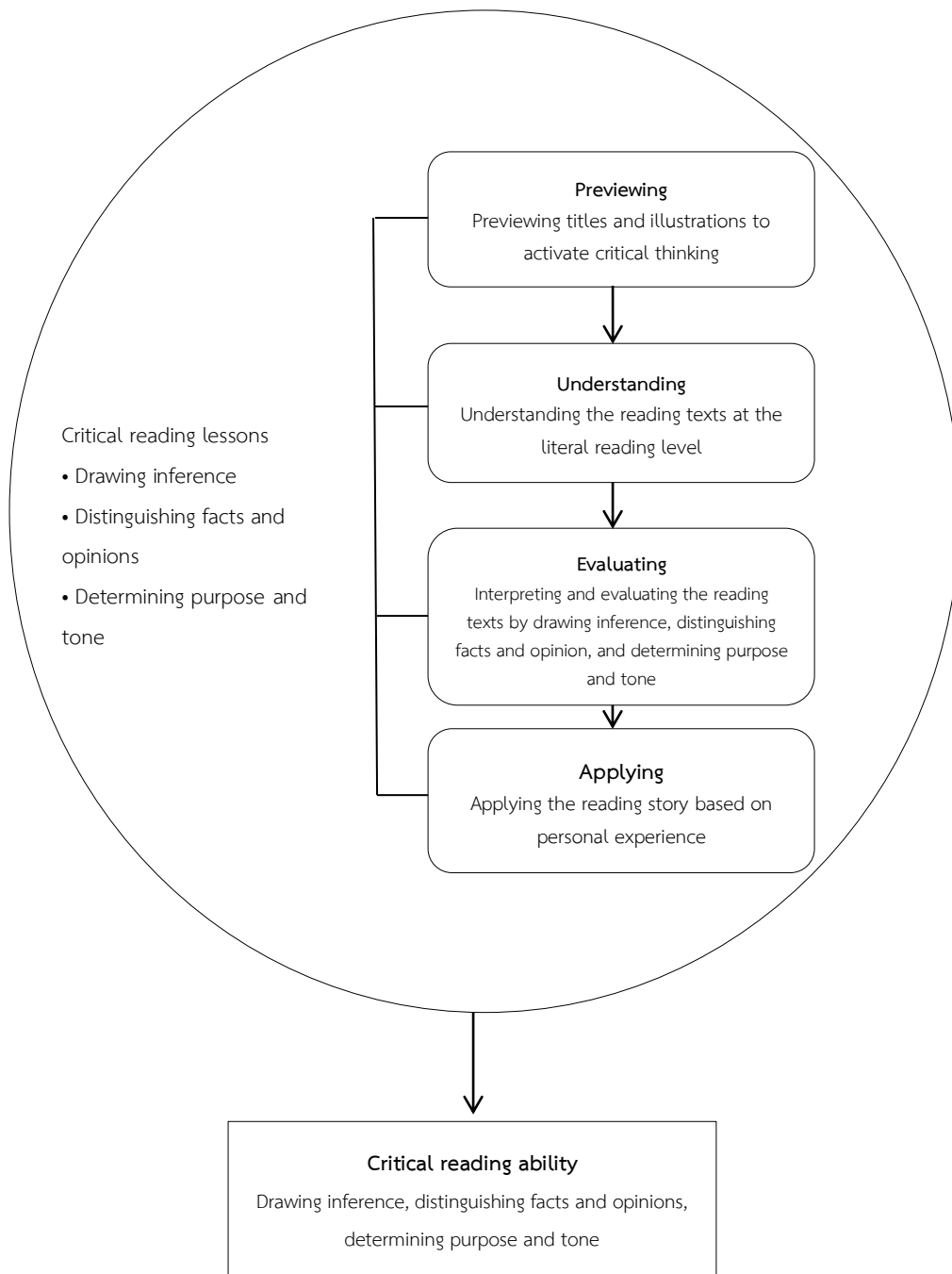Critical Reading Instruction Using Literature. The proposed framework of Critical

Reading Instruction Using Literature used in this study is presented in Figure 2

Figure 2

Framework of Critical Reading Instruction Using Literature

(Adapted from CLAST, 2007; Pirozzi, 2008)

Critical reading lessons

• Drawing inference

• Distinguishing facts and opinions

• Determining purpose and tone

Previewing
Previewing titles and illustrations to activate critical thinking

Understanding
Understanding the reading texts at the literal reading level

Evaluating
Interpreting and evaluating the reading texts by drawing inference, distinguishing facts and opinion, and determining purpose and tone

Applying
Applying the reading story based on personal experience

Critical reading ability
Drawing inference, distinguishing facts and opinions, determining purpose and tone

The Critical Reading Instruction Using Literature used three selected literature according to students' favorite literature genre, and was aimed to promote three critical reading abilities, which are drawing inference, distinguishing facts and opinions, and determining purpose and tone. Each abilities of critical reading was subsequently instructed by using four stages, which are *Previewing*, *Understanding*, *Evaluating,* and *Applying*. The terms of each stage along with the rationales were adapted from the instructional activities provided by Pirozzi (2008), and The College Level Academic Skills Test (2007). The scope and sequence of Critical Reading Instruction Using Literature are presented in Figure. 3
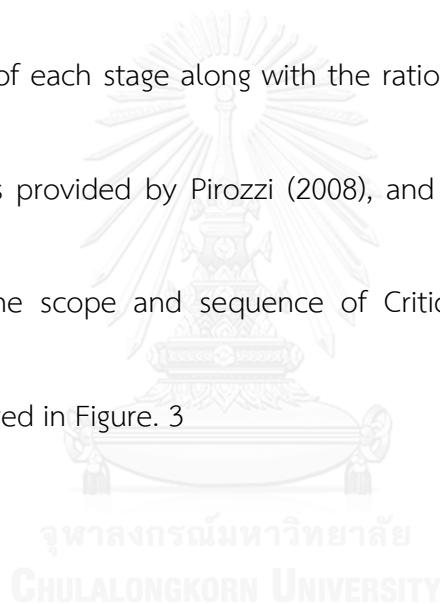
Figure 3

Scope and sequence of Critical Reading Instruction Using Literature

Unit 1			
Unit Goal	Lessons and Objectives	Stages and Rationale of Critical Reading Instruction Using Literature	Classroom Activities
Student will be able to draw inference	Lesson 1: Predict and answer the questions from picture.	*Previewing Stage* - Familiarize students with the text/heighten motivations/develop questions regarding picture of the story	Prediction and anticipation, group discussion
	Lesson 2: Identify topic, main ideas, major and minor details	*Understanding Stage* - Provide guides through the text/express opinions and provide reasons regarding the story/facilitate literal understanding	Read the text, underline or highlight the text, find context clues, group discussion, and summarize
	Lesson 3: Draw inference	*Evaluating Stage* - Clarify thinking and develop interpretation based on prior knowledge and evidence from the text/ provide guide in drawing inference	Use graphic aids to represent ideas, have a group discussion
	Lesson 4: Solve conflicts of the story	*Applying Stage* - Help students come up with possible solutions using five steps of how to solve problem.	Write or use graphic aids to represent ideas

Figure 3

Scope and sequence of Critical Reading Instruction Using Literature

Unit 2			
Unit Goal	Lessons and Objectives	Stages and Rationale of Critical Reading Instruction Using Literature	Integrated Activities
Student will be able to distinguish facts and opinions	Lesson 1: Predict and answer the questions from picture and story's name	*Previewing Stage* - Familiarize students with the text/heighten motivations/develop questions regarding picture and story's name	Prediction and anticipation, group discussion
	Lesson 2: Identify topic, main ideas, major and minor details	*Understanding Stage* - Provide guides through the text/express opinions and provide reasons regarding the story/facilitate literal understanding	Read the text, underline or highlight the text, find context clues, group discussion, and summarize
	Lesson 3: Distinguish facts and opinions	*Evaluating Stage* - Clarify thinking and develop interpretation based on prior knowledge and evidence from the text/provide assistance in distinguishing facts and opinions	Use graphic aids to represent ideas, have a group discussion
	Lesson 4: Solve conflicts of the story	*Applying Stage* - Help students come up with possible solutions using five steps of how to solve problem.	Write or use graphic aids to represent ideas

Figure 3

Scope and sequence of Critical Reading Instruction Using Literature

Unit 3			
Unit Goal	Lessons and Objectives	Stages and Rationale of Critical Reading Instruction Using Literature	Integrated Activities
Student will be able to determine purpose and tone	Lesson 1: Predict and answer the questions from picture and story's name	*Previewing Stage* - Familiarize students with the text/heighten motivations/develop questions regarding picture and story's name	Prediction and anticipation, group discussion
	Lesson 2: Identify topic, main ideas, major and minor details	*Understanding Stage* - Provide guides through the text/express opinions and provide reasons regarding the story/facilitate literal understanding	Read the text, underline or highlight the text, find context clues, group discussion, and summarize
	Lesson 3: Determine purpose and tone	*Evaluating Stage* - Clarify thinking and develop interpretation based on prior knowledge and evidence from the text/ provide guide in determining purpose and tone	Use graphic aids to represent ideas, have a group discussion
	Lesson 4: Solve conflicts of the story	*Applying Stage* - Help students come up with possible solutions using five steps of how to solve problem.	Write or use graphic aids to represent ideas

The *Previewing* stage is aimed to help students familiarize with the texts and prompt their critical thinking. Students are given topics, pictures, and illustrations, which they are required to develop questions regarding the story. They can create questions beginning with "who, what, when, where, how, and why" in order to help them connect, and be familiar with the text. The classroom activities in this stage include prediction, anticipation, and group discussion.

The *Understanding* stage is aimed to help students comprehend the text at literal level. In this stage, students are required to separate important information by finding main ideas, distinguishing supporting details, and finding context clues. Furthermore, Students should be able to find out the answers they have raised during the previous stage by reading the text and using critical thinking. Moreover, this stage prepares students for further complex stage as *evaluating* stage, because in order to draw inference, distinguish facts and opinions, and determine purpose and tone, students need to develop their critical thinking, and understand the story so that they can come to the logical conclusion.

The *Evaluating* stage is aimed to help students answer questions using interpretation and evaluation skills based on their prior knowledge and evidence from the text. The first unit of the lesson, students are required to draw inference, whereas they are required to distinguish facts and opinions in the second lesson, and determine purpose and tone in the third lesson. Furthermore, teacher should encourage students to come up with the answer by asking questions and promoting group discussion.

In the drawing inference part, students need to reasonably guess about what the author does not say based on what they say or imply. In order to make inference, students are required to think critically, and use their personal experience to comprehend what the author has implied. For the next lesson, which is distinguishing between facts and opinions, students need to use information they have gathered from the previous stage, and evaluate whether those information are reliable or factual. They need to think critically, and should not accept the information without considering the source, and correctness. In the detemining purpose and tone part, students are required to think critically regarding the texts,

and make inference based on author's background, the information itself, and how

the information is presented in order to determine author's purpose. In addition,

students are also required to look at the words or phrases that author's expressed so

that students can figure out the feeling of the author toward the given texts. The

Evaluating stage enables students to achieve critical reading ability, and enables

students to judge, evaluate, and think critically toward reading materials they have

encountered in their everyday life.

The *Applying* stage is aimed to help students solve problems and come up

with possible solutions. Students are required to solve the conflicts of the story by

following 5 steps, which are identify problem, gather information based on personal

experience and evidence from the text, think and weigh both advantages and

disadvantages, choose possible solutions, and check back on problem and possible

solutions (Adapted from five-steps approach by Pirozzi, 2008). Students also need to

write down the solutions, and think critically in order to solve problem rationally.

The sample of the first lesson plan was 'The Wizard of Oz: The Cowardly

Lion' (See Appendix F). In *Previewing* step, which took 40 minutes, students were

told regarding the background of the story and were asked to see the picture and predict the story by answering and developing questions. In *Understanding* step, which took 110 minutes, students were introduced how to find main ideas, supporting details, and context clues. Then, students were asked to read the texts, separate important information, find context clues, and summarize the texts in students' own word. In *Evaluating* step, which took 50 minutes, students were asked to draw inference and discuss the answers in the classroom (distinguishing facts and opinions was taught in the second story, and determining author's purpose and tone is taught in the third story). In *Applying* step, which took 50 minutes, students were introduced the process of solving problems. Then, students were given question as 'Choose one of the following characters in the story (Dorothy, Tin Woodman, Scarecrow, Cowardly Lion, or Toto) and identify his/her problem, what they want from the wizard of Oz, and his/her solution in life using five steps of solving problems.'. Students were asked to write short answer using critical thinking, personal experience, and knowledge of the story they had read in the previous class.

All of the worksheets were collected to examine students' improvement and participation in the classroom.

To conclude, a lesson plans in this study were constructed based on the framework of Critical Reading Instruction Using Literature. Each lesson plans included unit goals, time allocation for each step, activities with aims and procedures, and worksheets. Also, each units of the lesson required students to achieve each critical reading abilities. The first lesson was aimed to promote the ability to draw inference, the second lesson was aimed to promote the ability to distinguish facts and opinions, and the third lesson was aimed to promote the ability to determine purpose and tone. The Critical Reading Instruction Using Literature consisted of four stages, which are *Previewing, Understanding, Evaluating*, and *Applying*.

Validation of the lesson plans

To verify the lesson plan, evaluation forms for instructional aspects of each lesson plan were conducted by the researcher (See Appendix E). The lesson plans

were examined and rated in order to ensure construct and content validity. The Item

Objective Congruence (IOC) was used to calculate the scores as follows:

+1   =   Question relates to the objectives of the study

0   =   Do not sure that question relate to the objectives of

the study

-1   =   Question does not relate to the objectives of the study

The IOC index ranges from -1 to +1. Items that have an index lower than 0.5

need to be modified. The value of IOC for each test items is illustrated in Appendix

F. Results from the IOC index calculation indicated that the objectives of the units,

instructional activities, together with procedures and worksheet were assessed higher

than 0.5 of the IOC index (See appendix H). Nevertheless, comments and suggestions

from experts were taken into consideration for revising the lesson plans.

