

EFFECTS OF READING INSTRUCTION USING
BACKWARD DESIGN FRAMEWORK
AND CITIZENSHIP THEME TO ENHANCE
ENGLISH READING COMPREHENSION AND
SOCIAL RESPONSIBILITY OF TENTH GRADE
THAI EFL STUDENTS



A Thesis Submitted in Partial Fulfillment of the Requirements
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ความเข้าใจในการอ่านภาษาอังกฤษและความรับผิดชอบต่อสังคมของ
นักเรียนที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ
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ปฐมภาพร ชัยสา : ผลการจัดการเรียนการสอนการอ่านโดยใช้การออกแบบการสอน แบบย้อนกลับและแก่นเรื่องเกี่ยวกับความเป็นพลเมืองเพื่อเสริมสร้าง ความเข้าใจในการอ่านภาษาอังกฤษและความรับผิดชอบต่อสังคมของ นักเรียนที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ ชั้นมัธยมศึกษาปีที่ 4. (EFFECTS OF READING INSTRUCTION USING BACKWARD DESIGN FRAMEWORK AND CITIZENSHIP THEME TO ENHANCE ENGLISH READING COMPREHENSION AND SOCIAL RESPONSIBILITY OF TENTH GRADE THAI EFL STUDENTS) อ.ที่ปรึกษาหลัก : รศ. ดร.สุมาลี ชีโนกุล

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาผลที่เกิดขึ้นจากการจัดการเรียนการสอนการอ่านโดยใช้การออกแบบการสอนแบบย้อนกลับและแก่นเรื่องเกี่ยวกับความเป็นพลเมืองที่มีต่อความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ 2) เพื่อศึกษาผลที่เกิดขึ้นจากการจัดการเรียนการสอนการอ่านโดยใช้การออกแบบการสอนแบบย้อนกลับและแก่นเรื่องเกี่ยวกับความเป็นพลเมืองที่มีต่อความรับผิดชอบต่อสังคมของนักเรียนที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศชั้นมัธยมศึกษาปีที่ 4 และ 3) เพื่อสำรวจความคิดเห็นของนักเรียนที่มีต่อการจัดการเรียนการสอนการอ่านโดยใช้การออกแบบการสอนแบบย้อนกลับและแก่นเรื่องเกี่ยวกับความเป็นพลเมือง กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 4 จำนวน 36 คน ห้องเรียนพิเศษด้านคณิตศาสตร์และวิทยาศาสตร์ที่เรียนรายวิชาภาษาอังกฤษอ่านเขียนเป็นวิชาเสริม ภาคเรียนที่ 2 ปีการศึกษา 2562 เครื่องมือที่ใช้ในการทดลองได้แก่ แบบทดสอบการอ่านภาษาอังกฤษเพื่อความเข้าใจก่อนเรียนและหลังเรียน แบบวัดความรับผิดชอบต่อสังคมก่อนเรียนและหลังเรียน และแบบสอบถามความคิดเห็นต่อการเรียนการสอนของนักเรียน การทดลองใช้เวลา 8 สัปดาห์ สถิติที่ใช้วิเคราะห์ข้อมูลเชิงปริมาณคือ t-test และสถิติเชิงพรรณนา ข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหา ผลการวิจัยพบว่า (1) คะแนนเฉลี่ยจากแบบทดสอบการอ่านภาษาอังกฤษเพื่อความเข้าใจหลังเรียนของนักเรียนสูงกว่าคะแนนเฉลี่ยจากแบบทดสอบก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 (2) คะแนนเฉลี่ยจากแบบวัดความรับผิดชอบต่อสังคมหลังเรียนของนักเรียนสูงกว่าคะแนนเฉลี่ยจากแบบทดสอบก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และ (3) นักเรียนมีความคิดเห็นเชิงบวกต่อการจัดการเรียนการสอนการอ่านโดยใช้การออกแบบการสอนแบบย้อนกลับ เนื่องจากการเรียนการสอนมีประโยชน์ในการเสริมสร้างการอ่านภาษาอังกฤษเพื่อความเข้าใจและความรับผิดชอบต่อสังคมของนักเรียน ความคิดเห็นของนักเรียนบ่งชี้ว่าการจัดการเรียนการสอนมีผลให้นักเรียนรู้สึกมีส่วนร่วมในบทเรียนและการเรียนสูง และเนื้อหากาเรียนของแก่นเรื่องเกี่ยวกับความเป็นพลเมืองมีความสำคัญและมีความหมายต่อชีวิตตนเอง

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Patamaporn Chaisa : EFFECTS OF READING INSTRUCTION USING BACKWARD DESIGN
FRAMEWORK AND CITIZENSHIP THEME TO ENHANCE ENGLISH READING COMPREHENSION
AND SOCIAL RESPONSIBILITY OF TENTH GRADE THAI EFL STUDENTS. Advisor: Assoc. Prof.
SUMALEE CHINOKUL, Ph.D.

This study aimed to 1) investigate the effects of reading instruction using Backward Design framework and citizenship theme (BD&CT) to enhance English reading comprehension of tenth grade Thai EFL students, 2) investigate the effects of reading instruction using BD&CT to enhance social responsibility (SR) of the students, 3) explore the opinions of students towards the reading instruction using BD&CT. The participants included 36 tenth grade students who took course in English reading and writing as an additional course in the second semester of the academic year 2019. The research instruments were English reading comprehension test and social responsibility questionnaire, which were administered prior to implementing reading instruction using BD&CT and after implementing the instruction, and which was opinion survey questionnaire employed after implementing the intervention. The experiment lasted for 8 weeks. The statistical analysis of t-test along with descriptive statistics was used to analyze the quantitative data from English reading comprehension pretest and posttest, also for analyzing the quantitative data from pre-experiment and post-experiment social responsibility questionnaire. From the opinion survey questionnaire, quantitative data from five Likert scale was analyzed using the descriptive statistics and the qualitative data from the open-end questions part were analyzed using content analysis. The findings revealed that (1) the mean scores of English reading comprehension posttest were higher than the mean scores of the pretest at a statistically significant level ($p < .05$), (2) The mean scores of post-experiment social responsibility were higher than the mean scores of the pre-experiment social responsibility at a statistically significant level ($p < .05$). (3) Analysis of students' opinions suggested that they had positive opinions toward the instruction since the designed instruction was beneficial to them in enhancing English reading comprehension and the students' senses of social responsibility. Keeping with the results of student's opinions survey, the findings suggested that they had a high engagement in the reading instruction, meanwhile they found the content of the citizenship theme meaningful to their life.

Field of Study: Teaching English as a Foreign Language Student's Signature

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LIST OF ABBREVIATIONS

BCPSforSR 2001	British Columbia Performance Standards for Social Responsibility 2001
BD	Backward Design Framework
BD&CT	Backward Design Framework and Citizenship theme
BECC 2008	Basic Education Core Curriculum 2008
CT	Citizenship theme
ESL	English as a second language
EFL	English as a foreign language
GCED	Global Citizenship Education (UNESCO, 2015)
L2	Second language
SR	Social responsibility
UbD	Understanding by Design

CHAPTER 1

INTRODUCTION

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

1.1 Background of the Study

In this globalized and information era, people from different cultures and countries are mutually connected. English has become a common medium of international communication and it has been used as a linkage to the realization of the 'meaning', together with embedded cultural values of various message modes (Chanyoo, 2017). Grabe (2008, p. 6) pointed out that the rise of English as a global language has affected education around the world, particularly the high needs for English reading since the growth of electronic communication has brought about a print environment where reading skills are expected in high demand. Undeniably, the print information has shifted from pages to screen (Hafner, 2014). The information is closed at hand. So, we read throughout the day because the print is all around us and we may read more often than we are aware of. In this respect, the large amount of information has bombarded the readers who needs effective reading skills to cope with the large quantities of information (Grabe, 2008, p. 5). Also, the information emerging on the internet websites or social media might not be reliable since

anybody sometimes can create website and there is no an editor's examination (Spears, 1999, p. 250). Effective reading that encompasses deeper understanding is handful. Reading in a critical way that helps uncover motivations and assess the statements, or consider options is important (Pirozzi, Starks-Martin, & Dziewicz, 2008, pp. 223-224).

Reading also plays an important role in the educational success of the students. They are expected to read in academic contexts in a formal setting (Grabe, 2008, p. 6). Reading is used as a tool for searching and gaining knowledge. Arguably, reading is the most essential skill for the success of all educational contexts. It remains a significant skill of all because the assessments of general language ability were created in reading mode (Brown, 2010). In this respect, no matter reading in informal or formal context, reading for comprehension is considered a common purpose and it is a fundamental for other purposes such as reading to search for information, to evaluate, or to learn for academic reading process. So, reading comprehension is vital as “citizens of modern societies must be good readers to be successful (Grabe, 2008, p. 5)”.

In this 21st century, not only the field of English as a second language has risen, the interest in citizenship issues has also increased. Among the youth, their actions and movements have been internationally witnessed for a recent decade. Young citizens have shown their interest in and care for the world around them

where social and citizenship issues have emerged. Those issues around human rights, environment, social and economic justice and intercultural were considered the theme of citizenship (Tawil, 2013). It is factual that young people, wanting their voice to be heard, have addressed and got engaged in those issues in order to call for the better living. For examples, Malala Yousafzai, starting to speak out at the age of 11, has fought for girls' right to education (Woman At The Center, n.d.). The school strike campaign initiated by Greta Thunberg, a young environmental activist, has spread around Europe (The Guardian, 2019). In Thailand, referring to the survey investigating the youth and students' needs and wants by Khonthai Foundation through the project '*Youth Today*', the results have revealed that the students are ready to adjust themselves, and make some change in society in many areas such as education, economic issues (Khonthai Foundation, 2014). Hence, the discussion earlier shows the youth's concern about their rights as well as their responsibility to the world. That also suggests how meaningful those issues are to the young students.

Furthermore, the increase of an awareness of living harmoniously in diverse societies has affected citizenship education (Calle Díaz, 2017). On the ground that the ultimate contribution of education is to prepare children or young people to cope with the challenge of the today's interconnected world, education has its central role to foster peaceful societies as well as gives understandings, skills and values for living in this 21st century (Tawil, 2013). Consequently, many relevant organizations

such as UNESCO and British Councils, have developed global citizenship curricula and advocated integrating global citizenship into other subjects including English.

Although the concept of citizenship or being good citizens can vary in different local contexts (United Nations Educational Scientific and Cultural Organization [UNESCO], 2015), in the democratic context, the most important attribute of good citizens is exhibiting social responsibility (Robles De Melendez, Beck, & Fletcher, 2000, p. 187). Similarly, in Thailand, the concept of good citizenship coincides with social responsibility. Referring to Thai Basic Education (Office of the Basic Education Commission, 2008), citizenship education, also known as civics, is under social studies, religion and culture subject area. The national curriculum aims at building learners to become good and responsible citizens who enjoy a life of harmony among others citizens as individuals and coexisting members of a society of the country as well as the world community. It endeavors building self-conduct in accord with responsibility, which is considered as an attribute of an ‘active citizen’ (Samakoses, 2015).

Additionally, Thai Basic Education Core Curriculum promotes the correspondence of English learning, other subjects and real-world community. The four strands of the area of foreign language learning aim at establishing the capability to use English as a tool for communicating, seeking knowledge and linking it with other learning areas as foundation for further development, also using foreign language in relationship with community, society and the world (Office of the Basic

Education Commission, 2008). In this respect, English instruction and citizenship concept, in which social responsibility is emphasized, should be promoted together.

1.2 Statement of Problems

English reading comprehension and social responsibility as being a citizen are crucial; nevertheless, English reading comprehension as well as citizenship knowledge and social responsibility of Thai students seem not satisfactory.

In terms of English reading proficiency, Sawangsamutchai and Rattanavich (2016) reported that English proficiency of Thai students was low especially in reading: EF English Proficiency Index in 2014 showed the level of English skills was ranked at very low proficiency. In 2017, the scores for the Ordinary National Educational Test of English were below 50 percent at the average. Even in Thai higher education system, learners did not generally make adequate progress in language learning, and their levels of reading comprehension are quite weak. (Chomchaiya, 2014; Yimwilai, 2008, as cited in Chomchaiya, 2014). That implied that the learners had deficient foundation in English reading comprehension from previous grade level, which were the upper secondary. Possibly, a cause of the problem came from English reading instruction that only had students follow the teacher sentence by sentence, which was not supportive as it makes student lack motivation (Kongkerd, 2013).