Expert A commented how to write the proper lesson plans. The lesson plans

should be concise, and should be provided with examples of explanation and

exercise.

Expert B suggested that enabling objectives should be provided in each steps of the instruction, and the goals and objectives of each unit should be revised by using more suitable words.

Expert C commented that time management should also be taken into account, and each activity in each step should be appropriate and easy to understand for students.

From the comments and suggestions of the experts above, the lesson plans were revised as followed. First, in term of writing style, the lesson plans were revised to be more concise. Unimportant information such as the general conversation between teacher and students were removed. Second, the samples of exercises in the worksheet were added in the lesson plans along with the teacher's explanation in each step, for example, teacher provides sample when explaining how to find main ideas or context clues. Moreover, each samples provided in the lesson plans were revised to be easier and more suitable so that the students were able to understand. Next, the time allocation was reconsidered in order to be more

appropriate for each step of the instruction. Last, the enabling objectives were added in each step of the instruction.

Research Instruments

Research instrument in this study was Critical Reading Ability Test. The pre-test and post-test of Critical Reading Ability Test were used for collecting quantitative data of critical reading ability. The Critical Reading Ability Test was constructed by the researcher as multiple-choice and writing. The test was developed and applied from the rationale of The College Level Academic Skills Test (CLAST) (See literature review page 45). CLAST Test measures both literal and critical comprehension. The test consists of three literal comprehension skills and nine critical comprehension skills.

However, the Critical Reading Ability Test in this study was adapted in order to be suitable for upper secondary school students. The Critical Reading Ability Test is aimed to measure three skills of literal comprehension, and four skills of critical comprehension, which are the skills to draw inference, distinguish facts and opinions,

determine author's purpose, and determine author's tone. The test consists of two

parts, which are multiple-choice and writing. The multiple-choice part measures both

literal and critical reading ability. The writing part is aimed to see whether students

can apply their knowledge from reading and solve the problem in their real life

situation. There are 20 items for the multiple-choice and one question for the

writing. The total score of the test is 25 points (See Appendix I). Table 2 shows the

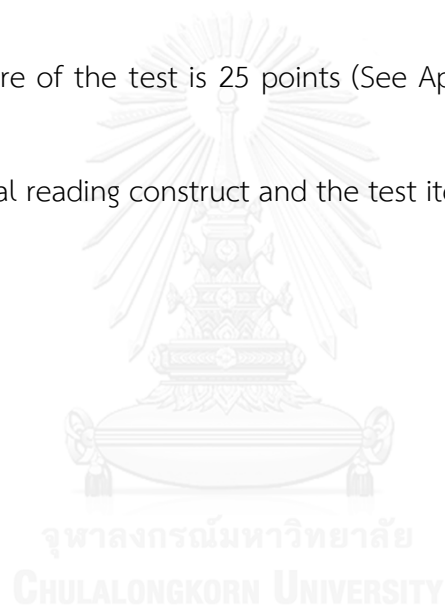multiple-choice critical reading construct and the test items.

Table 2

Purpose of reading and test items of critical reading test

Purpose of reading	Test items
1. Separate important information (find main idea, distinguish supporting detail, and find context clues)	1, 2, 3, 4, 5
2. Draw inference	6, 7, 8, 9, 10
3. Distinguish fact and opinion	11, 12, 13, 14, 15
4. Determine purpose and tone	16, 17, 18, 19, 20

In the test set, students were given the text to read. The short story chosen to conduct critical reading test was 'The Purple Dog'. Comments from experts indicated that the short story is suitable in terms of language and culture. The length of the story is approximately 1,500 words.

In conclusion, Critical Reading Ability Test was conducted by the researcher based on the rationales of CLAST. The test consisted of both multiple-choice and

writing. Concerning the multiple choice part, students were required to achieve

critical reading abilities, which are drawing inference, distinguishing fact and opinion,

and determining purpose and tone. For the writing test, students were required to

apply their knowledge from critical reading and solve problem by using critical

thinking and evaluation skills.

Validation of Critical Reading Ability Test

First, the critical reading test was evaluated by three experts in the field of

English language instruction and testing (See Appendix J). The experts were asked to

assess congruence between test items and purpose of reading in Table 3.5, using the

critical reading evaluation form constructed by the researcher (See Appendix K).

Then, IOC was used to calculate the scores as follows:

Congruence = 1

Questionable = 0

Incongruence = -1

The IOC index ranges from -1 to1. Items that have an index lower than 0.5

need to be modified. The value of IOC for each test items is illustrated in Appendix I.

Results from the IOC index calculation indicated that 17 out of 20 items or 86% were

assessed higher than 0.5 of the IOC index, meaning that they were acceptably

congruence with the requirement of critical reading ability. Three items assessed

lower than 0.5 were modified according to the experts' comments and suggestions.

The following are alterations of each problematic item.

Item 2:   Choice a and b were ambiguous and were similar in meaning.

a. She feels sorry for him that he has to be repaired for several times.

b. She feels sad that her beloved purple dog is changed.

They were changed as follows:

a. She feels sorry for him that he has to be repaired for several times.

b. She feels disgust that her beloved purple dog is changed.

Item 12:   Choice c and d were ambiguous and were similar in meaning.

c. Enjoyable

d. Delightful

They were changed as follows.

c. Hopeful

d. Delightful

Item 15:   Choice b and d were both the correct answers. The question asks

students to find the main ideas of the story. Therefore, one choice should be the

correct answer, whereas another should be changed into supporting detail.

b. "When I got the measles and ran a high fever and my sister had to be

isolated from me, who was there to comfort me ---- purple dog. When I fell off my

tricycle and bruised my knee, who kissed it and made it all better, again ---- purple

dog.... When I was enduring the challenges of my first pregnancy and feeling pretty

bad and alone, who was there ---- purple dog"

d. "In the years following, we played with those toys every day and would take them to bed with us at night and for our afternoon naps, we so enjoyed them. We would take them with us whenever we went outside to play or whenever we went visiting."

They were changed as follows.

b. "My sister has long given up her yellow duck and doesn't have such trivial attachments, but she's very happy." (Line 35)

d. "In the years following, we played with those toys every day and would take them to bed with us at night and for our afternoon naps, we so enjoyed them. We would take them with us whenever we went outside to play or whenever we went visiting." (Line 8)

Then, after all the alteration, the Critical Reading Ability Test was pilot tested with 20 students from Grade 12 students, who were studying at Assumption College Thonburi School in the same academic year 2015 as the actual participants.

Data Collection

In this study, data collection was divided into three stages, which are the data collection before the experiment, during the experiment, and after the experiment.

The first stage was data collection before the experiment. First, the needs analysis was done in order to select reading text by conducting questionnaire asking students' preference in content genre. Then, pre-test of critical reading ability was given to the students before the instruction.

The next stage was data collection during the experiment. During the instruction, group discussion and answering questions are required in order to see whether students are able to comprehend, interpret, evaluate, and apply their knowledge from reading. Also, students are asked to submit the worksheets at the end of each lesson.

The last stage was data collection after the experiment. After the instruction, post-test of critical reading ability was given to students. Then, the questionnaire asking students' opinion toward Critical Reading Instruction Using Literature was

provided in order to see whether the instruction helps improving students' critical
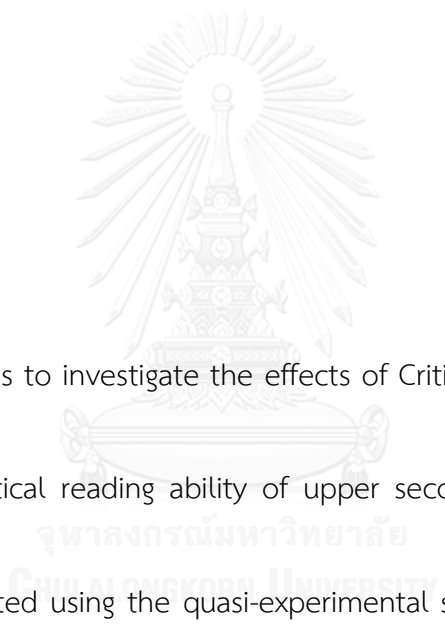
reading ability.

Data Analysis

Descriptive statistics was used to analyze the questionnaire asking students'

preference. The data was analyzed as percentage to see which genre that students

preferred to read the most. The first three genres that students favored the most

were used to select the reading test. T-tests were used to analyze the results of

Critical Reading Ability Test. Pre-test and post-test of critical reading ability were

compared to see whether Critical Reading Instruction Using Literature affected critical

reading ability of the students or not. Furthermore, content analysis was used to see

whether upper secondary school students had positive attitude toward Critical

Reading Instruction Using Literature. The questionnaire consisted of two parts. The

first part is students' self-report, which consisted of ten questions (See Appendix L).

Students were required to indicate their response to each statement. Five Likert Scale, which are strongly agree, agree, neutral, disagree, strongly disagree, and the comments toward the instruction were used to measure students' attitudes or opinions.

Summary

The study aims to investigate the effects of Critical Reading Instruction Using Literature on the critical reading ability of upper secondary school students. The research was conducted using the quasi-experimental single group design with pre-test and post-test of critical reading ability. The research procedures were as follows:

First, the population and sampling were selected. The population of this study was upper secondary school students in private school. The samples were 55 Mathayom Suksa Six (Grade 12) students who enrolled for the course of Thematic English, first semester, Academic Year 2015.

Second, the needs analysis was done by conducting questionnaire asking students' preference in content genre in order to select reading texts. Then, both instructional and research instruments were conducted. The instructional instrument was lesson plan based on framework of Critical Reading Instruction Using Literature, and the research instrument was Critical Reading Ability Test.

In addition, the data collection was done. The data collection consisted of three stages, which were data collection before the experiment, data collection during the experiment, and data collection after the experiment.

Finally, means and t-test were used for data analysis. Pre-test and post-test of critical reading were compared to see whether Critical Reading Instruction Using Literature affected critical reading ability of the upper secondary school students or not. Also, questionnaire asking students' opinion toward Critical Reading Instruction Using Literature was used to see whether the instruction helps improving students' critical reading ability.

CHAPTER IV

FINDINGS

This chapter presents research findings received from data analysis. The investigation is separated into two main parts. The first part of this chapter reports the effects of Critical Reading Instruction Using Literature on critical reading ability by showing the pre-test and post-test mean scores of the students, along with standard deviation, t-values, and the statistical significance. The second part reports the students' opinion toward Critical Reading Instruction Using Literature including presenting the result from students' self-report.

Critical Reading Ability

The first objective of this study was to investigate the effects of Critical Reading Instruction Using Literature on critical reading ability of upper secondary school students. The result of the Critical Reading Ability Test is as follows:

Research question 1: To what extent can Critical reading instruction Using Literature improve critical reading ability of upper secondary school students?

Hypothesis 1: The post-test mean scores on the critical reading ability of upper secondary school students would be higher than the pre-test mean scores at the significant level of 0.05.

The above research question was posted to investigate whether Critical Reading Instruction Using Literature can improve upper secondary school students' critical reading ability as measured from the scores of Critical Reading Ability Pre-test and Post-test. The test consisted of 20 multiple-choice questions. Each questions counted one mark. The twenty questions evaluated students' critical reading ability,

which is the ability to draw inference, distinguish facts and opinions, and determine purpose and tone.

The statistical analysis of t-test was employed to prove whether there was a significant difference between pre-test and post-test mean scores of the students. The students' pre-test and post-test mean scores along with standard deviation, t-values, and the statistical significance are shown in Table 3

Table 3

Means, standard deviations, mean difference, t-values, and the significance of the Critical Reading Ability Pre-test and Post-test scores

Full Scores N = 55	Pre - Test		Post Test		Mean Difference	t	Sig
	$\overline{x}$	S.D.	$\overline{x}$	S.D.			
20	4.50	1.39	14.18	1.54	9.67	-34.45	.000*

*P < .05

The results from Table 4.1 shows that out of the full mark of 20, the post-test mean scores ($\overline{x}$ = 14.18, S.D. = 1.54) of the students' Critical Reading Ability Test were

higher than the pre-test mean scores ($\bar{x}$ = 4.50, S.D. = 1.39). The mean difference was

9.67, and the t-value was -34.45 with a degree of freedom of 54 (n = 55).

Furthermore, the analysis showed that there was significant difference between the

pre-test and post-test scores of the Critical Reading Ability Test at a significant level

(p < 0.05). Therefore, the first hypothesis stating that the post-test mean scores on

the critical reading ability of upper secondary school students were higher than the

pre-test mean scores was accepted.

These findings provided evidence that the students improved critical reading

ability after receiving Critical Reading Instruction Using Literature. In particular, all

instructional activities in each stages of the instruction play a significant role in

developing students' critical reading skills. Those instructional activities included

prediction and developing questions to activate students' critical thinking and

motivate students' interest, highlighting and underlying in order to separate

important information, group discussion, and using graphic aids in order to represent

ideas and solve the problem.

In order to improve critical reading ability, students are required to comprehend the reading text at literal level. Therefore, the pre-test and post-test mean scores of the ability to separate important information (i.e. separating main ideas, distinguishing supporting details, and finding context clues) are presented in Table 4

Table 4
Means, standard deviations, mean difference, t-values, and the significance of the ability to separate important information

Group	Full scores	Pre-test		Post-test		Mean difference	t	Sig
	N = 55	$\bar{x}$	S.D.	$\bar{x}$	S.D.			
Separate important information	5	1.01	0.75	3.54	0.57	2.52	-21.85	.000*

*P < .05

The results from Table 4.2 indicates that the post-test mean scores ($\bar{x}$ = 3.54, S.D. = 0.57) of the ability to separate important information of the participants of the

study were higher than the pre-test mean scores ($\bar{x}$= 1.01, S.D. = 0.75). The results

indicated that students were able to comprehend the reading text in literal level

better. Furthermore, the pre-test and post-test mean scores of each aspects of

critical reading ability taught to students are presented in Table 5

Table 5

Means, standard deviations, mean difference, t-values, and the significance of the
ability to draw inference, distinguish facts and opinions, and determine purpose and
tone

Group	Full scores N = 55	Pre-test		Post-test		Mean difference	t	Sig
		$\bar{x}$	S.D.	$\bar{x}$	S.D.			
1. Draw inference	5	1.69	0.60	4.30	0.76	2.61	-19.98	.000*
2. Distinguish facts and opinions	5	0.76	0.74	3	0.57	2.23	-19.78	.000*
3. Determine purpose and tone	5	1.03	0.60	3.32	0.51	2.29	-24.79	.000*

*P < .05

The results from Table 5 shows that each aspects of post-test mean scores of critical reading ability were higher than pre-test mean scores. The mean difference of aspect reading drawing inference was increased the most. This may suggest that students were improve the ability to draw inference the most, whereas aspects regarding distinguishing fact and opinion including determining purpose and tone may be regarded as more difficult. The students might need more instructional activities in order to help developing those skills.