Regarding social responsibility, it can be viewed in the domain of citizenship knowledge and social responsibility behaviors since they are interrelated. According to Khonthai Foundation (2014) Thai students did not really understand civics duties and they tended to focus on studying hard to improve themselves, rather than exhibiting social responsibility or taking actions in the movements. Given the civics scores of Thai learners, the survey and test of International Association for the Evaluation of Educational Achievement (IEA) in 2010, Thai students had average test scores of about half an international standard deviation or more below the international and regional averages in the domain of civic knowledge (Frailon, Schulz, & Ainley, 2010). In additions, the study involving civic mindedness of Thai students of Vorakamin, Rukumnuaykit, and Saifah (2016) reported that more than half of Thai students did not reach a high level of civic mindedness in social responsibility domain. Moreover, Nuansri (2016) studied to what extent the lower secondary Thai students had responsible citizenship. The research found that at 96.41% of the students had responsible citizenship in overall at a moderate level. In the dimension of skills, 59.86% of the students had responsible citizenship at a moderate level. 93.41% of the student had responsible citizenship at a moderate level in affective domains. So, the issues about civic education in Thailand were considered as a challenge due to the fact that citizenship education in Thai school practice limited condition for thoughtful citizenship (Boontinand & Petcharamesree, 2018). It showed that to reach high level, social responsibility of Thai students has room to improve.

1.3 Rationale for the Study

As stated earlier, enhancing English reading comprehension and social responsibility is needed. In order to achieve those dual outcomes, Backward Design Framework (BD) and citizenship theme (CT) could potentially be effective.

In teacher perspectives, reading should be considered as larger and more complex than a fundamental skill obtained in elementary school and it should be used to learn from texts across the curriculum (Braunger, Donahue, Evans, Galguera, & Schoenbach, 2005, p. 11). Owing to Stoller and Grabe (1997, as cited in Jiang, 2017), theme refers to “central ideas that organizing curricular units”. Since using theme is relevant to the theme-based language teaching, which is under Content-Based Instruction, citizenship theme involves the content of citizenship or civics. According to Stoller (n.d.), stated in *Language & Civil society journal*, “Through the exploration of topics related to civic education, language teachers can help their students master English and simultaneously become more knowledgeable citizens of the world. The combination of improved language skills and increased knowledge can enhance students' studies, work, and ability to become more active and conscientious participants in their communities.” Moreover, helping the students learn how to read effortlessly is a central goal of reading instruction because the students can ignore the reading process and focus on the content instead (Ashby & Rayner, 2006: 52, as cited in Grabe, 2008, p. 36). In accordance with United Nations Educational Scientific and Cultural Organization [UNESCO] (2015), global citizenship

education can be applied as a cross-curricular issue; as an integrated component within different subjects, including arts. In line with (Oxfam Education UK, 2015a, 2015b), global citizenship enriches all areas of the school curriculum including English. Language class can incorporate citizenship concept in the way that learners can develop empathy, communication skills, considering insights into issues as real-life contexts.

Another point is using Backward Design Framework (Wiggins & McTighe, 2005), also known as Understanding by Design It was selected now that it can be employed with all the levels of instructional planning from multilevel curriculum, from units to lesson plans (National Capital Language Resource Center [NCLRC], 2014). Also, Backward Design Framework (BD) has gained popularities for teaching curricular content, including within the field of TESOL (Walters & Newman, 2008). This planning framework is widely used in the field of education and adopted by the foreign language field (EFL) since it helps teacher plan effective instruction (National Capital Language Resource Center [NCLRC], 2014). Given the past research, the research of Hodaieian and Biria (2015), Backward Design can enhance reading comprehension of Iranian EFL learners remarkably. Moreover, learners' affective variables also turned positive; motivation in studying English increased (Yurtseven & Altun, 2016). In Thailand, Chobklang (2013) found that students' abilities in listening and speaking increased after the experiment and they had positive attitude toward teaching. In social studies, Rugthanyakarn (2009) developed designed learning units of Backward

design on good citizen for social studies in grade 8 in Lamphun in order to examine the consistency of learning units. The study showed positive results.

Whereas using Backward Design framework and citizenship theme in reading instruction would potentially enhance reading comprehension and SR, the study of integrating CT in English reading is not found. In Thailand, the studies of the effectiveness of English reading integrating content of civics or citizenship theme in English reading instruction were also rare. Moreover, the context of tenth grade EFL students was selected due to the fact that the instruction implemented in this study would require certain level of background knowledge and experience. To conclude, this study aimed at investigating the effects of reading instruction using BD&CT on enhancing English reading comprehension and social responsibility of tenth grade EFL students as well as their opinions toward the reading instruction of the study.

1.4 Research Questions

This study aimed at answering the following research questions.

1. To what extent does reading instruction using Backward Design framework and citizenship theme enhance English reading comprehension of tenth grade Thai EFL students?

2. To what extent does reading instruction using Backward Design framework and citizenship theme enhance social responsibility (SR) of tenth grade Thai EFL students?

3. What are the opinions of tenth grade Thai EFL students towards the reading instruction using Backward Design framework and citizenship theme?

1.5 Research Objectives

The objectives of this study were as follows:

1. To investigate the effects of reading instruction using Backward Design framework and citizenship theme to enhance English reading comprehension of tenth grade Thai EFL students.

2. To investigate the effects of reading instruction using Backward Design framework and citizenship theme to enhance social responsibility of tenth grade Thai EFL students.

3. To explore the opinions of students towards the reading instruction using Backward Design framework and citizenship theme.



1.6 Statements of Hypothesis

To answer the research questions, the hypotheses were proposed as follows:

1. The English reading comprehension posttest scores are significantly higher than the pretest scores.

2. The post-experiment social responsibility scores are significantly higher than the pre-experiment social responsibility scores.

3. The students have positive opinions towards the reading instruction using Backward Design framework and citizenship theme.

1.7 Definitions of Terms

The key terms employed in this study are defined as follows:

1. English Reading comprehension refers to ability to understand English text in the level of literal comprehension, reorganization or reinterpretation, inference, evaluation, personal response and indicating how writers say what they mean, based on Nuttall's taxonomy of reading comprehension questions (Nuttall, 2005). English reading comprehension is reflected through English comprehension pretest and posttest constructed by the researcher.

2. Social Responsibility (SR) refers to the acts that contributes to well-being of the community or society. It involves four aspects, which comprise contributing to the classroom and school community, solving problems in peaceful ways, valuing diversity and defending human rights, and exercising democratic rights and responsibilities, based on British Columbia Performance Standards for Social Responsibility (Ministry of Education British Columbia, 2001). Social Responsibility in this study is measured by the pre-experimental and post-experimental social responsibility questionnaires constructed by the researchers.

3. Backward Design framework (BD) refers to an instructional planning in the level of unit as a thematic unit using three-staged design; identifying desired results, determining acceptable evidence (assessment), and plan learning experiences and instruction.

Stage 1: Identify desired results is identifying what students should be able to know, do, or understand. The desired results include reading comprehension objectives and social responsibility. The theme of the unit is the ‘enduring understanding’ on which the sub lessons in the units are built.

Stage 2: Determine acceptable evidence (Assessment) means determining the extent to which the desired results are on the way to being achieved and to what extent they have been achieved. It comprises two types of assessment. 1) ‘*performance tasks*’ are creating the written publications- the classroom charter, brochure, poster and newsletter. The scoring rubric is used as the criteria of the tasks. The performance tasks are used at the ultimate assessment of the end of the unit, requiring students to apply their learning to a new situation as means of assessing their understanding and ability to transfer their learning. 2) ‘*other evidences*’ are traditional quizzes, charts or diagram, prompts, and informal checking. Leading to performance tasks, they are used for assessing reading comprehension in the means of learning activities.

Stage 3: Plan learning experiences and instruction is thinking through the most appropriate instructional activities focusing on enabling knowledge (fact,

concepts or principles from reading passage) and skills (processes or strategies in order to read). Learning activities are designed on the basis of " WHERETO" elements, which are applied as follows;

W (Where and What): the unit planning tells what is expected to learn and reach at the end.

H (Hook and Hold): the instruction in the unit activates students' background and interests, also holds their interest for the whole unit.

E (Equip, Explore and Experience): the instruction prepares the students to get ready before reading by learning target vocabulary, then has them explore how to read and experience practicing reading comprehension.

R (Rethink and Revise): the instruction allows students to clarify their reading comprehension, so they have chance to rethink and revise where there are needs.

E (Evaluate): the instruction enables students to evaluate how much or how well they learn by employing self-reflection.

T (Tailor): learning experiences varies to suit different learners.

O (Organize): the instruction is well-organized in the mean of maximize engagement and effective learning experiences.

4. Citizenship Theme (CT) refers to central ideas involving citizenship that enables students to acquire knowledge and understand social responsibility as members of a society in the aspects of rights and responsibilities, social justice,

respect for differences and diversity, and engagement in well-being of community. Following the order of those aspects, the subthemes used in learning units are 1) rights and responsibilities, 2) stop bullying, 3) friends from different cultures and 4) saving environment. The subthemes are constructed from each aspect of citizenship before being selected according to the experts' recommendation and the students' interest.

5. Reading instruction using Backward Design framework and citizenship theme (BD&CT) refers to employing Backward Design framework in planning English reading comprehension instruction in the level of units in which the content of the citizenship theme is used for designing thematic units.

6. Opinions of students refers to the points of views of the students towards reading instruction using BD&CT in the way of how the instruction affects their learning. The opinions of the students are measured by opinions survey questionnaires constructed by the researchers.

7. Students refers to grade 10 Thai EFL students taking English reading and writing as an additional course in the second semester of the academic year 2019 in a public school in Thailand

1.8 Scope of the Study

The populations and variables in the study are as follows:

1.8.1 Population and Participants

The population is tenth grade Thai EFL students in a public school in Thailand. The study carried out with a purposive sample of 36 tenth grade students who took English reading and writing as an additional course in the second semester, academic year 2019.

1.8.2 Variables of the Study

The independent variable was reading instruction using Backward Design framework and citizenship theme.

The dependent variables were 1) English reading comprehension 2) Social responsibility, and 3) the opinions towards reading instruction using Backward Design framework using citizenship theme of the participating group of students.



1.9 Conceptual Framework

This present study aimed at investigating the effects of reading instruction using Backward Design framework and citizenship theme on English reading comprehension and social responsibility of the students. The concept was displayed as in Figure 1.1.

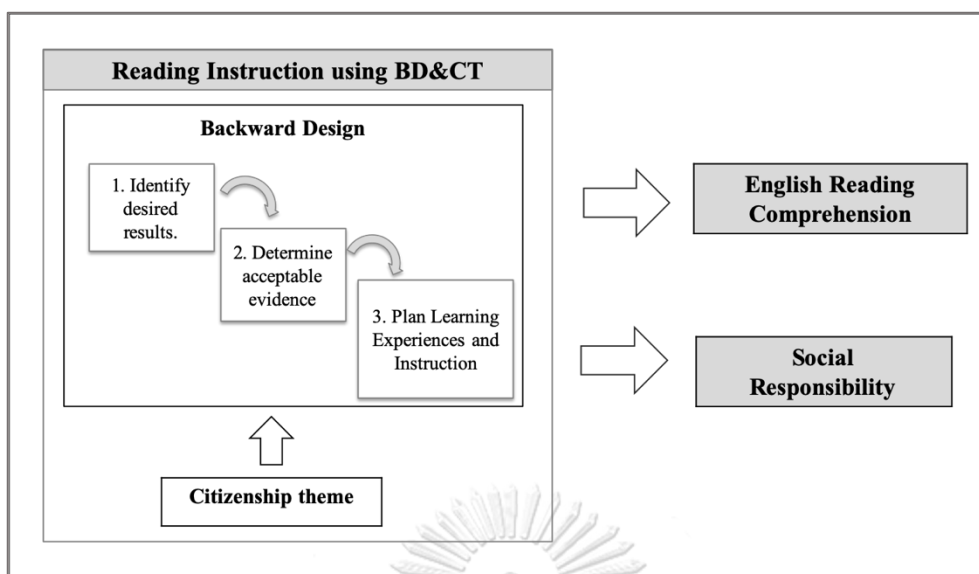


Figure 1.1 Conceptual Framework of this study

1.10 Significance of the Study

This study of reading instruction using BD&CT could shed some lights to English language teaching field, in particular for reading instruction with the emphasis on English reading comprehension. The study would be advantageous for learners and English language teachers and all stakeholders in the following ways.

1. It proposes the ideas of integrating the content across curricular with English language teaching for curriculum development.
2. It offers an alternative way of designing courses, unit and lessons for one or more expecting outcomes.
3. It provides the guideline of how to plan reading instruction and to design a thematic unit using Backward Design framework.

4. The students can enjoy different designs or plans of reading instruction that will equip them to continue pursuing their academic and professional success while executing their roles as socially responsible citizens in real life.

In conclusion, English reading comprehension and social responsibility are crucial for Thai Students. To support learners to achieve those goals, reading instruction using Backward Design framework and Citizenship theme could be effective. So, this present study aimed to investigate the effectiveness of reading instruction using BD&CT on reading comprehension and social responsibility of tenth grade Thai EFL students.

1.11 Outline of the Thesis

This thesis comprises five chapters.

Chapter 1 Introduction

This chapter provides background of the present study, the statement of the problem, research questions, objectives, and hypotheses. Moreover, the scope of the study, conceptual framework, definitions of terms, and the significance of the study are included.

Chapter 2 Literature Review

This section reviews the literature of the underlying framework, relevant documents and previous studies. This chapter mainly deals with the literature of

reading instruction using Backward Design Framework and citizenship theme, English reading comprehension and social responsibility.

Chapter 3 Research Methodology

This chapter discusses the research design, population and participants, research process, the instruments employed in this research, and the methods of data collection and data analysis.

Chapter 4 Research Findings

The chapter presents the results of the study. It is divided into main three parts according to the research questions.

Chapter 5 Summary, Discussion and Recommendations

This chapter consists of the summary of the study, the discussion on the findings, pedagogical implications, recommendations for further studies and the researcher's reflections on conducting this present study.

CHAPTER 2

REVIEW OF LITERATURE

This present study aimed at investigating the effects of reading instruction using Backward Design framework and citizenship theme on English reading comprehension and social responsibility of the students. This chapter comprises three main parts, which are the review of literature English reading instruction using Backward Design framework and citizenship theme (BD&CT), English Reading comprehension, and Social Responsibility. Within reading instruction using BD&CT, Backward Design framework and citizenship theme were highlighted.

2.1 Reading Instruction Using Backward Design Framework and Citizenship

Theme (BD&CT)

This section firstly discussed briefly the reading instruction in order to provide the notions about teaching reading and reading comprehension. After that Backward Design framework and citizenship theme are presented respectively.

2.1.1 Reading instruction

Commonly, reading instruction aims at helping learners understand what they read. Reading is the act of dealing with language message in written or printed form (Urquhart & Weir, 1998). The readers need to draw meaning from those printed messages and interpret the information on them appropriately (Grabe and Stoller,

2002; as cited in Chalaysap, 2012, p. 3). Reading comprehension is more complex and required many reading subskills. Grabe (2014) states that in order to make a significant improvement on reading comprehension, effective reading instruction in reading skills should be taught since learning of these sub-skills will contribute to a learner's reading comprehension abilities. Grabe (2014) also proposes that the curricular principles of organizing the instruction and setting goals of learning should be discussed. In general, the goal of reading instruction is to incorporate key skills and knowledge. Being built on the integrated framework, the instruction could support the goals such as building a large recognition vocabulary, practicing comprehension, develop motivation and combining language learning with content learning. Generally, teachers assess comprehension rather than teach comprehension through post-reading questions. Strategy instruction and discourse structure awareness especially the use of graphic organizers.

From above mentioned, many ways of instructional planning can be considered to apply into reading instruction. Also, the issues should be thought of as discuss in the following section.

1) Reading process

Reading involves an interactive combination of bottom up and top down. According to Brown and Lee (2015, p. 390), 'bottom-up' processing means comprehending language by first attending to the smallest elements (e.g. letter,

syllables, words) of language and then combining them into increasingly larger elements. On the contrary, '*top-down*' processing means comprehending language by first attending to the larger elements (e.g., paragraph, discourse, pragmatics) of language. In this case, the readers generate hypotheses, and use prior knowledge and experience to form inferences (Stanovich, 1980; as cited in Alderson, 2000, p. 50). Moreover, the reading process concerns '*Schema Theory and Background knowledge*'. In Brown and Lee (2015, p. 391), schema theory refers to the concept that information is stored in long-term memory in networks of connected facts, concepts and structures, which learners bring to bear on comprehension and production of language. In other words, a text does not by itself carry meaning, yet the reader brings information, knowledge, emotion, experience, and culture to the printed world. To understand the text, readers require content schemata, which refers to what we know about people, the world, and the culture, and formal schemata knowledge about language and discourse structure (Grabe, 2014). Thus, reading occurs in demand not only linguistic or knowledge itself but also required background knowledge. That should be taken in to consideration upon designing reading instruction.

2) Combine language learning with content learning

Focusing on content in reading class is one of effective practices for reading instruction. Grabe (2014) proposed combining language learning with content

learning as a general principle for building a reading curriculum or instructional options for the reading classroom. While not every component skill and knowledge base can receive equal amounts of attention, one approach to building a coherent and effective reading curriculum would be to combine an emphasis on content learning as well as language learning (and language skill use), often labeled as content-based instruction. Moreover, combined content and language learning also provides many opportunities for extended reading, motivational learning experiences, strategic responses to increasing complex tasks, greater choices in materials, and growing challenges to match growing skills.

In line with reading in content area perspective, Ruddell (2005, p. 88) discussed that, in school, reading has three goals in 3 aspects; learning subject matter, increasing reading skills and applying knowledge from their reading of subject text. All these three are interrelated academic abilities. To focus on one ability and exclude the others is to hinder progress in all. So, to develop students' abilities in one area, instruction must address all.

Correspondingly, with reference to the Basic Education Core Curriculum A.D. 2008 of Thailand (Office of the Basic Education Commission, 2008), the strands of English language learning include language for communication, language and culture, language and relationship with other learning areas, and language and relationship with community and the world. It aimed to establish the capability use English not only as a tool for communicating in real life, but also seeking knowledge in linking it

with other learning areas, and building up engagement to local and global society. The strands are interrelated due to that people learn second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself (Richards & Rodgers, 2016, p. 118). Accordingly, reading instruction should ensure that students realize that English as a medium of seeking information connects with other subject areas, and that it is also a path way to engage in real world community.

3) Vocabulary issues in reading instruction

According to Nation and Hunston (2013), at the 95% coverage level, some learners gained adequate comprehension but most did not. At the 90% coverage level a smaller number gained adequate comprehension, and at the 80% level none did. Thus, deliberate learning of vocabulary can make a substantial contribution to vocabulary size and can provide the kind of vocabulary knowledge that is needed for reading. In the aspect of content area reading, also vocabulary knowledge has been accepted as a critical component of text comprehension and learning in all subject area. Vocabulary issues are considered as barriers to comprehension of text. To remove those barriers, effective content vocabulary instruction must connect with reading assignment, class topics, and the content to be learned; also, students' prior knowledge or experience (Ruddell, 2005, p. 146).

To conclude, reading instruction design or planning involves facilitating reading process to occur. Focusing on content and taking vocabulary issues into consideration could be supportive to reading instruction.

To seek for an effective English reading instruction, this study focused on the framework to design instructional plan and the content or background knowledge. The following part discussed Backward Design framework and citizenship theme.

2.1.2 Backward Design framework (BD)

Backward Design framework, also known as Understanding by Design was firstly proposed by Wiggins and McTighe in 1998. Since it first appeared, BD has been gaining popularity as a professional development and teacher-education resource for teaching curricular content, including within the field of TESOL (Walters & Newman, 2008). It offers a planning process and structure to guide curriculum, assessment, and instruction. Referring to Wiggins and McTighe (2012), two key ideas of the framework are 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends. It is guided by the confluence of evidence from two streams, which are theoretical research in cognitive psychology, and results of student achievement studies. The framework emphasizes the development, deepening of student understanding and being able to use knowledge and skills or transferring of learning effectively. When students make meaning of their

learning, their understanding is disclosed and transferred through authentic performance. The teachers play roles as coaches of understanding who make sure learning of the students happens.

Wiggins and McTighe (2005) have encouraged educator to avoid common problems of treating the text book as the curriculum as well as activity-oriented teaching since the purposes or expecting outcomes are not apparent. Teachers should think purposefully about curricular planning. In BD, effective curriculum is planned backward through a three-stage design process as described in the following section.

1) Backward Design Process

According to Wiggins and McTighe (2005), backward designs refers an approach to design a curriculum or unit that begins with the end in mind and designs toward that end. The design process starts from identifying the desired results and then '*work backwards*' to develop instruction. Backward design yields greater coherence among a three-stage design process - desired results, key performance, and teaching and learning experiences, resulting in better student performance. All three stages are explained as the following.

Stage 1: Identify desired results

Stage 2: Determine acceptable (assessment)

Stage 3: Plan learning experience and instruction.

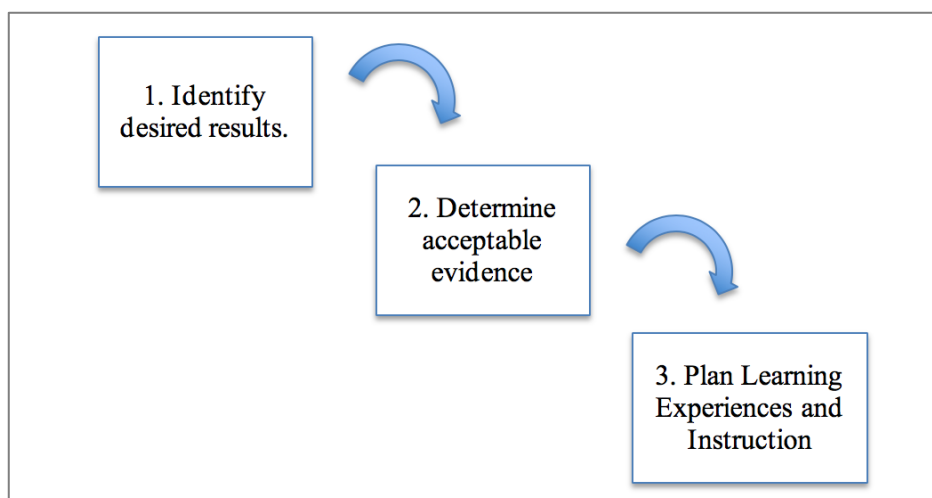


Figure 2.1 Stages of Backward Design (Wiggins & McTighe, 2005, p.18)

Stage 1: Identify desired result

Desired results refer to what student should be able to know, do, or understand. That means the content that is worthy of understanding and the desired "enduring understanding", or what is 'important to learn'. Any complex unit or course of study will naturally involve many educational targets simultaneously: knowledge, skills, attitudes, habits of mind and understanding. In order to deliberately stay focused on *big ideas*, or *enduring understanding*, and shape the content into engaging, thought-provoking, and effective work that focus is accomplished in part with 'Essential Questions'.

In this stage, we consider our goals, examine established standards and review curriculum expectation. Because there is typically more content than can reasonably be addressed within the available time, teachers are obliged to make choices. Important *knowledge* and *skill* objectives, targeted by established standards,

are also identified. An important point in the backward design framework is to recognize that factual knowledge and skills are not taught for their own sake, but as a means to larger ends. '*Acquisition*' of content is a means, in the service of '*meaning making*' and '*transfer*' (Wiggins & McTighe, 2012).

Stage 2: Determine acceptable evidence

BD suggests that we think about the assessment evidence needed to validated that the desired learning has been achieved. Assessment refers the act of determining the extent to which the desired results are on the way to being achieved and to what extent they have been achieved. It is for deliberate use of many methods of gathering evidence of meeting desired results (Wiggins & McTighe, 2005, pp. 5-7). This stage encourages teachers to first think like an assessor before designing specific units and lessons, and thus to consider up front how they will determine if students have attained the desired understanding.

In Stage 2, we distinguish between two broad types of assessment—'*performance tasks*' and '*other evidence*' (McTighe & Wiggins, 2004, p. 142) presented collecting evidence from assessment as below.