Moreover, in the writing part of Critical Reading Ability Test, students were asked to apply their critical reading to solve problem in real-life situation. The pre-test and post-test mean scores of the ability to apply to critical reading are presented in Table 6

Table 6

Means, standard deviations, mean difference, t-values, and the significance of the ability to apply to critical reading

Group	Full scores N = 55	Pre-test		Post-test		Mean difference	t	Sig
		$\bar{x}$	S.D.	$\bar{x}$	S.D.			
Apply to critical reading	5	1.76	0.71	5	0	3.23	-33.37	.000*

*P < .05

The results from Table 6 shows that the post-test mean scores ($\bar{x}$ = 5, S.D. = 0) of the ability to apply to critical reading were higher than the pre-test mean scores ($\bar{x}$ = 1.76, S.D. = 0.71). The result indicated that students were able to apply to critical reading, and bale to solve problem in real-life situation.

The second objective of this study was to examine the students' opinions toward Critical Reading Instruction Using Literature. The questionnaire was used in order to collect data. The results of the questionnaire is as follows:

Research question 2: What are students' opinions toward Critical Reading Instruction Using Literature?

Hypothesis 2: Students would have positive attitude toward Critical Reading Instruction Using Literature

The questionnaire asking students' opinion consisted of two parts, which were self-report and expressing opinion. The first part contained ten questions, and was students' self-report. Students were asked to measure their own ability after receiving Critical Reading Instruction Using Literature by choosing Strongly agree, Agree, Neutral, Disagree, or Strongly disagree. The results of the questionnaire is presented in Table 7

Table 7

Questionnaire asking students' opinion toward Critical Reading Instruction Using Literature

Statement	Percentage of the students				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
After attending the course, I am able to;					
1. Find main ideas & supporting details.	83.63	16.36	-	-	-
2. Summarize story.	89.09	3.3	-	-	-
3. Find context clue.	74.54	6.6	3.63	-	-
4. Use inference.	87.27	2.2	5.45	-	-
5. Distinguish facts and opinions.	54.54	11.55	7.27	-	-
6. Determine tone of the author.	57.27	10.45	12.72	-	-
7. Determine purpose of the author.	57.27	10.45	12.72	-	-
8. Develop & answer questions from story.	78.18	6.6	-	-	-
9. Relate the texts to personal experience.	90.90	9.09	-	-	-
10. Solve problem with possible solutions.	92.72	7.27	-	-	-

From Table 7, it presents that, after receiving Critical Reading Instruction Using Literature, most of the students had chosen 'Strongly Agree', which meant that the Critical Reading Instruction Using Literature helped developing their critical reading ability. It can be seen that the ability regarding solving problem with possible solution gained the highest percentage (92.72%), following by the ability regarding relating reading texts to personal experience (90.90%) and using inference (87.27%).

In the second part of the questionnaire, students were asked to give comments toward Critical Reading Instruction Using Literature. The results from Table 8 represent the numbers of students and their opinion after receiving the instruction.

Table 8

The content analysis from Questionnaire asking students' opinion toward Critical Reading Instruction Using Literature

Students' comments toward Critical Reading Instruction using Literature	Frequency of words found in questionnaire (f) (39 students)
1. Feeling toward the use of literature	18
2. Group activities in the classroom	12
3. Understanding the story	9

1) Feeling toward the Use of Literature

According to students' comments toward Critical Reading Instruction Using Literature, students commented by using the words such as "Enjoy" and "Like" (f = 18). This indicated that preferred or interesting literature helped motivating students to read further. The samples of students' opinion are as follows:

'The story was not boring and I was very enjoying reading the story'

(เนื้อเรื่องสนุกมาก อ่านไปได้เรื่อยๆ ไม่น่าเบื่อเลย)

'Reading something I <u>enjoy</u> helped me <u>read better</u>.'

(การได้อ่านอะไรที่ชอบช่วยให้ผมอ่านหนังสือได้ดีขึ้น)

'The Wizard of Oz was very <u>enjoyable</u>, It made me want to know other parts of the story more.'

(เรื่อง Wizard of Oz สนุกมาก มันทำให้ผมอยากรู้เรื่องราวตอนอื่นๆมากขึ้น)

'I <u>like</u> adventure story, I hope teacher would bring another fun story to teach me in the classroom.'

(หนูชอบเรื่องผจญภัยมาก อยากให้ครูเอาเรื่องแบบนี้มาให้อ่านอีก)

2) Group Activities in the Classroom

Students also provided comments regarding group activities in the classroom. They explained that the activities that teacher used were fun, and allowed them to participate more in the classroom (f = 12). The samples of students' opinion are as follows:

'It was <u>fun</u> to <u>predict</u> the story <u>with my friends</u> and express my own opinion,

it <u>helps me understand</u> the story and character more'

(มันสนุกมากเลยเวลาที่ได้คาดเดาเนื้อเรื่องกับเพื่อนๆและแสดความคิดเห็นของเราเองออกมา

มันช่วยให้หนูเข้าใจเนื้อเรื่องและตัวละครมากขึ้น)

'I <u>love</u> the <u>solving problem part</u>, because I get to imagine that I am one of

the characters in the story'.

(หนูชอบส่วนที่ให้แก้ปัญหาค่ะ เพราะหนูได้จินตนาการว่าถ้าหนูเป็นตัวละครในนั้น หนูจะทำ

ยังไงดี พอคิดแบบนี้แล้วมันสนุกมากๆ)

'During <u>group discussion</u>, when friends in the classroom help interpreting the

story, it <u>helps me understand</u> the story more. Also, I am able to think critically.'

(ในช่วงการอภิปรายกลุ่ม เวลาเพื่อนๆช่วยกันตีความความหมายจากในเรื่อง มันทำให้หนู

เข้าใจเนื้อเรื่องมากขึ้นและสามารถคิดตามตัวละครหรือเนื้อเรื่องได้)

When interpreting the story, and I had to <u>brainstorm with my friend</u>, it was very fun. I didn't feel sleepy at all. This helped me <u>enjoy reading</u> the text more.

(เวลาที่ได้ตีความจากเนื้อเรื่องที่อ่าน แล้วผมกับเพื่อนได้ช่วยกันคิด มันสนุกมากๆเลย ผมไม่ง่วงเลย สนุกกับการอ่านมากขึ้นด้วยซ้ำ)

3) Understanding the story

After the instruction, students provided comments that Critical Reading Instruction Using Literature helped students to understand the reading texts better (f = 9). The samples of students' opinion are as follows:

'When listening to friends' opinion about the reading story, I <u>can understand</u> the story <u>better</u>, and it was like opening up my world.'

(เวลาได้ฟังเพื่อนแสดงความคิดเห็นเกี่ยวกับเนื้อเรื่อง และตีความจากเนื้อเรื่อง ทำให้เข้าใจเรื่องราวได้มากขึ้น เหมือนเปิดประสปการณ์ใหม่ๆให้กับตัวเอง)

'During group discussion, when friends in the classroom help interpreting the story, it helps me understand the story more. Also, I am able to think critically.'

(ในช่วงการอภิปรายกลุ่ม เวลาเพื่อนๆช่วยกันตีความความหมายจากในเรื่อง มันทำให้หนู เข้าใจเนื้อเรื่องมากขึ้นและสามารถคิดตามตัวละครหรือเนื้อเรื่องได้)

'It was fun to predict the story with my friends and express my own opinion, it helps me understand the story and character more'

(มันสนุกมากเลยเวลาที่ได้คาดเดาเนื้อเรื่องกับเพื่อนๆและแสดความคิดเห็นของเราเองออกมา มันช่วยให้หนูเข้าใจเนื้อเรื่องและตัวละครมากขึ้น)

According to students' opinion above, it is indicated that students have positive attitudes toward the use of literature in the classroom. Literature motivates students to read further, especially the ones that interest them. Furthermore, Critical Reading Instruction Using Literature can help developing critical reading ability.

To conclude, both results from Critical Reading Ability Test and students' opinion from the questionnaire, Critical Reading Instruction Using Literature is effective in improving students' critical reading ability.
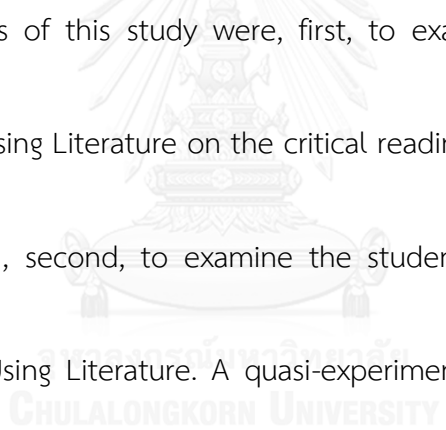
Summary

The chapter reports the findings based on data analysis of students' Critical Reading Ability Test. The post-test mean scores of Critical Reading Ability Test ($\bar{X}$ = 14.18, S.D. = 1.54) were higher than the pre-test means scores ($\bar{X}$ = 4.50, S.D. = 1.39) at a significant level ($p < 0.05$). This indicated that Critical Reading Instruction Using Literature can improve students' critical reading skills. Moreover, according to the questionnaire asking students' opinion toward Critical Reading Instruction using Literature, students' self-report showed that Critical Reading Instruction using Literature helped students improve critical reading ability in every aspect. Furthermore, according to students' opinions, students had positive opinions toward the instruction and the use of literature in reading class

CHAPTER V

CONCLUSION AND DISCUSSION

Summary of the Study

The objectives of this study were, first, to examine the effects of Critical Reading Instruction Using Literature on the critical reading ability of upper secondary school students, and, second, to examine the students' opinions toward Critical Reading Instruction Using Literature. A quasi-experimental single group design was used along with pre-test and post-test of critical reading ability. The pre-test and post-test of critical reading ability were analyzed as quantitative measurement. Furthermore, questionnaires were used to ask student's preference regarding their favorite genres of literatures and to examine the students' opinions toward Critical Reading Instruction Using Literature. The participants as purposive sampling in the

study were 55 Mathayom Suksa Six (Grade 12) students who enrolled for the course of Thematic English, first semester, Academic Year 2015.

After the selection of population and sampling, needs analysis was done by using questionnaire asking students' preference in literature genre in order to select reading texts. Then, lesson plans and worksheets were constructed by the researcher based on the framework of Critical Reading Instruction using Literature. The effectiveness of the lesson plans were verified by three experts and revised according to their suggestion. The pilot study was done with 20 other students, who shared the same characteristic as those of actual participants. Also, the Critical Reading Ability Test was developed as measurement for critical reading ability. The validity of the test was assessed by three experts, and was revised according to their suggestion. The pilot study of the tests was done and the test's reliability was estimated.

In addition, the data collection was proceeded, which consisted of three stages: data collection before the experiment, data collection during the experiment, and data collection after the experiment

The first stage was data collection before the experiment. First, the questionnaire asking students' preference in content genre was provide to the students in order to select the suitable reading texts. Then, critical reading pre-test was given to the students before the instruction.

The next stage was data collection during the experiment. In this stage, the lesson plans were developed as instructional instrument. The duration of the experiment was 8 weeks. Each unit was used two weeks to complete, and each lesson last 50 minutes as normal period of class time.

The last stage was data collection after the experiment. After the instruction, critical reading post-test was given to students. Then, the questionnaire asking students' opinion toward Critical Reading Instruction Using Literature was provided in order to ask students' response toward the instruction.

The findings based on data analysis from pre-test and post-test of Critical Reading Instruction Using Literature indicated that Critical Reading Instruction Using Literature can help improving students' critical reading ability. Furthermore, the results from questionnaire asking students' opinion suggested that students had

positive attitude toward the instruction and the use of literature in reading

classroom.

Discussion

In this section, the effects of Critical Reading Instruction Using Literature on

critical reading ability were discussed based on the findings of the current study. The

rationales of critical reading instructional activities as shown in the framework were

taken into account as the important factors in the students' improvement in their

critical reading ability. In addition, research in the related field offered supported for

the consideration.

Critical Reading Ability

The findings of the current study revealed that Critical Reading Instruction Using Literature proved effective in developing students' critical reading ability. The participating students' post-test mean scores on the Critical Reading Ability Test were higher that the pre-test means scores at the significant level of 0.05. In addition, other findings based on the questionnaire asking students' toward Critical Reading Instruction Using Literature reported that students had positive attitude toward the instruction and the use of literature. It is interesting to consider the use of literature as instructional materials in critical reading instruction, which may contribute to the development of critical reading ability. Also, it is worth mentioning that the higher level of interpretation and evaluation skills was differently affected by the instruction.

Since the post-test mean score regarding aspects of critical reading ability was higher than the pre-test mean score, it indicates that every steps of Critical Reading Instruction Using Literature help developing students' critical reading ability. The

Critical Reading Instruction Using Literature in this study consists of four stages, which

are *Previewing, Understanding, Evaluating,* and *Applying.*

The *Previewing* stage prepared students before critically reading by activating

students' critical thinking, which is the primary element in order to achieve critical

reading ability. The activities in this stage are developing questions by reading topic

of the story and seeing illustrations. Students need to brainstorm and predict

answers, including coming up with questions they would like to know regarding the

story. Not only this step can help promoting students' critical ability, it also

motivates students to read more.

The *Understanding* stage helps students understanding the story in literal

level of comprehension. According to Pirozzi (2008), in order to achieve higher level

of interpretation and evaluation skills, students need to understand the texts in

literal level first. Therefore, this step helps preparing students for further activities.

The activities in this step include highlighting, underlying and summarizing in order to

separate important information.

The *Evaluating* stage introduces students with significant characteristics of critical reading ability, which are drawing inference, distinguishing facts and opinions, and determining purpose and tone. In this stage, group discussion is used in order to help students use their critical thinking and express their thought after reading the story. Students are encouraged to answer the questions by basing on the evidence from the texts.

The *Applying* stage allows students to apply their critical reading to use in their everyday life. Students are asked to critically think about the problem in the story once they have read the texts and use their own experience in real life to solve the problem.

The findings provided evidence that the students improved critical reading ability after receiving Critical Reading Instruction Using Literature. The post-test mean scores ($\bar{x}$ = 14.18, S.D. = 1.54) of the students' Critical Reading Ability Test were higher than the pre-test mean scores ($\bar{x}$ = 4.50, S.D. = 1.39). Therefore, the analysis indicated that there was significant difference between students' pre-test and post-

test mean scores at a significant level (p < 0.05). Consequently, as reflected from the findings of the current study, one can infer that Critical Reading Instruction Using Literature with structured learning procedures improved the students' critical reading ability.

In addition, the findings from the detailed analysis provided evidence that Critical Reading Instruction Using Literature affected students' critical reading ability in every aspect. The post-test means score regarding each aspects of critical reading ability, which are the ability to separate important information, draw inference, distinguish facts and opinions, determine purpose and tone, and relate the reading texts in real life, were higher than the pre-test mean scores. Furthermore, It is interesting to mention that the mean scores of the ability to apply to critical reading ($\bar{x}$= 5, S.D. = 0) gained the highest mean scores. This indicated that students have critical thinking's development when reading critically. Students were able to apply and relate to personal life. Not only the posttest scores, but students also provided comments from the questionnaire regarding Critical Reading Instruction Using Literature that they were able to apply and relate the reading texts in their real life.

Razaghi (2011) pointed out that critical reading enables students to connect the reading text to their personal experience, concepts, and ideas in order to create new understanding. Kern (2000) also suggested that critical reading involves problem solving and makes relations between the text and readers. Therefore, critical reading can lead to the ability to synthesize information and create new understanding.

Nevertheless, the lowest mean scores regarding aspect of critical reading ability from the test was the ability to distinguish fact from opinion. This indicated students have difficulty in distinguishing facts and opinion when reading literature. Since literature represents the story from imaginary world, students may confuse between the fact according to the story and the fact according to real world. According to Waugh (2006), she stated that fictional literature provides readers a unique and valuable experience, which allows readers to explore alternative and possible lives to and help improving readers in both intellectual and emotional aspects. Therefore, it is challenge for students if they are able to distinguish the fact and opinion in the alternative world.

Literature used in Critical Reading Instruction

Motivation in Reading

In this study, one of the significant tools in Critical Reading Instruction Using Literature which is crucial to an increase in students' critical reading ability is the use of literature. According to the questionnaire asking students' opinion toward the Critical Reading Instruction Using Literature, many students provided feedback as 'The story was not boring and I was very enjoying reading the story', 'Reading something I like helped me read better.', 'The Wizard of Oz was very fun, I wanted to read more about it.', 'It was fun to predict the story with my friends and express my own opinion, it helps me understand the story and character more', and 'I love the solving problem part, because I get to imagine that I am one of the characters in the story'. These responses indicated that literature consisted of fun and enjoyable story, and it motivated students to read further. Also, literature helped urging students to participate in the classroom. Therefore, this study supports the idea of using literature for motivating students to read, because literature consists of

interesting context, which represents imaginary world along with authentic dialogue and situations that students can apply in their real life. This is one of the main benefits of literature that interests students and persuades them to read further (Hutavadhana, 2008; Khatip, 2011; McMillan, 1988; Van, 2009).

Students' participation in the Classroom

There is also evidence that literature helped promoting students' participation in the classrooms. Students provided comments from the questionnaire after receiving Critical Reading Instruction Using Literature that the activities in the classroom such as group discussion, predicting the story, and applying to real life experience motivate them to participate in the classroom. Tantichart (2014) explained that interesting activities in the classroom along with preferred reading texts help promoting good environment in the classroom, encouraging students to engage in the English language class, and therefore, improving students' critical reading ability.

Using Figurative Languages

It is also worth mentioning that figurative languages help promoting students'

critical reading ability. According to the results of Critical Reading Ability Test, the

posttest means scores of the aspect regarding drawing inference were also higher

than the pretest means scores. One of the most interesting things about literature is

that it is full of figurative languages such as simile, metaphor, and personification,

students must think critically in order to interpret and evaluate the deep meanings

hidden in the story (Khatip, 2011; McMillan &Gentile, 1988; Van, 2009). Therefore,

literature becomes one of the most useful tools for promoting critical reading ability.
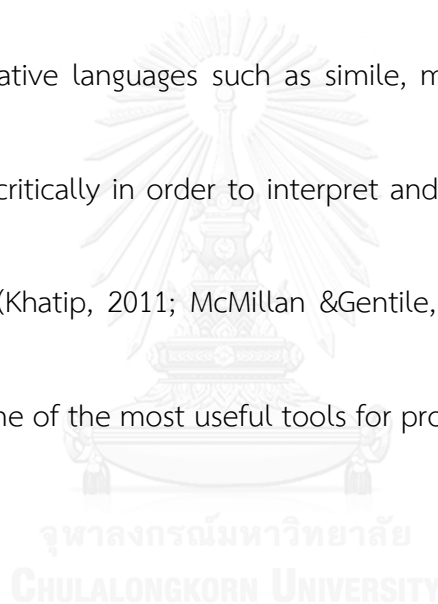
Promoting Cultural Awareness

Literature helps promoting cultural awareness. According to students'

opinions toward Critical Reading Instruction Using Literature, it indicated that students

were able to apply and relate the reading texts in their real life situation. Students

were able to compare themselves with the characters in the story and generate new

ideas and perspectives in order to solve problems. Hanauer (2001) and Firlej (2012)

suggested that the works of literature enable readers to observe the world from various perspectives and accept the diversity of individual perception. They stated that the power of literature lies in its unique ability to deeply involve the reader in both cognitive and emotional levels. The subjective world of literary protagonists might not only fascinate and allure readers, but also transfer them to a different reality, regardless of their own otherness or limitation.

Pedagogical Implications

The finding of the study indicates that Critical Reading Instruction Using Literature helps improving students' critical reading ability. Therefore, language educators, especially EFL teacher, can apply the concepts of critical reading instruction in promoting students' critical reading ability in various ways.

First of all, according to Hutavadhana (2008), he stated that the use of literature can be beneficial in reading and writing classroom. Therefore, the critical reading instruction using literature may further integrate both critical reading and

writing skills. The findings also represented that, in the last section of the test, students were asked to write in order to apply the situation in real life and solve the problem, it can be seen that students receives almost full scores, because they are able to understand the text critically, which helps students write to express their opinions better.

Moreover, the researchers may expand the area of literatures in both fiction and non-fiction. Each genres of literature contains different advantages. In this study, students were asked to read about fable, fantasy story, and horror story. If the researchers select other kinds of literature genres, it may help promoting abilities of critical reading differently, since there are other characteristics of critical reading ability to explore.

In conclusion, the findings suggested that Critical Reading Instruction Using Literature can be effective in develop critical reading ability. Foreign language teachers could also integrate critical reading and writing in order to improve both skills. Also, various genres of literature should be used in order to develop other characteristics of critical reading ability.

Recommendations for Further Studies

As stated earlier in Chapter 1, critical reading ability one of the most crucial element in learning. However, the evidence showed that many students lack of critical reading skills. This study may contribute to this area as an alternative instruction to foster development of critical reading ability. Further research still needs to be conducted in related aspects of the instruction.

First, critical reading needs to be enhanced with critical thinking. However, it is seemed that critical thinking is new for the upper secondary school students. They are not familiar with the class discussion along with thinking and developing questions when engaging in reading activities. Therefore, critical thinking should be taught from the younger age by using appropriate activities that are suitable to children in order to prepare students to read at higher level of comprehension.

Furthermore, it is seemed that interesting literature motivate students to read further and engage in reading activities. Therefore, teachers should select appropriate literature using in the reading class. The need analysis regarding asking students'

favorite genres of literature should be done before the instruction. Selecting suitable

materials may help learners' critical reading ability and creating good environment in

the classroom.

REFERENCES

ACT. (2006). *ACT National Curriculum Survey 2005-2006.* from Retrieved from http://www.act.org/research/policymakers/pdf/NationalCurriculumSurvey2006. pdf

Arya, M., Shergill, I. S., Williamson, M., Gommersall, L., Arya, N. & Patel, H. R. . (2005). Basic Principles of Real-time Quantitative PCR., *5*, 209-219.

Barnes, C. P. (1979). *Questioning strategies to develop critical thinking skills.* Paper presented at the Claremont Reading Conference annual meeting, Claremont, California.

Berardo, S. A. (2006). The Use of Authentic Materials in the Teaching of Reading. . *The Reading Matrix, 6*(2), 60-69.

Bosley, L. (2008). 'I Don't Teach Reading': Critical Reading Instruction in Composition Courses. *Literacy Research and Instruction, 47*(4), 285-308.

Carter, C. E. (2013). *Mindscapes: Critical Reading Skills and Strategies*

Chontavee, P. (2003). Using Adolescent Literatures Focusing on Students' Interest to Develop Critical Reading Skills of Mathayomsuksa One Level at "Saardphadermwitthaya" School, Changwat Chumphon. *18*(3), 51-62.

Collins, N. D. (1993). Teaching Critical Reading Through Literature., from Retrieved from http://eric.ed.gov/.

Dechawongse, S. (2013). The Importance of English. from Retrieved from www.human.mbu.ac.th.

Drucker, H. (2014). The Five Main Genres of Literature. from Retrieved from http://www.brighthubeducation.com/homework-help-literature/100292-the-five-main-genres-of-literature/

Ennis, R. H. (1985). Critical thinking and the curriculum. *National Forum, 65*, 28-31.

Federle, S. (2014). Literature Overview. from Retrieved from http://www.federle.org/English2Links/Literature%20Overview%20Engl%202%2 0Class%201.pdf

Firlej, E. W. (2012). Developing cultural awareness through reading literary texts.

Garrigus, R. (2002). *Design in Reading: An Introduction to Critical Reading.* New York.: Longman.

Ghosn, I. R. (2002). Four good reasons to use literature in primary school ELT. *ELT, 56*(2), 172-179.

Gray, R. J., & Fellow, M. (2005). Improving Critical Reading and Critical Thinking Skills: What is Effective Pedagogy in a College Learning Environment. Transforming Practice Through Reflective Scholarship.

Hanauer, D. (2001). Focus-on-cultural-understanding: literary reading in the second language classroom. *24*, 389–404.

Hismanoglu, M. (2005). Teaching English through literature. *Journal of Language and Linguistic Studies, 1*(1), 53-66.

Huijie, L. (2010). Developing a hierarchical framework of critical reading proficiency. *Chinese Journal of Applied Linguistics, 33*, 40-54.

Hutavadhana, V. (2008). *Effects of Literature-Based English Instruction on English reading and Writing ability of Upper secondary school students (The Master Thesis).*

Kern, R. (2000). *Literacy and language teaching*: New York: Oxford University Press.

Khatip, M. (2011). Why & Why not Literature: A Task-Based Approach to Teaching Literature. . *International Journal of English Linguistics, 1*(1), 213-218.

Kurland, D. (2010). The fundamentals of critical reading and effective writing., from Retrieved from http://www.criticalreading.com/criticalreadingthinkingtoc.htm

Langer, A. J. (1998). Thinking and doing literature: An 8-year study. *English Journal, 87*(2), 16-22.

Lyman, B. C., M. (1990). . (1990). Critical Reading: A Redefinition. *Reading Research and Instruction, 29*(3), 56-63.

Maley, A. (1989). *Down from the pedestal: Literature as resource.*

McMillan, M. M., & Gentile, L. M. (1988). Children's literature: Teaching critical thinking and ethics. . *Reading Teacher, 41*(9), 876-878.

McVee, M. B., Baldassarre, M., & Bailey, N. . (2004). *Positioning theory as lens to explore teachers' beliefs about literacy and culture. .* Paper presented at the 53rd National Reading Conference yearbook Oak Creek,.

Ministry of Education. (2008). Bangkok, Thailand: Department of Curriculum and Instruction Development.

Norris, S. P. a. P., L.M. (1987). Explanations of reading comprehension: schema theory and critical thinking theory. In T. C. Record. (Ed.), (Vol. 2, pp. 281-306).

Pacific Policy Research Center. (2010). 21st century skills for students and teachers. Honolulu: Kamehameha Schools.

Pardede, P. (2012). Developing Critical Reading in the EFL Classroom., from Retrieved from http://parlindunganpardede.wordpress.com/articles/language-teaching/developing-critical-reading-in-the-efl-classroom/

Partnership for 21st Century Skills. (2009). Professional development for the 21st century. from Retrieved from http://www.p21.org/documents/P21_Framework.pdf

Pirozzi, R. (2008). *Critical Reading, Critical Thinking, Focusing on Contemporary Issues.* (Third Edition. ed.): Pearson Education, Inc.

Pohtong, K. (2012). *Effects of using Read strategy in Thai Instruction on Critical Reading and Essay Writing of Ninth Grade Students.*, Chulalongkorn University.

Razaghi, R., khalifehsoltani A, Momenheravi M. (2011). Evaluation of tetanus Antibody in peopleswith age longer fifty years in Kashan [in Persian]. . *Salman J Iran, 6*(21), 5-21.

Scriven, M. P., R. (2003). The Critical Thinking Community. Defining critical thinking., from Retrieved from http://www.criticalthinking.org/pages/defining-critical-thinking/410

Short, M. H. C. N. C. (1986). Teaching study skills for English literature [In C. J. Brumfit & R. A. Carter (eds.)].