1) *The performance tasks* ask students to apply their learning to a new and situation as means of assessing their understanding and ability to transfer their learning. They can be used as the end of unit assessment. They are complex challenges that mirror the issues. They are authentic, real or simulated. It involves

the kind of constraints background, requires students to address an audience, is based on a specific purpose, and allows student the opportunity to personalize the task. The task, evaluative criteria and performance standards are known in advance and guide student to work.

2) *Other evidences* are exemplified as traditional quizzes, tests, observations, and work samples to round out the assessment picture to determine what students know and can do. Other evidences can be academic prompts, quiz and test items such as multiple-choice, true-false or matching and Informal checks for understanding, ongoing assessments used as a part of the instructional process: teacher questioning, observations, examining students' work, and think aloud.

Stage 3: Plan learning experiences and instruction

Wiggins and McTighe (2005) proposed that, with clearly identified results and appropriate evidence of understanding in mind, it is now to think through the most appropriate instructional activities. In this respect, we focus on enabling knowledge (fact, concepts, principles) and skills (processes, procedures, strategies). In Backward Design, this stage calls for learning activities or experience that are designed on the basis of "WHERE TO" elements, the acronyms for effective and engaging in learning of designed lessons. The acronyms present the meaning as follows;

W: refers to Where to go and What to learn. This helps the students know where the unit is going and what is expected?

H: refers to Hook and Hold the students' interests.

E: refers to Explore, Experience and Equip. Help students experience the key ideas and explore the issue

R: refers to Rethink and Revise. Provide opportunities to rethink and revise to refine their understandings and work.

E: refers to Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment.

T: refers to Tailor. Tailor the instruction to different learners.

O: refers to Organize. Organize to maximize engagement and effective learning.

For creating an effective and engaging plan." WHERETO" serves as a tool for checking the elements of the design rather than a sequence to construct the design (Wiggins & McTighe, 2005, p. 198). "WHERETO" serves as the principle of planning learning experience. It was developed from the notion of six facets of understanding—the capacity to explain, interpret, apply, perspective, empathize, and self-assess- that the understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance.

Wiggins & McTighe proposed Backward Design unit planning template to

facilitate teacher designer. The components of designing are presented in Figure 2.2.

STAGE 1 – DESIRED RESULTS	
Established Goals (G): What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address	
Understandings (U) <i>Students will understand that...</i> <ul style="list-style-type: none"> • What are the big ideas? • What specific understandings about them are desired?	Essential Questions (Q): <ul style="list-style-type: none"> • What provocative questions will foster inquiry understanding and transfer of learning?
Students will know (K): <ul style="list-style-type: none"> • What key knowledge and skills will students acquire as a result of this unit? 	Students will be able to (S): <ul style="list-style-type: none"> • What should they eventually be able to do as a result of such knowledge and skills?
STAGE 2 – ASSESSMENT EVIDENCE	
Performance Tasks (T): <ul style="list-style-type: none"> • Through what authentic performance tasks will students demonstrate the desired understanding? • By what criteria will performances of understanding be judged? 	Other Evidence (OE): <ul style="list-style-type: none"> • Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals)
STAGE 3 – LEARNING PLAN	
Summary of Learning Activities (L): What learning experiences and instruction will enable students to achieve the desired results?	

Figure 2.2 An example of a BD unit design template, adjusted from (Wiggins & McTighe, 2005, p. 22)

Stage 1: Desired Results consists of Established Goal (G), Understanding (U), Essential Questions (Q), Students will know (K) , Skills that students will be able to (S).

Stage 2: Assessment Evidence consists of Performance Tasks (T), Other Evidence (OE)

Stage 3: Learning Plan consists of Learning Activities (L).

2) Backward Design Framework applied in developing thematic units.

To design reading instruction using BD, an applicable option is developing thematic units. BD is used in all levels of instructional planning from curriculum, courses, units to lessons, as well as for both content and skill instruction (Wiggins & McTighe, 2005). In keeping with National Capital Language Resource Center [NCLRC] (2014), BD can be applied to compose thematic units, which are a series of lessons grouped together and built on each other while focusing on the same subject matter. Within thematic units, the instruction allowed learners to explore the themes while learning target language. As cited in Center For Advanced Research and Acquisition (n.d.), Wiggins & McTighe (1998) stated that *“the theme has to reflect important learning. The theme has to reflect important learning—the theme has to be worth studying. It should address a ‘big idea’ that has enduring value beyond the classroom”*. They also suggest that the theme should be beyond vocabulary to the essential questions that will stimulate students to engage in meaningful communication and to explore possible answers connecting learning to the real world. In this respect, the theme is utilized as a glue holding the unit together.

The three-stages of planning BD is operated after establishing the themes (National Capital Language Resource Center [NCLRC], 2014). Identifying goals involves content goals as well as linguistic goals for the unit. The performance tasks can be determined in oral or written mode of presentation and other evidences as discussed earlier in the stage 2 of BD. After that, the lessons can be planned. Additionally, Wiggins and McTighe (2005) proposed that various texts and resources should be used with clear purposes for the results rather than treating the textbook as an only source. Learning activities and materials should be varied to meet the lesson objectives and to suit students' differences.

3) Related studies in Backward Design

' Backward design' has been studied in various subject areas, also in ELT field. The researches always show positive result.

Hodaeian and Biria (2015) in the context of Iran (EFL), aimed to determine whether the application of BD model has any significant effect. The results suggested that BD had significantly impacted learners' reading comprehension skill. Accordingly, it was concluded that backward design can enhance reading comprehension of Iranian EFL learners remarkably. Notably, the respondents' answers to the attitude questionnaire substantiated the superiority of backward design over conventional forward designs.

Yurtseven and Altun (2016) investigate students' language learning motivation and views about integration of Understanding by Design (UbD) into their lessons in Turkey. The qualitative findings indicated that the implementation had a positive impact on students' foreign language learning motivation and knowledge transfer skills. Moreover, they discussed that the result of their study was in line with past research. For examples, Anderson (2012) aimed at determining the effect of UbD-based reading circles and found out that it had a positive impact on the students' attitudes of the reading course.

Jozwik, Lin, and Cuenca-Carlino (2017) found the success of employing BD processes to develop service-learning projects aiming at increasing civic engagement and social responsibility.

In Thailand, Backward Design has been examined its effectiveness in designing and planning instruction in many subject areas, including English language learning and social studies. Chobklang (2013) studied English listening- speaking abilities and attitude towards English studying of Mathayom Suksa 1 students using simulation based on backward design. The results indicated that students' abilities in listening and speaking increased after the experiment and the positive attitude gained higher score. Moreover, Rugthanyakarn (2009) designed learning units of Backward design on good citizen according to Wat of sufficiency for social studies in grade 8 in a province, in Thailand. The lessons consisted of learning relation between law and virtue, honesty, strictness and discipline, Community and Training for the Way of Sufficiency.

The designed learning units were verified by five experts and it shows that the units are highly appropriateness. However, the learning units were not implemented.

In brief, Backward Design (BD) is an approach to design a curriculum or unit that begins with the end in mind and designs toward that end. BD offers a three-stage design process which highlight the coherence among three stages as follows: *Stage 1: Identify desired results; stage 2: Determine acceptable evidence (assessment) and stage 3: Plan learning experience and instruction.* The framework has been claimed that it offers the path to plan effective lessons or units of learning. For reading instruction, apart from applying in planning reading lessons, BD can be applied to develop a thematic unit. Supportively, the related studies were likely to find the positive results of using BD in both language skills, other subjects such as social studies, and learners' attitude and motivation.

2.1.3 Citizenship theme (CT)

Owing to Six-T approach in Theme-Based Language Instruction, Stoller and Grabe (1997) , theme refers to central ideas around which the components of the unit are organized and the selected texts and tasks are leading to those ideas. In other words, it is “central ideas that organizing curricular units”. Given citizenship theme, the concepts and ideas about citizenship are studied. This section presents the concepts of about citizenship, the attributes of good citizenship, the citizenship curriculum, its aspects, and citizenship in English teaching.

1) *Citizenship and the attributes of good citizenship*

‘Citizenship’ is defined the sense of belonging of a nation whose social and political values and rights one follows and defends. Effective citizenship is observed when people know the rights and responsibilities of civic life (Robles De Melendez et al., 2000, p. 175). “All human beings are citizens of the society to which they belong (United Nations Educational Scientific and Cultural Organization [UNESCO], n.d.)”. Citizens, or the members of their political community who have the granted rights, they are expected to fulfil certain duties in return (Australian Human Rights Commission, 2010). The concept of good citizenship is related to being good citizen as discussed in the following part.

Westheimer and Kahne (2004) stated that “Conceptions of *good citizenship* imply conceptions of the good society”. They discussed the ideas about what good citizenship is and what good citizens do in democratic education programs in the US. They proposed three conceptions of citizenship, which were ‘*personally responsible, participatory, and justice oriented*’. In other words, they suggested there are three kinds of citizens complying with those conceptions; the personally responsible citizen; the participatory citizen; and the justice-oriented citizen.

For the first type, ‘*the personally responsible citizens*’ act responsibly in his or her community. For examples, they give food to a food drive, obey the law, volunteer to help others, take part in solving social problems and improving society.

The second kind demands higher level of actions. *The participatory citizens*

actively participate in the civic affairs and the social life of the community at the local, state, or national level. They take leadership positions within established systems and community structures.

The third kind is normally least pursued. *'The justice-oriented citizens'* critically assessed social, political, and economic structures, seek out and address areas of injustice and knows about democratic social movements. They solve social problems in the level of established social systems and structures.

From these three kinds of citizens, the first kind of 'personally responsible citizen' suits the level of tenth grade students the most. This type was the focus of citizenship in this study.

With reference to Robles De Melendez et al. (2000, pp. 175-176), the attributes of good citizens are, for examples; exhibit a sense of social responsibility, participate in deciding issues about the present and the future, respect the rights of others, show concern for the well-being of the group of community. It is in line with (Stoller, n.d.) that citizenship implies certain responsibilities, including placing the well-being, or common good, of society before private and personal interests". In particular, (Robles De Melendez et al., 2000, p. 187) stating that one of the most important attributes of being a good citizen is living successfully as a member of a social group who exhibits sense of social responsibility.

Owing to the review of citizenship above, many scholars mention that having responsibilities is the important trait of citizens. See the underline keywords about

social responsibility as an attribute in Table 2.1.

Table 2.1 Mapping the ideas of social responsibility as the attribute of a good citizen

Scholars	Key words/ phrases about social responsibility
Westheimer and Kahne (2004)	<u>act responsibly in his or her community</u> . For examples, they <u>donate</u> food to a food drive, <u>obey the law</u> , <u>volunteer to help</u> others, <u>take part in solving social problems and improving society</u> . (<i>the personally responsible citizens</i>)
Center of Civic Education of the USA (Robles De Melendez et al., 2000)	exhibit <u>a sense of social responsibility</u> , participate in deciding issues about the present and the future, respect the rights of others, show concern for the well-being of the group of community.
Robles De Melendez et al. (2000)	the most important <u>attributes of being a good citizen is exhibiting sense of social responsibility</u>
Stoller (n.d.)	citizenship implies certain <u>responsibilities</u> , including placing the well-being, or common good, of society before private and personal interests”.

To conclude, although the scholars explained concept of citizenship in different ways, they shared similar notion that having social responsibility contributes to good citizenship. the concept of ‘*citizenship refers to being a responsible citizen, who has social responsibility, as a member of the society they belong to*’

2) Citizenship education curriculum

Citizenship is a broad term. As UNESCO (2015) stated in Global Citizenship education (GCED): Topics and learning objectives, the concept of citizenship varies between countries, reflecting differences in political and historical contexts. Citizenship has many aspects. Citizenship education curriculum have different ways to classify its topics or themes. In order to see universal dimension, citizenship education in the global level or global citizenship was studied. Also, citizenship or civic education in Thailand and the research looking into civic curriculum are taken into account for seeing the theme in local level.

The following part discusses citizenship themes from three sources; 1) Topic areas and learning objectives in Global Citizenship education by UNESCO (2015), 2) Thai Basic Education Core Curriculum 2008, 3) the research on civic curriculum in the secondary schools in Thailand (Pitiyanuwat & Sujiva, 2001).

2.1) Topics and learning objectives in Global Citizenship Education (GCED) by UNESCO (2015).

GCED involved three domains of learning; cognitive, socio-emotional and behavioral, from which learning outcomes, learners' attributes and topics are coherently formulated. Learner's attributes are informed and critically literate; socially connected and respectful of diversity; ethically responsible and engaged. GCED proposed nine topics in three categories shown in Table 2.2.

Table 2.2 Topics of Global Citizenship of GCED (UNESCO, 2015)

Outcomes	Topics
Cognitive domain	<p>Informed and critical literate</p> <ol style="list-style-type: none"> 1. Local, national and global systems and structures. 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics
Socio-Emotional domain	<p>Socially connected and respectful of diversity</p> <ol style="list-style-type: none"> 4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity
Behavioral domain	<p>Ethically responsible and engaged</p> <ol style="list-style-type: none"> 7. Actions that can be taken individually and collectively 8. Ethically responsible behavior 9. Getting engaged and taking action

Elaborated learning objectives by age and level of education are provided.

Table 2.3 exemplified the key themes in secondary level.

Table 2.3 Examples of suggested key theme of citizenship in the secondary level

Categories	Topics	Suggested key themes for lower secondary (Age of 12-15)	Suggested key themes for upper secondary (Age of 15-18)
1. Informed and critical literate	1. Local, national and global systems and structures.	-Rights and responsibilities of citizenship in relation to global frameworks and how these are applied.	- Good governance, rule of law, democratic processes, transparency
	2. Issues affecting interaction and connectedness of communities at local, national and global levels	-Shared local, national and global concerns and their underlying causes	-Inquiry into major local, national and global issues and perspectives on these issues (discrimination, human rights, sustainable development, peace, conflict, environment)
	3. Underlying assumptions and power dynamics	-Concepts of equality, inequality, factors influencing inequalities and the challenges	-Contemporary global issues from the perspective of power dynamics; gender equality, youth employment
Socially connected and respectful of diversity	4. Different levels of identity	-Multiple identities, belonging and relating to different groups -Cultivating positive relationships with people from different backgrounds	-Personal identities and memberships in local, national, regional and global contexts through multiple lenses - Diverse perspectives & notions on global issues
	5. Different communities people belong to and how these are connected	- Importance of common values (e.g. respect, tolerance and, empathy).	-Rights and responsibilities of citizens, groups in the international community - Promoting and defending human rights
	6. Difference and respect for diversity	-Importance of good relationships between people in society, challenges of living together and what may cause conflict	-Mutual interdependence and challenges of living in diverse societies and cultures (power inequalities, stereotypes)

Categories	Topics	Suggested key themes for lower secondary (Age of 12-15)	Suggested key themes for upper secondary (Age of 15-18)
Ethically responsible and engaged	7. Actions that can be taken individually and collectively	-Defining the roles and obligations of individuals and groups in taking action	-Collaborative projects on issues of local and global concern (, peace building, environment), skills for active engagement
	8. Ethically responsible behavior	-Different perspectives about social justice in different parts of the world	-Challenges for governance of different and conflicting views of fairness and social justice
	9. Getting engaged and taking action	-Ways to engage in addressing an issue of global importance in the community -Volunteering and service, networking (peers, non-profit organizations)	-Learning to be active global citizens and how to transform one's self and society -Inspiring, advocating for and educating others to act

2.2) Thai Basic Education Core Curriculum 2008 (Office of the Basic Education Commission, 2008)

In Thailand, the Basic Education Core Curriculum 2008, focuses on learners' development to enable them to enjoy a life of harmony among others as

Thai citizens and global citizens. Since an education for citizenship is the equivalent of civics and values education (Pitiyanuwat & Sujiva, 2001). The concept of citizenship known as civics or civic education is under the subject area of “Social Studies, Religion and Culture”.

The learning area of social studies, religion and culture focuses on coexistence in societies that are interlinked and have many differences, enabling the learners to adjust themselves to various environmental contexts. They will thus become good, responsible citizens, who are endowed with knowledge, skills, morality and desirable values. There are 5 main strands as follows; 1) Religion, 2) Morality and Ethics, 3) Civics, Culture and Living in Society, 4) Economics, 5) Geography. Strand 2-Civics, Culture and Living in Society describes the standard as below;

“Strand 2: Civics, Culture and Living in Society

Standard So2.1: *Understanding and self-conduct in accord with duties and responsibilities of good citizens; observance and preservation of Thai tradition and culture; and enjoying peaceful coexistence in Thai society and the world community*

Standard So2.2: *Understanding of political and administrative systems of the present society; adherence to, faith in, and upholding of the democratic form of government under constitutional monarchy.”*

Related to citizenship from local to global community, it prescribes characteristics and importance of good citizenship; cultural differences and diversity;

duties and freedoms in peaceful existence in Thai society and the world community. Learning social studies, religion and culture enables learners to acquire knowledge and understand the lives of human beings as both individuals and as coexisting members of a society. Learners also acquire patience, forbearance and acceptance of differences. They are endowed with morality and ability to adjust knowledge for application in leading their lives as good citizens of the country, also the world community.

2.3) Research on civic curriculum of secondary schools in Thailand

(Pitiyanuwat & Sujiva, 2001).

They stated that in the overall context of the Thai education, civic education includes the study of specified values, moral principles, ethics and virtues, and focuses upon character formation. From their study on civic education in Thailand, the goals of civic education were outlined in the secondary school curriculum syllabus. Good citizens must hold the following civic knowledge, values and behaviors. The outlines are shown in Table 2.4.

The study found that the schools endorsed the goal of national secondary education curriculum. The main policy intention is aimed at developing students' good citizenship and students' living in society with peace and harmony.

Table 2.4 The extract of civic education goals in the secondary school curriculum syllabus (Pitiyanuwat & Sujiva, 2001)

<p>1. Cognitive skill and basic quality aspect</p> <p>1.1. Knowing, understanding and exhibiting responsibility as members of society.</p> <p>1.2. Knowing and possessing rational thinking skills in making decisions using the scientific process and moral ethics considerations in solving social, economic and technological problems.</p>
<p>2. Political and governing</p> <p>2.1. Knowing, understanding, and exhibiting responsibility regarding ones' rights according to the democratic system.</p> <p>2.2. Maintaining the security of the nation, the religion and the Monarch.</p> <p>2.3. Knowing and understanding political problems, and seeking possible solutions.</p> <p>2.4. Realizing the value of exercising one's rights and freedom on the bases of laws, moral ethics, and religious considerations.</p>
<p>3. Socio-cultural aspect</p> <p>3.1-3.4. Being conscious of being Thai. Loving and appreciating the values of Thai culture. Maintaining Thai identity and culture. Being proud of Thailand's outstanding work efforts.</p> <p>3.5. Exhibiting responsibility towards conservation and development of resources and the environment.</p> <p>3.6. Making oneself beneficial to society in accordance with one's roles and duties.</p> <p>3.7. Appreciating the values of academic advances, arts and culture, resources and the environment.</p> <p>3.8. Respecting the institutions of the nation, the religion, and the monarchy.</p>
<p>4. Economic aspect</p> <p>4.1. Knowing and understanding economic fundamentals and national development.</p> <p>4.2. Appreciating the value of maintaining resources and the environment.</p> <p>4.3. Loving to use Thai products.</p> <p>4.4. Knowing and understanding economic problems and seeking possible solutions.</p>
<p>5. Scientific and Technological Knowing about special and cultural changes, scientific and technological advances for possible applications to daily living.</p>

The three curricula of citizenship share similarities and differences. The citizenship involves many topics that are still board. In adjust them to suit students' context. The themes are categorized into key aspects pointed out in the next part.

3) The aspects of citizenship theme

On the ground of those three curricula, citizenship can be categorized into four aspects, which were 1) Rights and responsibilities, 2) social justice, 3) respect for differences and diversity, and 4) participation in well-being of community. To reorganize and classify the ideas, the similar expecting outcomes appearing in the three curricula are mapped and put into four categories as illustrated in Table 2.5.

Table 2.5 Categorizing aspects of citizenship based on global and Thai curricula

Aspects of Citizenship	GCED: UNESCO (2015)	Thai Basic Education Core Curriculum (2008)	Research on secondary schools' civic curriculum (Pitiyanuwat & Sujiva, 2001)
1. Rights and responsibility	Rights and responsibilities of citizenship in relation to global frameworks and how to apply it.	- characteristics and importance of good citizenship - rights, duties and freedoms in peaceful existence in Thai society	1.1. Knowing, understanding and exhibiting responsibility as members of society. according to the democratic system.
2. Social Justice	Shared local, national and global concerns -Concepts of equality, discrimination	- rights, duties and freedoms in peaceful existence in Thai society	3.6 Making oneself beneficial to society in accordance with roles and duties

Aspects of Citizenship	GCED: UNESCO (2015)	Thai Basic Education Core Curriculum (2008)	Research on secondary schools' civic curriculum (Pitiyanuwat & Sujiva, 2001)
3. Respect for differences and diversity	<ul style="list-style-type: none"> -Multiple identities, belonging and relating to different groups -Cultivating positive relationships with people from various backgrounds 	<ul style="list-style-type: none"> -Cultural differences and diversity; observance and preservation of Thai culture; enjoy peaceful coexistence in Thai and world community 	3.2. Loving and appreciating the values of Thai culture.
4. Participation in well-being of community	<ul style="list-style-type: none"> -defining the roles and obligations of individuals and groups in taking action - Ways to engage in addressing an issue of global importance in the community -Volunteering and service, Networking 	<ul style="list-style-type: none"> - rights, duties and freedoms in peaceful existence in Thai society and the world community -Conduct themselves and participate in encouraging others to conduct themselves so as to become good citizens of the nation and the world 	3.5 Exhibiting responsibility towards conservation and development of resources and the environment. 4.2. Appreciating the value of maintaining resources and the environment.

As these aspects of citizenship are derived from the shared ideas of all three curricular, they represent the key ideas of needed outcome in citizenship learning. Thus, they can be served as the theme of citizenship. Moreover, from literature

review about curriculum of citizenship theme and relevant documents, the concepts and descriptions of each aspect were summarized as shown in table 2.6.

Good citizenship can be seen as holding good membership of the society. Effective citizenship results in harmonious living in the society. Generally, that the vital attribute of being citizen is knowing and exhibiting sense of social responsibility. Thus, citizenship theme refers to ideas that contribute to understanding social responsibilities as a member of a society. After reviewing relevant citizenship curriculum in global and local level, the theme of citizenship can be categorized into four aspects, which were 1) rights and responsibilities, 2) respect for differences and diversity, 3) social Justice and 4) participation in well-being of community.

Table 2.6 The concepts and descriptions of the aspects of citizenship theme

Aspects of CT	Concepts and descriptions
Aspect 1: Rights and responsibilities	<i>Citizenship involves being a citizen of a community or a society. All human beings have all the rights in many aspects e.g. civil, social and cultural rights. Everyone has responsibilities to ensure that they use their rights, and act with respect for the rights of others.</i>
Aspect 2: Social Justice	<i>The issue of inequality and discrimination in terms of social, economic and personal aspects are against the principle of human rights. The cause of the issues and the impact of unfairness on quality of life and community. The roles of youth citizen that can help solve problems.</i>

Aspects of CT	Concepts and descriptions
Aspect 3: Respect for difference and diversity	<i>In a society, there are difference and diversity of people. Living with peace needs tolerance and good relationship. It requires sense of belonging to a common humanity, understanding, empathy, value and respect for difference and diversity.</i>
Aspect 4: Engagement in well -being of community	<i>A good citizen cares for well-being of people in community. Students can play active citizen roles by taking action individually and collectively, getting engaged, participating or volunteering in the community.</i>

2.1.4 Summary of reading instruction using BD&CT

From the discussion earlier, Backward Design framework and citizenship theme can be integrated to design and planning reading instruction. Backward Design framework provides the three-design process as well as enables curriculum developers or teachers to build thematic units in which the content of citizenship theme is served as the ‘big idea’ or ‘enduring understanding’. The theme also serves as the glue hold the elements of the unit together.

In the stage of identifying desired results, the students are expected to experience practicing reading objectives meanwhile they have an exposure to the content of citizenship theme. What is important to know and to do in both English linguistics and the ideas of citizenship theme is taken into account. The vocabulary

to know and reading skills for reading comprehension are identified. The concept of the theme also imposed.