Shrestah, P. N. (2008). *Using stories with young learners.* (In M. Krzanowski ed.): Garnet publishing, UK.

Spache, G. D. B., P. C. (1984). *The Art of Efficient Reading.*: New York: Machmillan Publishing Company.

Taba, H., Levine, S., & Elzey, F. F. (1964). *Thinking in elementary school children.*, San Francisco State College, .

Tantichart, N. T., P. (2014). *The Development of English Literature Reading Exercises by Using Literature Circles to Enhance Critical Reading Ability for Mathayomsuksa Four Students of the Demonstration School.* Silpakorn University.

The College Level Academic Skills Test. (2007). from Retrieved from http://www.fau.edu/testing/forms/CLAST_FAQ.pdf

The Institute for the Promotion of Teaching Science and Technology. (2012). The Development and Promotion of Science and Technology Talented Project (DPST). . from Retrieved from www3.ipst.ac.th/dpst.

The National Research Center on English Learning & Achievement. (2010). from Retrieved from http://www.albany.edu/cela/brief4.pdf

Tung, C. A., & Chang, S. Y. (2009). Developing critical thinking through literature reading. *Journal of Humanities and Social Sciences,, 19,* 287-317.

Van, T. T. M. (2009). The Relevance of Literacy Analysis to Teaching Literature in the EFL Classroom. *English Teaching Forum, 3,* 2.

Wallace, C. (2003). *Critical Reading in Language Education*.

Waugh, P. (2006). *Literary Theory and Criticism*. Oxford: Oxford University Press.

Yu-hui, Z. L.-r., N. Yue. (2010). Application of Schema Theory in Teaching College English Reading Canadian Social Science. *6, 1,* 59-65.

APPENDIX

Appendix A

Needs Survey Questionnaire

A questionnaire on students' preference in content genres for literary texts

---

Instruction: Please tick (   ) in front of the items that suit you most.

1. What kinds of stories or texts do you enjoy reading? Choose ten.

_____ Biography	_____ Dairies and Journals
_____ Adventure	_____ Humor
_____ Heroes	_____ Fable
_____ Fairy tale	_____ Horror/Thriller
_____ Mystery	_____ Drama
_____ Travel literature	_____ Fantasy
_____ Poetry	_____ Animal stories
_____ Crime/Detective Fiction	_____ Historical Fiction
_____ Science Fiction	_____ Non - fiction

Appendix B

Data Collected from the Needs Survey Questionnaire (n = 55)

Content Genres	Frequency	Percent	Ranking
Biography	5	22.87	16
Adventure	35	94.24	1
Heroes	22	83.23	5
Fairy tale	19	82.71	6
Mystery	28	90.26	3
Travel literature	10	30.13	14
Poetry	4	11.44	17
Crime/Detective Fiction	13	53.22	9
Science fiction	12	46.66	11
Dairies and Journals	8	23.38	15
Humor	15	65.61	8
Fable	31	91.32	2
Horror/Thriller	25	88.54	4
Drama	11	35.23	12
Fantasy	19	71.52	7
Animal stories	13	49.36	10
Historical Fiction	11	35.12	13
Non-fiction	4	10.41	18

Appendix C

References of Short Stories

The Wizard of Oz: The Cowardly Lion by L. Frank Baum

The Selfish Giant by Oscar Wilde

The Dark Menace by Pirozzi

The Golden Lion by Kara Schaff Dean

Train to Terror by David Hill

The Guardian Angel by Hans-Eric Hellberg

Toto, the African Elephant by Regina Mazur

Appendix D

Lists of Experts Validating the Instruments

A. Experts validating instructional materials

    1. Ruedeerath Chusanachoti, Ph.D.

    Faculty of Education, Chulalongkorn University

    2. Mrs. Apinya Boonmusik

    Head of International English Program, Assumption College Thonburi

    3. Mrs. Raziel Felix-Aguelo

    Assumption College Thonburi

B. Experts validating lesson plans

    1. Ruedeerath Chusanachoti, Ph.D.

    Faculty of Education, Chulalongkorn University

    2. Assistant Professor Chansongklod Gajaseni, Ph.D.

    Faculty of Education, Chulalongkorn University

    3. Associate Professor Sumalee Chinokul, Ph.D.

    Faculty of Education, Chulalongkorn University

    4. Mrs. Apinya Boonmusik

    Head of International English Program, Assumption College Thonburi

    5. Mrs. Raziel Felix-Aguelo

    Assumption College Thonburi

C. Experts validating Critical Reading Ability Test

    1. Asst.Prof. Apasara Chinwonno, Ph.D.

    Faculty of Education, Chulalongkorn University

    2. Mrs. Apinya Boonmusik

    Head of International English Program, Assumption College Thonburi

    3. Mrs. Raziel Felix-Aguelo

    Assumption College Thonburi

Appendix E

A Sample of Reading Material Evaluation Form

Assessor's name

_____

Please ✓ to rate these following reading materials according to your opinions.

Agree = 1   Not sure = 0   Disagree = -1

Titles	1	0	-1
The Wizard of Oz			
1. The text is not too specific or complicated in terms of cultural complexity.			
2. The text contains simple and accessible language for Grade 12 students.			
Comment:			

Titles	1	0	-1
The Wizard of Oz			
1. The text is not too specific or complicated in terms of cultural complexity.			
2. The text contains simple and accessible language for Grade 12 students.			
Comment:			

Titles	1	0	-1
The Wizard of Oz			
1. The text is not too specific or complicated in terms of cultural complexity.			
2. The text contains simple and accessible language for Grade 12 students.			
Comment:			

Thank you for your time and assistance

Appendix F

Samples of Lesson Plans

Course Title:

Thematic English

Grade Level:

Grade 12 (Mathayom Suksa 6)

Unit Title:

The Cowardly Lion

Unit goals:

- Students will be able to give answers regarding the title and illustration by using personal experience and critical thinking.
- Students will be able to find the main idea, major and minor details of the story.
- Students will be able to find context clues.
- Students will be able to find pronoun reference.
- Students will be able to summarize the story.
- Students will be able to draw inference.
- Students will be able to solve problems using critical thinking and personal experience.

Evaluation:

Students complete all worksheet.

Materials:

- Handout #1 Looking at the Picture

- Handout #2 Reading the Story

- Worksheet #1 Predicting Answers and Developing Questions

- Worksheet #2 Answering from the Story

- Worksheet #3 Drawing Inferences

- Worksheet #4 Solving Problems based on the Story

Stage/Goal	Teacher	Student
Previewing (40 Minutes) 1. Students will be able to give answers regarding the title and illustration by using personal experience and critical thinking.	T greets student. - Good morning everyone, How are you? - I am fine, thank you. T introduces the lesson. - Have you ever read or watched any wizard or witch stories? What are their names? - Have you ever heard of the story 'The Wonderful Wizard of Oz'? Who is he? T provides background story about 'The Wonderful Wizard of Oz' -It is the story about little girl and her dog who are lost in Oz land. The little girl wants to go finding the wizard of Oz, and asks him to send	-I'm fine, thank you, and you? - Yes, I have. I know the witch named Maleficent in the sleeping beauty story. - No, I have never read about wizard or witch stories. -Yes, I have. I used to watch the movie about Oz. He is a powerful wizard in Oz. People can go to him and ask for anything. - No, I haven't.

	her home. On her journey, she finds new friends who have troubles with their life, and want to ask for something for the wizard as well. Therefore, they decide to go together.	
	T separates Ss into groups of three, and gives Handout#1 Looking at the Picture to each student. -I will give you 2 minutes to look at the picture in the handout.	Ss separate into groups of three, and individually look at the picture.
	T gives Worksheet#1 Predicting Answers and Developing Questions, and ask Ss to discuss the following questions: - What is this story about?	*Expected answers:* -It is about the lion who is a coward or scares of everything.
	- What kind of story is this?	-It is a fantasy story because the characters are animal, and robot.
	- How many characters are there in the story, and who are they?	-There are five characters, which are little girl, lion, robot, scarecrow, and a dog.

	- Where does this story happen?	-It happens in the forest because there are trees behind the characters.
	- What is the lion like?	-He looks scared, and unlike other brave Lions
	- What is the little girl doing?	- She is trying to stop lion from crying.
	- What happened in the story?	-The lion is crying because of something happening to him, and little girl is trying to help him.
	T asks Ss to develop further questions from the picture using question words. -You can see that we can develop questions from the story by using question words such as who, what, when, where, why, and how. -After you develop questions, I would like you to brainstorm and predict the story based on the picture.	Ss develop questions using question words, and predict the answers.
	T asks Ss to discuss their question and answer in class	*Expected questions and answers:*

| | | -Why the lion is coward? It is because he faces something bad in the past.

-How can lion solve his problem? The answer is to go find the wizard of Oz. |
| --- | --- | --- |

Stage/Goal	Teacher	Student
Understanding (110 Minutes)	T greets student. - Good morning everyone, How are you? - I am fine, thank you. From the previous class, all of you have looked at some pieces of the story and discuss and predict the possible answer. Today, we are going to find out whether your prediction is correct or not. - Let me explain first about the five elements of the story: setting, which is the location where story takes place, character, a person or animal that takes part in the action, plot, a series of event, conflict, a struggle of characters in the story, and theme, the central	-I'm fine, thank you, and you?

	ideas of the story.	
1. Students will be able to find the main idea, major and minor details of the story they have read.	T explains main ideas, major details, and minor details, and asks Ss to help finding those elements by providing sample: *'Pets are often an important part of people's lives. Different types of animals can be pets, ranging from reptiles to horses. One of the most common pets is a dog (Minor detail). In fact, dogs serve a variety of purposes for humankind (Main idea). One way dogs serve humans is they are great just for companionship (Major detail). Many an only child has bonded with his/her "Fido," thus having a willing and loyal friend to play with on a daily basis (Minor detail). Additionally, dogs have served humans as work animals (Major detail), corralling sheep, conquering rats, and guarding the homestead (Minor detail). Finally, dogs are also used to serve the disabled (Major detail)., for example, by leading the blind, alerting the hearing impaired, and*	Ss help T find main ideas, major details, and minor details from the sample.

	alerting epileptics of impending seizures (Minor detail).'	
	T gives Handout#2 Reading the Story to Ss, and help Ss find main ideas, major details, and minor details on the first page.	Ss help T find main ideas, major details, and minor details in the first page of the story.
	Sample:	
	[1]*ALL THIS TIME DOROTHY and her companions had been walking through the thick woods(Major detail). The road was still paved with yellow brick, but these were much covered by dried branches and dead leaves from the trees, and the walking was not at all good. <u>There were few birds in this part of the forest, for birds love the open country where there is plenty of sunshine.</u> (Minor detail) But now and then there came a deep growl from some wild animal hidden among the trees(Major detail). These sounds made the little girl's heart beat fast, for she did not know what made them; but Toto knew, and he walked close to Dorothy's side, and did*	

	not even bark in return.(Minor detail)	
2. Students will be able to find context clues.	T asks Ss to separate into groups of three and find main ideas, major details, and minor details in the second and third page.	Ss separate into groups of three and find main ideas, major details, and minor details in the second and third page.
	T explains about context clues and asks Ss to help finding the meaning of vocabulary in the text by providing sample:	
	-Context clues are words that help us guess the meaning of the vocabulary.	
		Expected answers:
	-During Christmas, the Christmas trees are ornamented with lights, ribbons, and presents. What are the context clues to let us know the meaning of "ornamented"?	- The clues are lights, ribbons, and presents. So, Ornamented means decorated.
	-Caffeine is considered a stimulant that will keep us alert and awake. What are the context clues to let	-The clues are alert and awake. So, stimulant means something to keep

	us know the meaning of "stimulant"? T gives <u>Worksheet #2 Answering from the Story</u> to Ss, and ask them to find the meaning of the following words: - <u>Beast</u> (Line 28, page 2)	person active. *Expected answers:* -"Don't you dare to bite Toto! You ought to be ashamed of yourself, a big <u>beast</u> like you, to bite a poor little dog!" -"But that isn't right. The <u>King of Beasts</u> shouldn't be a coward," said the Scarecrow. - The lion is the king of beast, which means that he is the king of the animal and of the jungle. Therefore, beast means animal
	- <u>Stuffed</u> (Line 37, page 2)	- ...and the next moment a great Lion bounded into the road. With one blow of his paw he sent the

		Scarecrow <u>spinning over and over to the edge of the road</u>…
		- "Is he <u>stuffed</u>?" asked the Lion in surprise, as he watched her pick up the Scarecrow and set him upon his feet, while she <u>patted him into shape</u> again.
		-"That's why he <u>went over so easily</u>," remarked the Lion.
		-"Stuffed" means something that is contained inside, and is very light.
	- <u>Roared</u> (Line 56, page 2)	-"I suppose I was born that way. All the other animals in the forest naturally expect me to be brave, for the Lion is everywhere thought to be the King of Beasts. I learned that if I <u>roared</u> very <u>loudly</u> every living thing was frightened and got out of my way. Whenever

		I've met a man I've been awfully scared; but I just roared at him, and he has always run away as fast as he could go."
		-"Roared" means making a loud noise to scare others.
	- Courage (Line 76, page 3)	-"Do you think Oz could give me <u>courage</u>?" asked the Cowardly Lion.
		"Then, if you don't mind, I'll go with you," said the Lion, "for my life is simply unbearable without a bit of courage."
		-Courage is something that the lion wants. Since the lion is coward, then he must want some bravery. Therefore, courage means brave.
	- Comrade (Line 88, page 3)	- "So once more the little company set off

		upon the journey, the Lion walking with stately strides at Dorothy's side. Toto did not approve this <u>new</u> <u>comrade</u> at first, for he could not forget how nearly he had been crushed between the Lion's great jaws. But after a time he became more at ease, and presently Toto and the Cowardly Lion had grown to be good <u>friends</u>." -Comrade means friends or companion.
3. Students will be able to find pronoun reference.	T explains about pronoun reference to Ss -Pronoun reference is referring to the noun the word has replaced. *Sample:* *-All of the students are studying hard for their exam.* *What does "their" refer to?*	*Expected answer:* -"their" is pronoun used for person, which in this sentence, it refers to students

	T asks Ss to make a reference of the following words from the story:	
	-"he" (Line 18, page 1)	Expected answer: -"But Toto!" said the girl anxiously. "What will protect him?" "We must protect him ourselves if he is in danger," replied the Tin Woodman. -"he" refers to Toto.
	- "the great beast" (Line 52, page 2)	-"What makes you a coward?" asked Dorothy, looking at the great beast in wonder, for he was as big as a small horse. "It's a mystery," replied the Lion. "I suppose I was born that way...." -"the great beast" refers to lion.
	- "some" (Line 72, page 3)	-"Have you brains?" asked the Scarecrow. "I suppose so. I've never looked to see," replied

		the Lion.
		"I am going to the Great Oz to ask him to give me <u>some</u>," remarked the Scarecrow, "for my head is stuffed with straw."
		-"some" refers to brains because it is what Scarecrow wants.
	T asks Ss to read the story one more time, and gives <u>Worksheet#1 Predicting Answers and Developing Questions</u> to check whether their predictions done in worksheet#1 are correct.	Ss correct the answer.
4. Students will be able to summarize the story.	T explains summarizing the story and asks Ss to help summarizing the story by providing sample:	Ss helps T summarize the story.
	'Pets are often an important part of people's lives. Different types of animals can be pets, ranging from reptiles to horses. One of the most common pets is a dog (Minor detail). In fact, dogs serve a variety of purposes for humankind (Main	*Expected answer:* - Dogs serve a variety of purposes for humankind. One, dogs serve humans is they are great just for companionship. Two,

	idea). One way dogs serve humans is they are great just for companionship (Major detail). Many an only child has bonded with his/her "Fido," thus having a willing and loyal friend to play with on a daily basis (Minor detail). Additionally, dogs have served humans as work animals (Major detail), corralling sheep, conquering rats, and guarding the homestead (Minor detail). Finally, dogs are also used to serve the disabled (Major detail)., for example, by leading the blind, alerting the hearing impaired, and alerting epileptics of impending seizures (Minor detail).'	dogs have served humans as work animals, and three, dogs are also used to serve the disabled.
	-When you summarizes the story, cut out the minor details of the story. You add only main idea and major detail of the story.	
	T asks students to summarize the story "The Cowardly Lion" in Ss' own understanding.	*Expected answer:* -Dorothy and her friends walked through the forest. Then, they heard the sound of animal, and the lion showed up. They are

		scared. Dorothy thought that lion was going to eat her dog. So, Dorothy hit the lion, and the lion cried. The lion said that he was scared of everything, but he pretended to be strong. He asked Dorothy to find the wizard of Oz with her. On the journey, the five of them started to be friend.

Stage/Goal	Teacher	Student
Evaluating (50 Minutes) 1. Students will be able to draw inference.	T greets student. - Good morning everyone, How are you? - I am fine, thank you. From last class, we have already read the story "The Cowardly Lion". Do you still remember the story? What is the story about? Who is the main character? How did he end up? How do you feel once you have finished reading it?	-I'm fine, thank you, and you? -Yes, I still remember. It is story about the lion who is coward. He met Dorothy and her friends, and they decide to go finding Oz together. - I really enjoy reading it. I would like to know the end of the story. *Expected answer:*

Teachers explain to students.

-Drawing inference is to guess reasonably about what the author does not say based on what he or she does say. Drawing inference requires background information and critical thinking.

T gives <u>Worksheet #3 Drawing Inferences</u> to Ss in the group, and asks Ss to find the answer of the following questions:

- According to the story, how can you assume Lion's personality and physical appearance?

- <u>There were few birds in this part of the forest, for birds love the open country where there is plenty of sunshine.</u> (Line 3-5, page 1). According to these sentences, what

-The lion is big and scary like a beast. However, he is very coward, yet he has a really good heart because he likes Toto, and he doesn't mean to harm him. Also, we think that the lion is a very curious animal because he asks a lot of questions.

-It is a dark forest and has no light because birds like sunshine, but there is only a few birds in the forest.

-Toto is Dorothy's dog, and she loves him because she tries to protect him from the lion.

-Coward in this sentence means someone who

	kind of forest is this?	love to tease or hurt others who is weaker or smaller.
	- According to the story, who is Toto, and how does Dorothy feel about him?	-She afraid that when she said that Toto is meat, the lion will eat him.
	- "No, but you tried to," she retorted. "You are nothing but a big coward." (Line 32, page 1). Why does Dorothy say that the lion is a coward?	
	-"Neither. He's a—a—a meat dog," said the girl. (Line 48, page 2). Why does Dorothy stutter?	
	-"I know it," returned the Lion, wiping a tear from his eye with the tip of his tail. "It is my great sorrow, and makes my life very unhappy. But whenever there is danger, my heart begins to beat fast." (Line 62, page 2). How does the lion feel, and what is he doing at the moment?	-The lion is very unhappy and look down on himself. He is crying because he is very sad.

	-"But that isn't right. The King of Beasts shouldn't be a coward," said the Scarecrow. (Line 61, page 2). How should the king of the beast be like?	-The king of the beast mean the lion that is strongest and scariest in the wild.
	- When the characters in the story talk about the wizard of Oz, do you think what kind of person he is?	-He is very powerful and kind because he gives everyone a gift.
	-"This will serve me a lesson," said he, "to look where I step. For if I should kill another bug or beetle I should surely cry again, and crying rusts my jaws so that I cannot speak." (Line 103-105, page 3). According to these sentences, What kind of person the Tin Woodman is?	-He is sensitive and kind because he always reminds himself to be careful not to hurt other creatures. Also, he may feel sad about himself that he cannot cry because it his jaws rust.
	- "You people with hearts," he said, "have something to guide you, and need never do wrong; but I have no heart, and so I must be very careful. When Oz gives me a heart of course I needn't mind so much." (Line 110-111, page 3). What does the Tin Woodman imply if he has a heart?	-He means that he will never do wrong and he doesn't need to me more careful to hurt others.

Stage/Goal	Teacher	Student
Applying (50 Minutes)	T greets student -Good morning everyone, how are you?	
1. Students will be able to solve problems using critical thinking and personal experience.	- I am fine, thank you. Today, we will learn how to solve the problems from the story you have read. T explains five steps of solving problems to Ss. -The process to solve the problems consists of five steps: identifying problems, gathering information, providing advantage and disadvantage, choosing possible solution, and checking back on problems. T provides prompt questions to Ss: - What if you could ask the wizard to give you something, what would it be?	
	-Step 1: what is your problem in life?	*Expected answer:* -I don't think I am pretty enough.
	-Step 2: how can your problem affect you in your life?	-A lot of people prefer to speak with beautiful

	-Step 3: what is the advantage and disadvantage if the wizard of Oz give you a gift?	people and ignore the ugly one. Therefore, I have only a few friends. -Advantage is that I will have a lot of friends. Everyone will adore me wherever I go. -Disadvantage is that I may not find someone who is sincere, they will only hang out with me because of my physical appearance.
	Step 4: which solution do you choose?	- I choose not to let the wizard change me anything because I prefer to have a few friends that sincere for me than having a lot of friends around and do not really love me.
	Step 5: will you still have the same problem from the solution you choose?	-Yes, but I think if I change my way of thinking, I would be happier and more satisfied with my life.

	T asks Ss to work in groups of three, and give <u>Worksheet #4 Solving Problems based on the Story.</u> *Choose one of the following characters in the story (Dorothy, Tin Woodman, Scarecrow, Cowardly Lion, or Toto) and identify his/her problem, what they want from the wizard of Oz, and his/her solution in life using five steps of solving problems.*	*Expected answer:* The chosen character is Tin Woodman. -Step 1: Identify problem The problem of Tin Woodman is he want to have a heart. -Step 2: Gathering information The Tin Woodman does not have a heart. When he cries, his jaws rusted. When he was attack by the lion, he cannot be harmed because he is not a fresh meat. He needs to be careful when he walks because he is afraid to step on the small creatures. -Step 3: Advantage and disadvantage when he

		was given a heart. Advantage is that he will have a heart as he wishes. Disadvantage is that he may not care for little creatures anymore because he thinks that human does not need to be more careful. -Step 4: The solution Tin Woodman will ask for the heart from the wizard of Oz -Step 5: Checking back on problem Tin Woodman will be satisfied. He may not have problem when he cries anymore.

Handout #1 Looking at the Picture

The Wonderful Wizard of Oz

Chapter VI The Cowardly Lion

By L. Frank Baum

"You ought to be ashamed of yourself!"
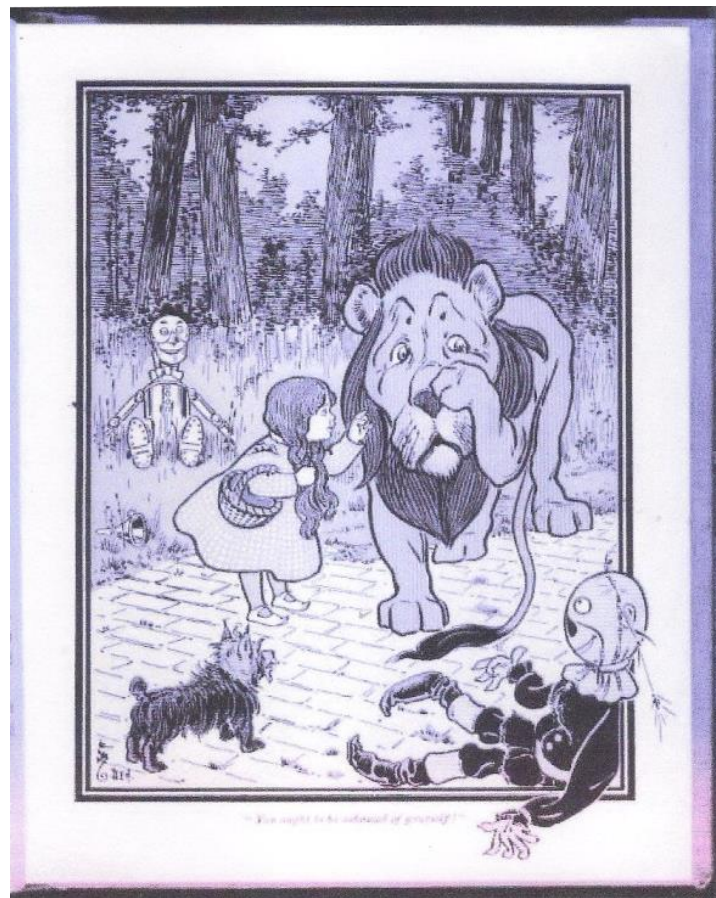
Worksheet #1 Predicting Answers and Developing Questions

Instructions 1: Students work in group of three, then discuss and predict the answers of following questions based on the given story.

1. What is this story about?

_____

2. What kind of story is this?

_____

3. How many character are they in the story, and who are they?

_____

4. Where does this story happen?

_____

5. What is the lion like?

_____

6. What is the little girl doing?

_____

7. What happened in the story?

_____

Instructions 2: Students develop questions regarding the given story and discuss the answers. (The questions can be developed more than 3 questions.)

8.   Question: _____

        Answer: _____

9.   Question: _____

        Answer: _____

10.   Question: _____

        Answer: _____

Handout #2 Reading the Story

Instructions: Students read the following story, then highlight or underline the major details.

The Cowardly Lion

[1]ALL THIS TIME DOROTHY and her companions had been walking through the thick woods. The road was still paved with yellow brick, but these were much covered by dried branches and dead leaves from the trees, and the walking was not at all good. <u>There were few birds in this part of the forest, for birds love the open country where there is plenty of sunshine.</u> But now and then there came a deep growl from some wild animal hidden among the trees. These sounds made the little girl's heart beat fast, for she did not know what made them; but Toto knew, and he walked close to Dorothy's side, and did not even bark in return.

"How long will it be," the child asked of the Tin Woodman, "before we are out of the forest?"

[11]"I cannot tell," was the answer, "for I have never been to the Emerald City. But my father went there once, when I was a boy, and he said it was a long journey through a dangerous country, although nearer to the city where Oz dwells the country is beautiful. But I am not afraid so long as I have my oil-can, and nothing can hurt the Scarecrow, while you bear upon your forehead the mark of the Good Witch's kiss, and that will protect you from harm."

"But Toto!" said the girl anxiously. "What will protect him?"

"We must protect him ourselves if <u>he</u> is in danger," replied the Tin Woodman.

Just as he spoke there came from the forest a terrible roar, and the next moment a great Lion bounded into the road. With one blow of his paw he sent the Scarecrow spinning over and over to the edge of the road, and then he struck at the Tin Woodman with his sharp claws. But, to the Lion's surprise, he could make no impression on the tin, although the Woodman fell over in the road and lay still.

[24]Little Toto, now that he had an enemy to face, ran barking toward the Lion, and the great beast had opened his mouth to bite the dog, when Dorothy, fearing Toto would be killed, and heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could, while she cried out:

"Don't you dare to bite Toto! You ought to be ashamed of yourself, a big <u>beast</u> like you, to bite a poor little dog!"

"I didn't bite him," said the Lion, as he rubbed his nose with his paw where Dorothy had hit it.

<u>"No, but you tried to," she retorted. "You are nothing but a big coward."</u>

"I know it," said the Lion, hanging his head in shame. "I've always known it. But how can I help it?"

"I don't know, I'm sure. To think of your striking a stuffed man, like the poor Scarecrow!"

[37]"Is he <u>stuffed</u>?" asked the Lion in surprise, as he watched her pick up the Scarecrow and set him upon his feet, while she patted him into shape again.

"Of course he's stuffed," replied Dorothy, who was still angry.

"That's why he went over so easily," remarked the Lion. "It astonished me to see him whirl around so. Is the other one stuffed also?"

"No," said Dorothy, "he's made of tin." And she helped the Woodman up again.