Next, in the stage of determining the assessment. According to the expecting results, the performance tasks are designed and they can be written presentation through which the students transfer what they have learned and reveal their understanding. Other evidences are selected to facilitate students' reading practice and they are demanded for achieving the performance task in the written mode.

Finally, the stage of planning learning activities and teaching steps. BD provides a checklist of WHERETO elements that should be covered in the unit. The materials and activities can vary as long as they lead to the desired results of the unit. The passages of reading are various in order to best contribute to the result.

2.2 Reading Comprehension

This section presents definition of reading comprehension, level of reading comprehension and assessing reading comprehension.

2.2.1 Definition of reading comprehension

Urquhart and Weir (1998, pp. 14-15) proposes that reading means dealing with language message in written or printed form while processing language messages for which linguistic competence is demanded. It is a complex ability to extract, or build,

meaning from the text (Grabe, 2014). For reading comprehension, different scholars define it in different ways.

Grabe (2014) defines that reading comprehension involves abilities to recognize words efficiently, develop and use a very large recognition vocabulary, process sentences in order to build comprehension, engage a range of strategic processes, underlying cognitive skills, interpret meaning and evaluate reading texts.

However, interpretation of the information in the text is a general component in many definitions of reading comprehension, it involves forming a coherent representation after mentally interconnecting different events in the text (Kendeou, 2007, as cited in Grabe, 2008, p. 39).

In side of reading in content area, Ruddell (2005, pp. 88-89) indicates text comprehension is the act of construct meaning that in some way corresponds to the author's intended meaning while transacting with text. The meaning one comprehends from text during this transaction is a result of linkages one makes between prior knowledge or experience and the information available in text.

Reading comprehension involves Higher-level process of reading.(Grabe, 2008, pp. 39-40) has divided reading abilities to lower level and higher level processes. *Lower-level process* involves fast and automatically recognizing word parts, morphological information and parsing the immediate clause for syntactic information and processing relevant meaning units. For *Higher-level process*, it is more align with strategies of comprehension, including forming main idea meaning,

recognizing related and thematic information, building a text model of comprehension, using inferencing, background knowledge and personal attitudes. To create comprehension, readers interpret text to build a situation model, make meaning and use these strategies. Reading abilities imply how much the reader is able to read and comprehend the text. To differentiate how much the readers are skilled, level of comprehension is involved.

2.2.2 Level of comprehension

The scholars have distinguished levels of comprehension in different ways. Alderson (2000) stated that some may distinguish between a literal understanding and an understanding of the implications of text. In content area reading, defined comprehension as three-level process and they were described as follows;

Literal comprehension refers to meaning accurately reflects the author's intended message. It is text explicit; that is, answer to literal questions require reader understanding of ideas stated directly in text.

Interpretative comprehension refers to meaning author's intent or understands relationships between text elements that are not stated directly. Interpretive comprehension is text implicit; answer to interpretative questions require drawing conclusions.

Applied comprehension refers to meaning in which the readers understand unstated relationships between information in text and their prior knowledge based.

Answers to questions at this level require integration of new information into the reader's previous knowledge, from which new relationships emerge.

Given that each level of comprehension required the questions to ask readers in order to determine their understanding level. In other words, the questions were used for eliciting the answers of each level of comprehension. Keeping with (Nuttall, 2005), comprehension questions are related to level of comprehension. In *Nuttall's taxonomy*, six types of comprehension questions through which level of comprehension can be seen are proposed.

Level of reading comprehension based on Nuttall's taxonomy

According to (Nuttall, 2005, pp. 187-189), comprehension questions are related to level of comprehension, have been categorized into six types;

Type 1: Questions of literal comprehension

Type 2: Questions involving reorganization or reinterpretation

Type 3: Questions of inference,

Type 4: Questions of evaluation

Type 5: Questions of personal response

Type 6: Questions concerned with how writers say what they mean.

Day and Park (2005) give more elaboration and skills of what readers are able to do to achieve that level of comprehension. It is sum up in Table 2.7.

Table 2.7 Level of reading comprehension based on Nuttall's taxonomy(2005)

Level of reading comprehension	Definition	Skills
1. Literal comprehension	Identify the information or answers are directly and explicitly expressed in the text.	Locate facts particular information such as, facts, dates, time, location
2. Reorganization or reinterpretation	Interpret literal information or to obtain it from various parts of the text and put it together in a new way	Classify, retell, summarize, identify main ideas.
3. Inference	Consider information that is implied but not explicitly stated. Put together information scattered throughout the text to recognize joint implications.	Make inference and concluding.
4. Evaluation	Consider judgment about the text in terms of what the writer is trying to do and how far she or she has achieved it.	Justify writer's opinions, or purposes
5. Personal response	Reader's personal reaction. The response must at least be based on adequate or correct understanding of the text.	Tell an emotional response or feeling for characters or incidents.
6. How writers say what they mean	The way that the writers express ideas, strategies for handling texts in general.	Indicate the tone of the text.

Since understanding is distinguished into different levels. The differences of understandings become value judgments. For instance, it is belief that inferred meaning are somehow ' deeper than literal meaning. The literal level is viewed lower than critical understanding. That reflects the hierarchy of understanding (Alderson, 2000, pp. 7-9). So, level of comprehension reveals how competent the readers are.

2.2.3 Assessing reading

Receptively, the reading process is normally internal, silent, and private. The result of reading process is reading product. Many researches into reading used a product approach; designing tests and inspecting the relationship between the results of the tests and variables, devising text comprehension questions at various levels of understanding and seeing how readers fared on these questions (Alderson, 2000, p. 9)

According to Nuttall (2005, p. 181), getting students to answer questions is one way to get some access to what is going on in their minds. Well planned questions make readers realize you do not understand, and focus attention on the bits of text. Similarly, researchers have attempt to identify reading skills or abilities by giving subjects a series of passages and asking them questions intended to test different levels of understanding (Ruddell, 2005).

Reading task can be applied to assess reading. For interactive reading, tasks may imply a little more focus on top-down processing that on bottom-up. Tasks can

be cloze tasks, short-answer tasks, editing, impromptu, or information transfer-reading charts, maps, graphs, and diagrams (Brown, 2010, p. 241).

Reading can be assessed through writing. Farris, Fuhler, and Walther (2004) stated that reading and writing both involve weaving together critical literacy skills. The process of reading and writing is close in the way that both readers and writers can be described as composers. Readers read, construct meaning, reread as well as modify meaning. Likewise, writers construct meaning, reread as well as modify piece of writing so that the readers understand the message.

As reading is invisible, it depends on assessment tools to make it visible. The way to do that is using writing artifacts; for examples, journal learning logs, story reflections, and graphic organizers (Barrentine, 1999; as cited in Farris et al., 2004). Other useful tools are the tasks such as skimming task, summarizing, responding to reading and notetaking (Brown, 2010). Scholars in literacy have suggested to use 'retelling' and 'summarizing' to assess reading.

1) Retellings

Farris et al. (2004, p. 213) proposed to use retellings to assess comprehension because it can give the insights as to a student's understanding of the text. The accuracy of the students' retelling should be measured. Samples of guidelines in using retellings are provided as below. When students understand what they read, they may indicate by the following checklist.

- 1) summarizing what happened in the story,
- 2) referring to the text to back up what he's saying,
- 3). giving examples,
- 4) spontaneously giving information about the text,
- 5) responding emotionally to the text.

Caldwell (2008, pp. 68-69) pointed out that, in the case of expository, a retelling can suggest good reader behaviors; important determining that is, summarize or reorganize ideas or make inferences. He provided a sample of checklist below.

Retelling checklist for expository text.

- | | |
|----------------------------|-------------------------------------|
| _____ identified main idea | _____ identified supporting details |
| _____ made inferences | _____ retold sequentially |
| _____ Retold accurately | _____ offered personal reaction |

2) Summarizing

“The summarization process in second language becomes a valuable assessment tool to conduct students’ progress towards the acquisition of second language reading comprehension skills (Corbeil 2000; Khathayut & Karavi, 2011)”. Summarizing involves required in comprehension. To complete summarization task, students have to use both skills; reading comprehension to make sense of the target

text. Thus, the summarizing is used for research and test. Brown (2010) gives a holistic criterion as below.

1. *Express accurately the main idea and supporting ideas*
2. *Is written in students' own words; occasional vocabulary from the original text is acceptable.*
3. *Is logically organized.*
4. *Display facility in the use of language to clearly express the ideas in the text.*

From the review in reading and writing connection, assessing reading comprehension through writing can be operated by retelling or summarizing. (Caldwell, 2008, p. 69) has asserted that 'retelling' what the learners have read, is likely to be known as 'summarizing' if it is in written form. That is to say both ways share the similarities and it is more common to use 'summarizing' in writing. Thus, this present study will use the term summarizing.

In brief, reading comprehension is the ability to read, to construct meaning and understand text. Reading process occurs in demand of linguistic competence as well as content information. In order to assess how much the readers, understand what they read, basically asking questions is used as it is also related to level of comprehension – literal comprehension, reinterpretation or reorganization, inference,

evaluation, personal response, how writer says what they mean, for which reading skills are required. Alternatively, reading comprehension can be revealed through writing task. For instruction, rather than testing, reading assessments should support learning reading comprehension of the students.

2.3. Social Responsibility (SR)

This part exposes the definition and concept of social responsibility, the characteristics of socially responsible person, the framework of social responsibility for students in secondary level and assessing social responsibility.

2.3.1 Definition and concept of social responsibility

According to O’Shea (2003), the concept of ‘responsibilities’ implies “the ability to respond – being responsive to others, and being responsible for self. Responsibility can be viewed as a response to individualization and fragmentation of our societies”.

Social responsibility is defined as “a personal investment in the well- being of people and the planet (Berman, 1997; Wolk, 2009)”. It refers to one’s sense of duty to the society in which he or she lives (Brondani, 2012).

In the context of students, according to (Reason, 2013), the association of American Colleges and universities (AAC&U) began the Core Commitments Initiative focusing on personal and social responsibility (PSR). There are five dimensions of PSR

in which 3 dimensions. are related to social responsibilities; to contribute to a larger community; to take seriously the perspectives of others; to develop competence in ethical and moral reasoning.

Owing to (Stoller, n.d.), in Civic Education volume of Language & Civil Society, two types of responsibilities are personal responsibilities and civic responsibilities. The later includes obeying laws, respecting the rights and opinions of others, paying taxes, serving in the military, voting, and being informed to the needs of one's community, also being honest, compassionate, tolerant, fair, trustworthy, respectful, open minded, and open to negotiation and compromise.

Robles De Melendez et al. (2000, p. 193) stated that “*Social Responsibility* is an essential characteristic of an effective democratic society”. They indicated that it is essential for a member of a social group to recognize social responsibility in order to live successfully.

2.3.2 The characteristics of socially responsible person

The sense of social responsibility thus characterizes a good citizen. In overall, social responsibility involves the duties each member has to maintain and contribute to the well-being group and to collaborate with other members in their society. The notions about the characteristics of socially responsible person are presented below,

1) In U.S.A, Robles De Melendez et al. (2000, p. 194) proposes that people who are socially responsible individuals hold the characteristics as follows;

- *have a positive image about themselves as individual*
- *are a part of a group*
- *demonstrate prosocial attitudes (share and work collaboratively, help others, protect and defend others)*
- *participate actively in decisions concerning the group*
- *demonstrate initiate help whenever it is necessary*
- *contribute to well-being of their society*
- *threat others with respect, fairness, tolerance, and equality*
- *listen before reaching conclusion*
- *resolve conflicts nonviolently*
- *show pride about their culture and ethnicity as well as that of other.*

2) In Thailand context, Jantra (2013) has summarized and classified behaviors of having social responsibility in the level of upper secondary into 6 aspects as below.

(1) *Maintaining Community. The behaviors comprise maintaining public property, keeping the community clean, being aware of social*

danger, proposing or participating in community development and solving problem with peaceful ways.

(2) Community participation. The behaviors comprise participating in voluntary events, taking a part in art and cultures conservation and participate in political events of community.

(3) Following the rules and regulations of society. The behaviors include doing duties due to role and status, following law, rules, regulations, and culture of society, being fair and respecting others.

(4) Contribution to well-being of society. The behaviors include making donation, help others as much as possible, having public consciousness, being volunteer

(5) Staying informed. The behaviors are staying informed, following the news and issues around, monitoring any harms in society

(6) Environmental consciousness. The behaviors include consuming the goods as necessary, using environmental-friendly products, saving energy, reducing the waste, using public transportation, bicycle, or walking instead of using private care.