"That's why he nearly blunted my claws," said the Lion. "When they scratched against the tin it made a cold shiver run down my back. What is that little animal you are so tender of?"

"He is my dog, Toto," answered Dorothy.

"Is he made of tin, or stuffed?" asked the Lion.

<u>"Neither. He's a—a—a meat dog," said the girl.</u>

[49]"Oh! He's a curious animal and seems remarkably small, now that I look at him. No one would think of biting such a little thing, except a coward like me," continued the Lion sadly.

"What makes you a coward?" asked Dorothy, looking at <u>the great beast</u> in wonder, for he was as big as a small horse.

"It's a mystery," replied the Lion. "I suppose I was born that way. All the other animals in the forest naturally expect me to be brave, for the Lion is everywhere thought to be the King of Beasts. I learned that if I <u>roared</u> very loudly every living thing was frightened and got out of my way. Whenever I've met a man I've been awfully scared; but I just roared at him, and he has always run away as fast as he could go. If the elephants and the tigers and the bears had ever tried to fight me, I should have run myself—I'm such a coward; but just as soon as they hear me roar they all try to get away from me, and of course I let them go."

"But that isn't right. The King of Beasts shouldn't be a coward," said the Scarecrow.

[62]<u>"I know it," returned the Lion, wiping a tear from his eye with the tip of his tail. "It is my great sorrow, and makes my life very unhappy. But whenever there is danger, my heart begins to beat fast."</u>

"Perhaps you have heart disease," said the Tin Woodman.

"It may be," said the Lion.

"If you have," continued the Tin Woodman, "you ought to be glad, for it proves you have a heart. For my part, I have no heart; so I cannot have heart disease."

"Perhaps," said the Lion thoughtfully, "if I had no heart I should not be a coward."

"Have you brains?" asked the Scarecrow. "I suppose so. I've never looked to see," replied the Lion.

"I am going to the Great Oz to ask him to give me <u>some</u>," remarked the Scarecrow, "for my head is stuffed with straw."

"And I am going to ask him to give me a heart," said the Woodman.

[75]"And I am going to ask him to send Toto and me back to Kansas," added Dorothy.

"Do you think Oz could give me <u>courage</u>?" asked the Cowardly Lion.

"Just as easily as he could give me brains," said the Scarecrow.

"Or give me a heart," said the Tin Woodman.

"Or send me back to Kansas," said Dorothy.

"Then, if you don't mind, I'll go with you," said the Lion, "for my life is simply unbearable without a bit of courage."

"You will be very welcome," answered Dorothy, "for you will help to keep away the other wild beasts. It seems to me they must be more cowardly than you are if they allow you to scare them so easily."

"They really are," said the Lion, "but that doesn't make me any braver, and as long as I know myself to be a coward I shall be unhappy."

So once more the little company set off upon the journey, the Lion walking with stately strides at Dorothy's side. Toto did not approve this new comrade at first, for he could not forget how nearly he had been crushed between the Lion's great jaws. But after a time he became more at ease, and presently Toto and the Cowardly Lion had grown to be good friends.

[92]During the rest of that day there was no other adventure to mar the peace of their journey. Once, indeed, the Tin Woodman stepped upon a beetle that was crawling along the road, and killed the poor little thing. This made the Tin Woodman very unhappy, for he was always careful not to hurt any living creature; and as he walked along he wept several tears of sorrow and regret. These tears ran slowly down his face and over the hinges of his jaw, and there they rusted. When Dorothy presently asked him a question the Tin Woodman could not open his mouth, for his jaws were tightly rusted together. He became greatly frightened at this and made many motions to Dorothy to relieve him, but she could not understand. The Lion was also puzzled to know what was wrong. But the Scarecrow seized the oil-can from Dorothy's basket and oiled the Woodman's jaws, so that after a few moments he could talk as well as before.

"This will serve me a lesson," said he, "to look where I step. For if I should kill another bug or beetle I should surely cry again, and crying rusts my jaws so that I cannot speak."

Thereafter he walked very carefully, with his eyes on the road, and when he saw a tiny ant toiling by he would step over it, so as not to harm it. The Tin Woodman knew very well he had no heart, and therefore he took great care never to be cruel or unkind to anything.

"You people with hearts," he said, "have something to guide you, and need never do wrong; but I have no heart, and so I must be very careful. When Oz gives me a heart of course I needn't mind so much."

Worksheet #2 Answering from the Story

Instructions: Students separate into groups, discuss and answer the following questions.

1. What is the main idea of the story?

_____

2. Explain the meaning of the following vocabulary items using context clues:

Beast (Line 28, page 2)_____

Stuffed (Line 37, page 2)_____

Roared (Line 56, page 2)_____

Courage (Line 76, page 3)_____

Comrade (Line 88, page 3)_____

3. What do the following words refer to:

"he" (Line 18, page 1)_____

"the great beast" (Line 52, page 2)_____

"some" (Line 72, page 3)_____

4. Summarize the story you have read in your own understanding.

_____

_____

Worksheet #3 Drawing Inferences

Instructions: Student answers the following questions.

1. According to the story, how can you assume Lion's personality and physical appearance?

_____

2. There were few birds in this part of the forest, for birds love the open country where there is plenty of sunshine. (Line 3-5, page 1). According to these sentences, what kind of forest is this?

_____

3. According to the story, who is Toto, and how does Dorothy feel about him?

_____

4. "No, but you tried to," she retorted. "You are nothing but a big coward." (Line 32, page 1). Why does Dorothy say that the lion is a coward?

_____

5. "Neither. He's a—a—a meat dog," said the girl. (Line 48, page 2). Why does Dorothy stutter?

_____

6. "I know it," returned the Lion, wiping a tear from his eye with the tip of his tail. "It is my great sorrow, and makes my life very unhappy. But whenever there is danger, my heart begins to beat fast." (Line 62, page 2). How does the lion feel, and what is he doing at the moment?

_____

7. "But that isn't right. The King of Beasts shouldn't be a coward," said the Scarecrow. (Line 61, page 2). How should the king of the beast be like?

_____

8. When the characters in the story talk about the wizard of Oz, do you think what kind of person he is?

_____

9. "This will serve me a lesson," said he, "to look where I step. For if I should kill another bug or beetle I should surely cry again, and crying rusts my jaws so that I cannot speak." (Line 103-105, page 3). According to these sentences, What kind of person the Tin Woodman is?

_____

10. "You people with hearts," he said, "have something to guide you, and need never do wrong; but I have no heart, and so I must be very careful. When Oz gives me a heart of course I needn't mind so much." (Line 110-111, page 3). What does the Tin Woodman imply if he has a heart?

_____

Worksheet #4 Solving Problems based on the Story

Instructions: Choose one of the following characters in the story (Dorothy, Tin Woodman, Scarecrow, Cowardly Lion, or Toto) and identify his/her problem, what they want from the wizard of Oz, and his/her solution in life using five steps of solving problems.

Step 1 Identify problem
What do you think you problem come from? Provide supporting

Step 1 Identify problem

Step 2 Gather information
If you were transformed, what will you do? Provide ways of how to solve your problem

Step 2 Gather information

Step 3 Provide advantage and disadvantage
Provide advantage and disadvantage including reasons of the ways you choose to solve the problem.

Step 3 Provide advantage and disadvantage

Step 4 Possible Solution
Provide the best solution including supporting reasons.

Step 4 Possible Solution

Step 5 Check back on problem
Provide the best solution including supporting reasons.

Step 5 Check back on problem

Appendix G

A Sample of Lesson Plan Evaluation Form

Assessor's name:_____

Please check √ to assess these following instructional aspects according to your opinions.

+1   =   Question relates to the objectives of the study

0   =   Do not sure that question relate to the objectives of the study

+1   =   Question does not relate to the objectives of the study

Instructional Aspects	+1	0	-1
Objectives:			
1. The objective is realistic, appropriate, and achievable for the lesson and time allocation.			
Stages and Activities:			
2. The activities are relevant to stages in the framework of critical reading instruction.			
3. The activities are based on the rationale of critical reading.			
4. The activities promote critical reading ability.			
5. The activities are suitable for student's language level.			
6. The activities are relevant to lesson objectives.			
7. Time is appropriately allocated to each stage.			
Procedure and Worksheet:			
8. Procedure in each activity meets its aims.			
9. Procedure in each activity is in logical sequence.			
10. Worksheets are appropriate for the lesson.			
11. Worksheets are suitable for student's language level.			

Other comments and suggestions:

_____

Thank you for your time and assistance

Appendix H

The Item-Objective Congruence Index of the Lesson Plans

Item	Expert			Total	Meaning
	A	B	C		
1	1	1	1	1	Reserved
2	1	0	1	0.67	Reserved
3	1	1	1	1	Reserved
4	1	1	1	1	Reserved
5	1	1	1	1	Reserved
6	1	1	1	1	Reserved
7	0	1	1	0.67	Reserved
8	1	1	1	1	Reserved
9	1	1	0	0.67	Reserved
10	1	1	1	1	Reserved
11	1	1	0	0.67	Reserved

Appendix I

Samples of Critical Reading Ability Test

Specifications for the Test

General Statement of Purpose

The Critical Reading Ability Test is designed as a research instrument for the study on 'Effects of Critical Reading Instruction Using Literature on Critical Reading Ability of Upper Secondary School Students'

The aim of the test is to collect students' scores of critical reading ability before and after receiving instruction. The data is analyzed to evaluate the effects of the instruction.

Description of the Test Taker

The Critical Reading Ability Test is designed to test Mathayom Suksa Six or Grade 12 students, who are the participants in the study and study English as a foreign language and attend the course of Thematic English.

The Test Set

Part A: Critical Reading Ability Test: 20 multiple-choice questions

Part B: Writing

Time Allocation: 50 minutes

Instruction: Read the short story My Purple Dog and answer the questions by crossing ✘ on the letters (a), (b), (c), or (d) in your answer sheet.

My Purple Dog

[1] I can't say with any kind of certainty when this story really started, but I'm told by my parents that my twin sister and I were about six months old when it all came about. My parents decided that it was about time we started to show some interest in something other than our own fingers, so they presented us each with a stuffed animal. A yellow duck for my sister and a purple dog for me. I guess this was the first sign that we were encouraged to develop our own individuality. They weren't very big, only about 12 inches high, but they seemed gigantic to us.

[8] In the years following, we played with those toys every day and would take them to bed with us at night and for our afternoon naps, we so enjoyed them. We would take them with us whenever we went outside to play or whenever we went visiting. We would pretend they were real animals and that they would answer us when we talked to them. They became our friends and security blankets when we were sick or not feeling well. Somehow we would always feel better when they were within eyesight. My sister was the only thing closer to me while we were growing up. When I got the measles and ran a high fever and my sister had to be isolated from me, who was there to comfort me ---- purple dog. When I fell off my tricycle and bruised my knee, who kissed it and made it all better, again ---- purple dog.

[17] There was a time when I was about five and feared that I'd lost him, but after searching for hours we found him where he had fallen under the seat in the car. I must have loosened my grip on him while riding and dozed off. I was quite scared since I knew that I wouldn't be able to go to sleep that night without him. After that, my daddy made a little leash for him so I would never go through that fear again. It worked so well that in time, all his original fur covering wore off and he developed wear spots at the ends of his legs where the stuffing started to come out. My grand mom had to sew new pieces of purple fabric on them to stop it. Many such

"operations" as my daddy called them, have been performed on my purple dog, 'til it doesn't even resemble the little stuffed toy I've come to love and cherish. It had to be repaired several times after my grand mom passed away. My mom and I tried but could never quite get it looking like my grand mom could. We had trouble matching the color so that it almost looks like a calico cat, but it still is ---- my purple dog.

[29] When I got married, my new husband was surprised to find that I had packed him in my little honeymoon suitcase and asked me, "What's that?" I answered, "My purple dog, I don't go to bed without him." He countered, "It doesn't even look like a dog" and I said, "I know, but it did at one time but he's been through a lot." The following day I told my husband the story up 'til then, about my purple dog, which made both of us feel better. He accepted the fact that my purple dog goes where I go. I love him for this.

[35] My sister has long given up her yellow duck and doesn't have such trivial attachments, but she's very happy.

[37] When I was enduring the challenges of my first pregnancy and feeling pretty bad and alone, who was there ---- purple dog, so I wasn't really alone. He came with me into the delivery room and was there for the birth of my first daughter. She herself has since developed an attachment for things purple, in fact her favorite color is purple. I've since given birth twice more, and purple dog has been there each time, however, these children don't share the same fetish.

[43] My sister and I are now 46 years old and although we are still close, she has her family in North Carolina and I have mine here in New Jersey and we only see each other occasionally. The subject of the purple dog has stirred up many a conversation within our family, but I will always love my lifelong friend, my comforter, my talisman ---- my purple dog.

Drawing inference

1. According to the story, what would the purple dog be like at the moment?

a. The purple dog is still in the perfect condition because the girl takes good care of him.

b. The purple dog is old and is not in the same condition as before.

c. The purple dog falls into pieces because the girl's daughters play with him.

d. The purple dog was left alone at the girl's house.

2. *"It had to be repaired several times after my grand mom passed away. My mom and I tried but could never quite get it looking like my grand mom could. We had trouble matching the color so that it almost looks like a calico cat, but it still is ---- my purple dog."* (Line 26 – 28) How does the girl feel toward her purple dog?

a. She feels sorry for him that he has to be repaired for several time.

b. She feels disgust that her beloved purple dog is changed.

c. She feels love, which is the same feeling since she had known the purple dog.

d. She feels pity toward purple dog that her mother could not fix him as her grandmother.

3. *"The following day I told my husband the story up 'til then, about my purple dog, which made both of us feel better. He accepted the fact that my purple dog goes where I go. I love him for this."* (Line 26 – 28) What is the reason that the girl loves her husband?

a. He is not mad when he knows about the purple dog.

b. He listens to her story about the purple dog.

c. He understands her feeling and action.

d. He accepts the purple dog into the family.

4. *"After that, my daddy made a little leash for him so I would never go through that fear again."* (Line 20 – 21) What does the girl's father like?

a. He loves his daughter.

b. He is very creative person.

c. He annoys of his daughter's fear.

d. He fears that his daughter will be lost.

5. *"My sister has long given up her yellow duck and doesn't have such trivial attachments, but she's very happy."* (Line 35 – 36) What can be referred about the girl's sister?

a. She does not like her yellow duck.

b. She loves something else.

c. She grows up.

d. She loses her yellow duck.

Distinguishing facts and opinions

6. Which of the following sentences does NOT represents the fact about the purple dog?

a. *"My sister and I are now 46 years old and although we are still close, and we only see each other occasionally. The subject of the purple dog has stirred up many a conversation within our family"* (Line 43)

b. *"When I got married, my new husband was surprised to find that I had packed him in my little honeymoon suitcase … He accepted the fact that my purple dog goes where I go. I love him for this."* (Line 24)

c. *"She herself has since developed an attachment for things purple, in fact her favorite color is purple. I've since given birth twice more, however, these children don't share the same fetish."* (Line 39)

d. *"It worked so well that in time, all his original fur covering wore off and he developed wear spots at the ends of his legs where the stuffing started to come out."* (Line 21)

7. Which of the following sentence does NOT represent the character's opinion at all?

a. *"In the years following, we played with those toys every day and would take them to bed with us at night and for our afternoon naps… We would take them with us whenever we went outside to play or whenever we went visiting."* (Line 17)

b. *"My mom and I tried but could never quite get it looking like my grand mom could. We had trouble matching the color so that it almost looks like a calico cat, but it still is ---- my purple dog."* (Line 26)

c. *"Many such "operations" as my daddy called them, have been performed on my purple dog, 'til it doesn't even resemble the little stuffed toy I've come to love and cherish."* (Line 24)

d. *"A yellow duck for my sister and a purple dog for me. I guess this was the first sign that we were encouraged to develop our own individuality."* (Line 4)

8. Which one of the following sentences show the negative opinion of the girl (main character)?

a. *"They weren't very big, only about 12 inches high, but they seemed gigantic to us."* (Line 6)

b. *"There was a time when I was about five and feared that I'd lost him… I was quite scared since I knew that I wouldn't be able to go to sleep that night without him"* (Line 17)

c. *"They became our friends and security blankets when we were sick or not feeling well. Somehow we would always feel better when they were within eyesight."* (Line 11)

d. *"When I was enduring the challenges of my first pregnancy and feeling pretty bad and alone, who was there ---- purple dog, so I wasn't really alone"* (Line 37)

Determining purpose and tone

9. *"What's that?" I answered, "My purple dog, I don't go to bed without him." He countered, "It doesn't even look like a dog" (Line 30 – 32)*, what is the tone of the girl's husband?

a. He likes the purple dog.

b. He pities the purple dog.

c. He disgusts the purple dog.

d. He is amazed by the appearance of the purple dog.

10. Why does the girl mention her sister's attachment with the yellow duck in line *35*?

a. To tell the feeling of her sister toward the yellow duck.

b. To tell the importance of the yellow duck.

c. To tell the background story about her sister and the yellow duck.

d. To tell the relationship between the sister and the yellow duck.

11. *"When I got the measles and ran a high fever and my sister had to be isolated from me, who was there to comfort me ---- purple dog. When I fell off my tricycle and bruised my knee, who kissed it and made it all better, again ---- purple dog.... When I was enduring the challenges of my first pregnancy and feeling pretty bad and alone, who was there ---- purple dog"*, why does the girl always mention the purple dog?

a. To explain how lonely she is.

b. To tell how much she hates her family.

c. To provide samples of bad things that she had faced.

d. To illustrate how the purple dog is important to her.

12. *"The subject of the purple dog has stirred up many a conversation within our family, but I will always love my lifelong friend, my comforter, my talisman ---- my purple dog."* How does the girl feel when she says this sentences?

a. Amusing

b. Funny

c. Hopeful

d. Delightful

Separating important information

13. What is the main idea of the second paragraph?

a. When the girls are sick or not feeling well, their animal toys stay with them.

b. The girls feel better when their animal toys are in their eyesight.

c. The girls develop their attachment with their animal toys.

d. The girl loves the purple dogs more when her sister is not around.

14. Which of the following sentences is NOT the minor detail of the story?

a. *"She herself has since developed an attachment for things purple, in fact her favorite color is purple. I've since given birth twice more, and purple dog has been there each time, however, these children don't share the same fetish."* (Line 39)

b. *"My parents decided that it was about time we started to show some interest in something other than our own fingers, so they presented us each with a stuffed animal. A yellow duck for my sister and a purple dog for me."* (Line 2)

c. *"After that, my daddy made a little leash for him so I would never go through that fear again. It worked so well that in time, all his original fur covering wore off and he developed wear spots at the ends of his legs where the stuffing started to come out"* (Line 20)

d. *"My sister and I are now 46 years old and although we are still close, she has her family in North Carolina and I have mine here in New Jersey and we only see each other occasionally.* (Line 43)

15. Which of the following sentence represents the major detail in the story?

a. *"The following day I told my husband the story up 'til then, about my purple dog, which made both of us feel better. He accepted the fact that my purple dog goes where I go. I love him for this."* (Line 32)

b. *"My sister has long given up her yellow duck and doesn't have such trivial attachments, but she's very happy."* (Line 35)

c. *"My sister and I are now 46 years old and although we are still close, she has her family in North Carolina and I have mine here in New Jersey and we only see each other occasionally."* (Line 43)

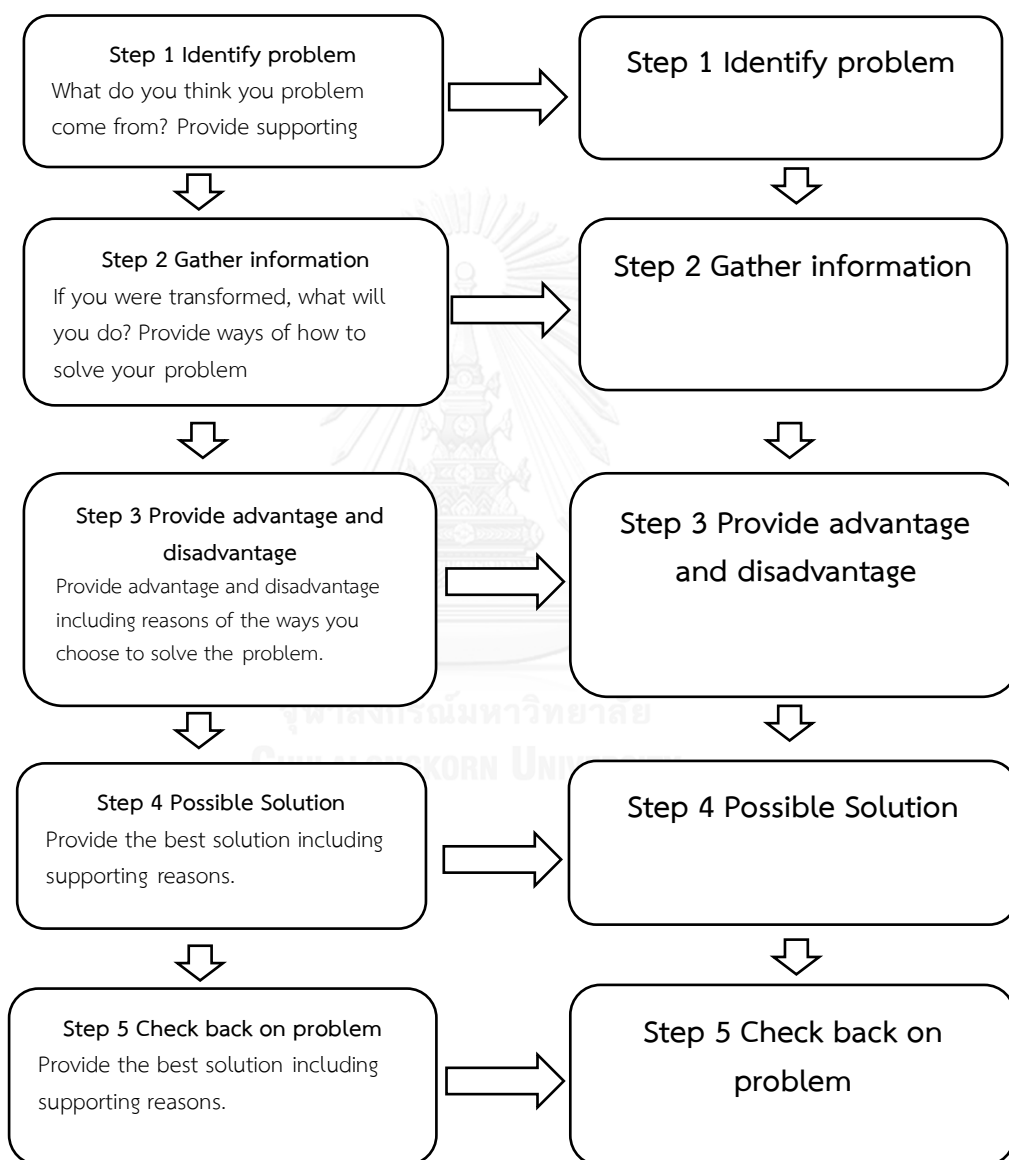d. *"In the years following, we played with those toys every day and would take them to bed with us at night and for our afternoon naps, we so enjoyed them. We would take them with us whenever we went outside to play or whenever we went visiting."* (Line 8)
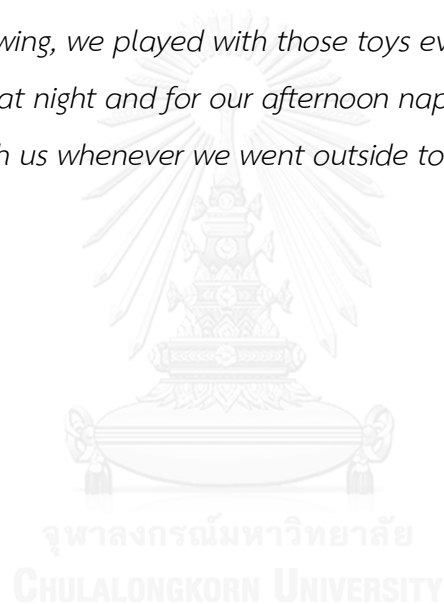
Part B: Writing

Solve your problem using five steps as followed (5 points):

"The girl in this story attaches herself with the purple dog and takes the purple dog everywhere with her, identify your attachment with something, how is it influence your life, is it good or bad, and provide ways to detach yourself from it."

Step 1 Identify problem
What do you think you problem come from? Provide supporting

→ **Step 1 Identify problem**

Step 2 Gather information
If you were transformed, what will you do? Provide ways of how to solve your problem

→ **Step 2 Gather information**

Step 3 Provide advantage and disadvantage
Provide advantage and disadvantage including reasons of the ways you choose to solve the problem.

→ **Step 3 Provide advantage and disadvantage**

Step 4 Possible Solution
Provide the best solution including supporting reasons.

→ **Step 4 Possible Solution**

Step 5 Check back on problem
Provide the best solution including supporting reasons.

→ **Step 5 Check back on problem**

Appendix J

Critical Reading Ability Test Evaluation Form

Assessor's name

_____

Please ✓ to rate these following items according to your opinions.

1 = Congruent   0 = Questionable   -1 = Incongruent

Items	Critical Reading Ability	1	0	-1	Comments
1	Separate important information				
2	Separate important information				
3	Separate important information				
4	Separate important information				
5	Separate important information				
6	Draw inference				
7	Draw inference				
8	Draw inference				
9	Draw inference				
10	Draw inference				
11	Distinguish fact and opinion				
12	Distinguish fact and opinion				
13	Distinguish fact and opinion				
14	Distinguish fact and opinion				
15	Distinguish fact and opinion				
16	Determine purpose and tone				
17	Determine purpose and tone				
18	Determine purpose and tone				
19	Determine purpose and tone				
20	Determine purpose and tone				

Thank you for your time and assistance

Appendix K

The Item-Objective Congruence Index of the Critical Reading Ability Test

Item	Expert			Total	Meaning
	G	H	I		
1	1	1	1	1	Reserved
2	-1	0	1	0	Modified
3	0	1	1	0.67	Reserved
4	1	1	1	1	Reserved
5	1	0	1	0.67	Reserved
6	1	1	1	1	Reserved
7	0	1	1	0.67	Reserved
8	1	1	1	1	Reserved
9	1	1	0	0.67	Reserved
10	1	1	1	1	Reserved
11	1	1	0	0.67	Reserved
12	0	-1	1	0	Modified
13	0	1	1	0.67	Reserved
14	1	0	1	0.67	Reserved
15	0	0	-1	-0.33	Modified
16	1	0	1	0.67	Reserved
17	1	1	0	0.67	Reserved
18	0	1	1	0.67	Reserved
19	1	1	1	1	Reserved
20	1	0	1	0.67	Reserved

Appendix L

Questionnaire asking students' opinion toward Critical Reading Instruction

<u>Instruction</u>: Please indicate your response to the following statements.

Statements	Opinion				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I am able to distinguish topics, main ideas, major details, and minor details.					
2. I am able to uncover the central message of the text.					
3. I am able to recognize patterns of organization of the story.					
4. I am able to use inference.					
5. I am able to separate important information from the story.					
6. I am able to distinguish facts and opinions.					
7. I am able to determine purpose and tone of the author.					
8. I am able to develop questions from the story, and answer with critical view.					
9. I am able to relate the texts to my personal experience or daily life.					
10. I am able to express my opinions, and answer with possible solutions.					

Things you like and dislike in the course:

_____

_____

_____

VITA

Muanfun Tangpinijkarn was born on the 23rd May, 1989 in Bangkok. She graduated her Bachelor's Degree in British and American Studies from the Faculty of Arts, Thammasat University in 2008. In 2010, she continued her Master's Degree in Teaching English as a Foreign language, Faculty of Education, Chulalongkorn University. She is currently Assistant to Head of the English Department and teaches English language at Assumption College Thonburi, Bangkok.