3) In British Columbia, Canada, social responsibility has been signified as one of the performance standards for students in British Columbia (British Columbia Ministry of Education, 2001). The other performance standards are reading,

writing, and numeracy. Starting from 2001, the BC performance standards for social responsibility are intended to provide a framework that can be used to focus and monitor the efforts to enhance social responsibility among students as well as to improve the social climate in the school in the level of kindergarten to secondary levels. The framework resulted from two years of research that comprised analyzing international documents, BC curriculum and policy, also consulting with teacher, administrators and students.

According to British Columbia Ministry of Education (2001), the framework of Social Responsibility of BC's Performance Standards includes a common set of expectations for development of students along four categories: most of these have more than one component.

(1) Contributing to the classroom and school community

- *sharing responsibility for their social and physical environment*
- *participating and contributing to the class and to small groups*

(2) Solving problems in peaceful ways

- *managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views*
- *using effective problem-solving steps and strategies*

(3) Valuing diversity and defending human rights

- *treating others fairly and respectfully; showing a sense of ethics*
- *recognizing and defending human rights*

(4) Exercising democratic rights and responsibilities

- knowing and acting on rights and responsibilities (local, national, global)

- articulating and working toward a preferred future for the community, nation, and planet—a sense of idealism

It has been remarked that there is overlap among the categories. The any real example of social behavior is likely to involve two or more of the categories—they are neither discrete nor independent.

The standards are implemented in different ways, for instance, monitoring school improvement, improving school and classroom climate, dealing with school issues, giving direction to leadership, service and social justice and assessing the progress of individual students. In terms of research, BC Performance Standards for Social Responsibility were used as the framework to assess how much teaching social responsibility is successful. BCPSforSR 2001 provides the quick scale of expectations of socially responsible behaviors of the students in the level of grade 8 to 10 to assess SR, as shown in Figure 2.3.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY	<ul style="list-style-type: none"> appears apathetic or unfriendly and may try to manipulate or dominate others avoids participating in class and group activities; shows little sense of responsibility 	<ul style="list-style-type: none"> usually courteous and friendly participates in class and group activities, but takes little responsibility for the school or community 	<ul style="list-style-type: none"> usually kind and friendly takes some responsibility for the school or community and contributes willingly to class and group activities 	<ul style="list-style-type: none"> kind, friendly, and inclusive works actively to improve the school or community; often volunteers for extra responsibilities and shows leadership skills
SOLVING PROBLEMS IN PEACEFUL WAYS	<ul style="list-style-type: none"> in conflict situations, often uses put-downs, insults, or sarcasm; has difficulty stating position clearly; may be illogical can describe simple, concrete problems or issues and generate some strategies; often ignores consequences 	<ul style="list-style-type: none"> in conflict situations, tries to manage anger appropriately, listens respectfully, states opinion clearly, and tries to be fair can describe problems or issues, generate some strategies, consider immediate consequences, and evaluate actions 	<ul style="list-style-type: none"> in conflict situations, usually manages anger appropriately, listens respectfully, presents logical arguments, and can paraphrase opposing views can clarify problems or issues, generate strategies, weigh consequences, and evaluate actions 	<ul style="list-style-type: none"> in conflict situations, shows empathy and a sense of ethics, presents soundly reasoned arguments, and considers divergent views can clarify problems or issues, generate and analyze strategies, create an effective plan, and use evidence to evaluate actions
VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS	<ul style="list-style-type: none"> sometimes disrespectful; may stereotype or avoid those perceived as different in some way 	<ul style="list-style-type: none"> usually respectful; supports those who speak up or take action to support diversity and defend human rights 	<ul style="list-style-type: none"> respectful and fair; increasingly willing to speak up or take action to support diversity and defend human rights 	<ul style="list-style-type: none"> respectful and ethical; speaks out and takes action to support diversity and defend human rights, even when that may not be a popular stance
EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES	<ul style="list-style-type: none"> tends to be egocentric and apathetic; displays little sense of community or responsibility for others 	<ul style="list-style-type: none"> shows some sense of community-mindedness; may go along with positive actions organized by others, but without much commitment 	<ul style="list-style-type: none"> shows a sense of responsibility and community-mindedness; increasingly interested in taking action to improve the world 	<ul style="list-style-type: none"> shows a strong sense of community-mindedness and accountability; can describe and work toward an ideal future for the world

Figure 2.3 Quick Scale: Grades 8 to 10 Social Responsibility of BCPSforSR 2001

(British Columbia Ministry of Education, 2001)

2.3.3 The framework of social responsibility for students in secondary level

After reviewing literature regarding social responsibilities, the framework for BC Performance Standards for Social Responsibility is appropriate to be adapted and used as the lens that we see the level of responsibility through. That is because it

provides the set of expectations for the target students at the level of grade 8 – 10 and it covers the attributes of socially responsible citizens. In particular, its four aspects of social responsibility share similarities with the study of Jantra (2013), which discussed social responsibilities of Thai upper secondary context. So, BCPSforSR allows to see SR in international and local context.

Table 2.8 below illustrates the synthesis of the aspects of social responsibilities of different scholars and the framework of BC Performance Standards for Social Responsibility.

Table 2.8 Mapping of the aspects of social responsibilities

BCPSforSR 2001	Jantra (2013)	Robles De Melendez et al. (2000)	(Stoller, n.d.)
<p>1. Contributing to the classroom and school community</p> <ul style="list-style-type: none"> - sharing responsibility for their social and physical environment - participating and contributing to the class and to small groups 	<ul style="list-style-type: none"> - maintaining community - community participation - contributing to well-being of society - staying informed -environmental consciousness 	<ul style="list-style-type: none"> - be a part of a group - share and work collaboratively -participate actively in decisions concerning the group - contribute to well-being of their society 	<ul style="list-style-type: none"> - being informed to the needs of one's community

BCPSforSR 2001	Jantra (2013)	Robles De Melendez et al. (2000)	(Stoller, n.d.)
<p>2. Solving problems in peaceful ways</p> <ul style="list-style-type: none"> - managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views - using effective problem-solving steps and strategies 	<ul style="list-style-type: none"> - maintaining community -following the rules and regulations of society (including respect others 	<ul style="list-style-type: none"> -demonstrate initiate help whenever it is necessary - listen before reaching conclusion - resolve conflicts nonviolently 	<ul style="list-style-type: none"> - opening to negotiation and compromise
<p>3. Valuing diversity and defending human rights</p> <ul style="list-style-type: none"> - treating others fairly and respectfully; showing a sense of ethics -recognizing and defending human rights 	<ul style="list-style-type: none"> -following the rules and regulations of society (including respect others) 	<ul style="list-style-type: none"> - threat others with respect, fairness, tolerance, and equality - show pride about their culture and ethnicity as well as that of other. 	<ul style="list-style-type: none"> -respecting the rights and opinions of others -obeying laws -being honest, compassionate, tolerant, fair, trustworthy, respectful

BCPSforSR 2001	Jantra (2013)	Robles De Melendez et al. (2000)	(Stoller, n.d.)
<p>4. Exercising democratic rights and responsibilities</p> <p>- knowing and acting on rights and responsibilities</p> <p>- articulating and working toward a preferred future for the community, nation. – A sense of idealism</p>	<p>- contribution to well-being of society</p> <p>-environmental consciousness</p>	<p>-participate actively in decisions concerning the group</p> <p>- contribute to well-being of their society</p>	<p>- voting</p>

From Table 2.8, it can be concluded that social responsibilities proposed by scholars can be fit in those 4 aspects. In other words, BC performance standards help organize the aspects of responsibilities into categories and they are in line with other scholars. It covers the expected attributes of socially responsible citizens for the students that in this present study focused on. So, it is suitable to be adapted as the lens that we see social responsibility through.

Social responsibility based on BCPSforSR 2001 for grade 8 to 10 has four aspects among which the overlap can occur. The framework provides the description of the SR as well as a set of behaviors that students are expected to fully meet, or even exceed the expectations. The concept of SR in each aspect along

with its definition and expectation in the level of fully meeting expectation can be summarized as shown in Table 2.9.

Table 2.9 Summary of SR and expected actions of SR for grade 8 to 10 based on BCPSforSR 2001 (British Columbia Ministry of Education, 2001)

Aspects of SR	Definition	Expected actions
1. Contributing to the classroom and school community	-Sharing responsibility for their social and physical environment - Participating and contributing to the class and to small groups	Being kind and friendly, taking some responsibility, contributing willingly to group, class or school activities
2. Solving problems in peaceful ways	- Managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views - Using effective problem-solving steps and strategies	Listening respectfully, solving problems, generating strategies, evaluating actions appropriately in conflict situation
3. Valuing diversity and defending human rights	- Treating others fairly and respectfully; showing a sense of ethics - Recognizing and defending human rights	Being respectful and fair, increasing willing to speak up or take action to support diversity and defend rights.
4. Exercising democratic rights and responsibilities	- Knowing and acting on rights and responsibilities (local, national, global) -Articulating and working toward a preferred future for the community, nation, and planet - a sense of idealism	Showing a sense of responsibility and community-mindedness, taking action to improve the world.

2.3.4 Assessing social responsibility

“Self-evaluation is a key aspect of the development of social responsibility. Whenever possible, students should be involved in monitoring and evaluating their own development (British Columbia Ministry of Education, 2001)”.

The citation above is in line with Trosset, 2013; Reason (2013) , who suggested that the goal of cultivating values of responsibility is to encourage responsible behaviors. However, behavior is harder to measure and we must rely on student self- report. Similar to Jantra (2013), SR can be reflected by the behaviors. In his research in Thai secondary school, the lists of behaviors were constructed based on these 6 aspects and they are implemented in the questionnaire using self-report scale. Thus, students self-report is commonly used to measure social responsibility.

To monitor school improvement and assess the progress of individual students, the BC performance standards provide *Social Responsibility Quick Scales*. The scales provide a common language and set of expectations regarding social responsibility in students Kindergarten through Grade 10. Referring to Lyons (2014), the framework for the social responsibility Quick Scale was developed through two years of research, using direct observations in natural and designed settings, and student’s reflections and self- report. Lyons conducted the research on problem behavior and social responsibility. The framework of BCPSforSR was one of the research’s outcome measure. In the study of Brondani (2012) Performance Standards were applied by students’ self-reflection to see their understanding of community

issues and their collaborative roles as socially responsible members of the dental profession and also members of wider community.

To sum up, social responsibility refers to the actions on something for the community or society. The concept of socially responsible and responsible citizenship is around the issue of participation in society. Based on BCPSforSR 2001, which is considered suitable for tenth grade level, SR has four aspects, which are 1) contributing to the classroom and school community, 2) solving problems in peaceful ways, 3) valuing diversity and 4) defending human rights, and exercising democratic rights and responsibilities. For assessing SR, it difficult since it involves behaviors. The researchers have to rely on self-report questionnaire.

2.4 Chapter Summary

The study aimed at investigating the effects of reading instruction using Backward Design and citizenship theme on English reading comprehension and social responsibility enhancement. In order to design and plan reading instruction, Backward Design and citizenship theme can be applied in developing thematic units where students practice English reading comprehension and explore the matter under citizenship theme at the same time. Mainly, the theme of citizenship involves four following aspects; 1) rights and responsibilities at student's age, 2) respect for differences and diversity, 3) social Justice and 4) participation in well-being of community. Also, a three-stage design process of BD offers result-driven process that

could be effective considering that the past studies were likely to find the positive results of using BD in both language skills, social studies, and learners' attitude and motivation. In terms of English reading comprehension, it involves comprehending the text in the levels of comprehension, which were 1) literal comprehension, 2) reorganization or reinterpretation, 3) inference, 4) evaluation, 5) personal response and 6) how writers say what they mean. Reading comprehension can be revealed through the answer of the questions. Alternatively, it can be revealed through writing task or a performance task. Regarding social responsibility (SR), its concepts is around participation in society for the sake of community. Based on BCPSforSR 2001, SR involves four aspects, which are 1) contributing to the classroom and school community, 2) solving problems in peaceful ways, 3) valuing diversity and 4) defending human rights, and exercising democratic rights and responsibilities. Assessing SR is difficult since it involves behaviors. The researchers have to rely on self-report questionnaire.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides the description of research design, population and participations, instruments, research process, data collection and data analysis.

3.1 Research Design

A single group pre-test/post-test experimental design was employed in this study to investigate the effects of reading instruction using Backward Design framework and citizenship theme (BD&CT) on English reading comprehension and social responsibility (SR) of tenth grade Thai EFL students. The independent variable referred to reading instruction using BD&CT. The scores from English reading comprehension test and social responsibility questionnaire were dependent variables. Figure 3.1 illustrates research design of the study.

Pretest	Treatment	Posttest
O ₁	X	O ₂
O ₃		O ₄

Figure 3.1 Research design examines students' English reading comprehension and social responsibility

X is the treatment (In this study, it is reading instruction using BD&CT)

O₁ is English reading comprehension pretest scores of the participants

O₂ is English reading comprehension posttest scores of the same group of participants

O_3 is Pre-experiment social responsibility scores of the participants

O_4 is Post-experiment social responsibility scores of the participants

3.2 Population and Participants

The population are tenth grade Thai EFL students in a public school. The study carried out with purposive sample of 36 students taking the course ' Reading and Writing' as an additional course in Intensive Program in academic year 2019.

The school offered lower and upper secondary levels. There are 12 classrooms in each level. In tenth grade level, apart from general program, they offer four intensive programs which are Intensive Program (IP) and Intensive English, Intensive Chinese, and Intensive Japanese Program. Students of IP were classified in high academic level in Science and Mathematics group comparing to others. There were 2 classrooms of IP. IP students took 3 English courses, totally 5 periods per week; 2 periods of English Reading and writing. English was not 100% used as a medium of instruction. They studied civics in social studies class 2 periods a week.

This study selected this sample group taking reading and writing course due to the following basis. Firstly, the study focused on English reading comprehension. Secondly, although students were in Science and Mathematics intensive program, they had students had certain background about citizenship and experience about responsibility from social studies courses and experience from school activities.

3.3 Research Process

There are three phases in this study; preparation of reading instruction using BD&CT, developing instruments, implementation and evaluation. The research process is illustrated by Figure 3.2.

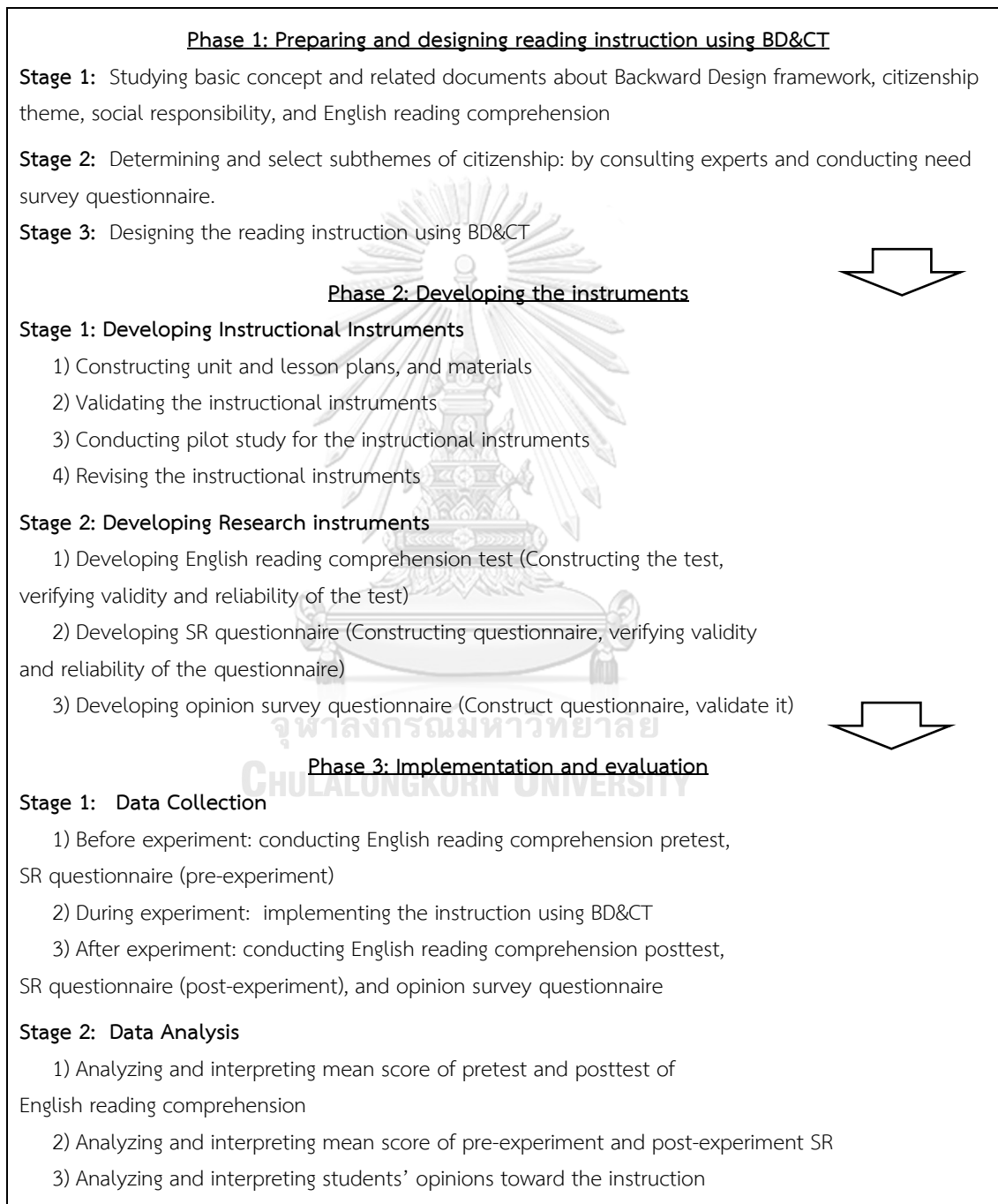


Figure 3.2 Research Process

3.3.1 Phase 1: Preparing and designing of reading instruction using BD&CT

This phase dealt with review the literature, needs and interest's survey on the subthemes of citizenship and designing the structure of reading instruction using BD&CT. The stages occurred as follows;

Stage 1: Studying basic concepts and related documents

It was about Backward Design framework, citizenship theme, social responsibility, and English reading comprehension. The concepts and principles were already discussed in chapter 2, the review of literatures.

Stage 2: Determining and selecting themes of citizenship.

In this stage, the researcher consulted the experts in civic education. Then, the need survey questionnaires (See Appendix A) were constructed. It was later was completed by students who were asked to choose the subthemes they were interested in the most.

1) To determine citizenship subthemes and construct the need survey questionnaire.

The subthemes were constructed while consulting three experts in civics and social studies education. The discussion on the themes with the experts was based on three curricula as guidelines; 1) Topics Global Citizenship Education 2015 (UNESCO, 2015) , 2).Thai Basic Education Core Curriculum 2008 (Office of the Basic Education Commission, 2008), and 3) civic curriculum outline in the secondary

school curriculum syllabus in Thailand (Pitiyanuwat & Sujiva, 2001). The discussion group determined the aspects of citizenship into four aspects and three subthemes derived from each aspect. Also, the scope of content of each theme was specified. The criteria of selecting those themes were the appropriateness in terms of students' level, their background knowledge, the relevance to students' life, and the necessity due to the curriculum. Figure 3.3 illustrates constructing citizenship subthemes.

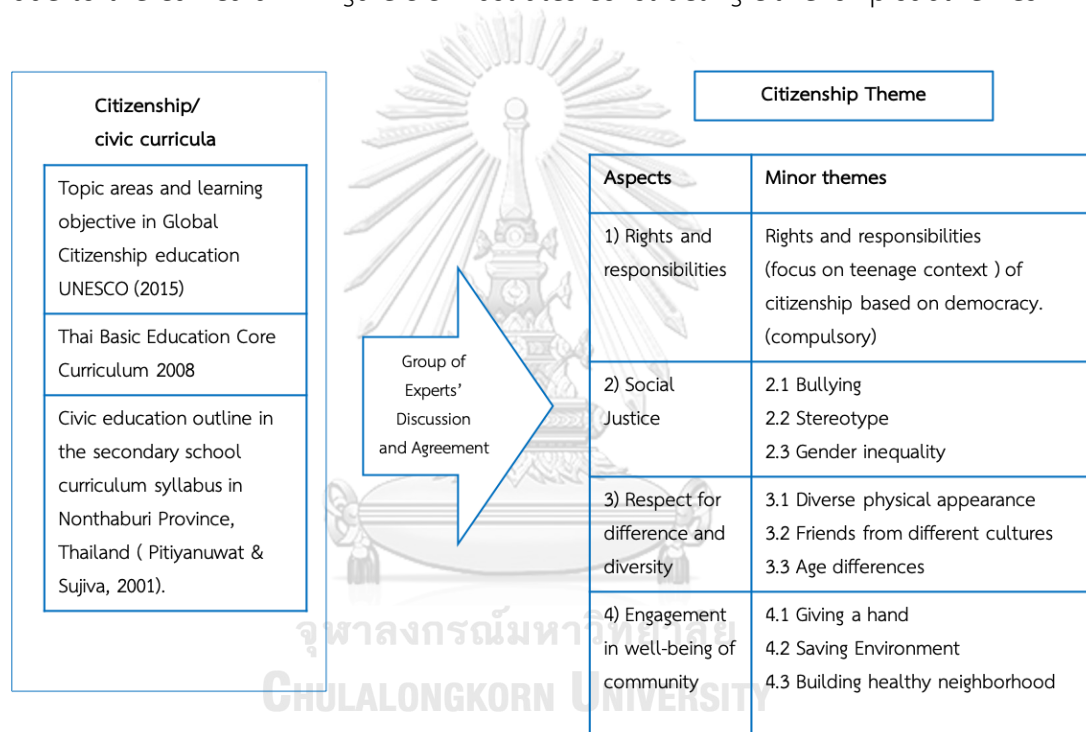


Figure 3.3 Constructing subthemes of citizenship

Three subthemes, served as students' choices, were derived from the key aspect. The first aspect was compulsory following to the discussion with the experts. For aspect 2) - 4), in each category, students were required to select the theme that they are interested in the most on the need survey questionnaire. By this

way, all learning units in the research covered all four aspects of citizenship. Needs survey questionnaire is exemplified in the Appendix A.

2) Conducting needs survey questionnaires.

The questionnaires were distributed to the 60 students in 10th grade to collect data. Owing to constructing themes as declared earlier, students were required to select 3 themes that they are interested the most by choosing one theme out of three in each aspect. The questionnaire was in English with Thai translation. The researcher was a facilitator explaining more upon collecting data.

The need survey questionnaires data were analyzed as percentage to see which subthemes that students were interested in the most. The highest percentage theme in each aspect mean the most preferred theme. Table 3.1 the results of the survey questionnaire.

Table 3.1 The results of the need survey questionnaire

Aspects	<i>Rights and responsibilities</i>	<i>Social Justice</i>	<i>Respect for difference and diversity</i>	<i>Engagement in well-being of community</i>
Sub themes	-Fundamental rights and responsibilities (Compulsory)	-Bullying (50%) -Stereotype (20%) -Gender inequality (30%)	-Diverse physical appearance (23.33%) -Friends from different cultures (61.67%) -Age differences (15.00%)	-Giving a hand (18.33%) -Saving Environment (48.33%) -Building healthy neighborhoods (33.33 %)

The results of the questionnaire showed that students are the most interested in Stop Bullying, Friends from different cultures and Saving Environment respectively that in aspect 2, 3 and 4. From selected themes, the scope of content was discussed following to the conceptual ideas in the citizenship education curricula. It was agreed by the experts. When selecting the text, the content of reading text would be complied with the scope of content. Table 3.2 shows the scope of content of each theme, also aspects of each theme were elaborated.

Table 3.2 Scope of content of selected citizenship subthemes

Aspects of CT	Selected subthemes and scope of content
1. Rights and responsibilities	<p>Rights and Responsibilities</p> <p>As a citizen of a community or a society, students are to recognize all human beings have equal rights such as right to education, security, freedom of thought and expression.</p> <p>Everyone has responsibilities to use their rights, respect the rights of others. (Fundamental concepts based on democracy focusing on teenage context)</p>
2. Social Justice	<p>Stop Bullying</p> <p>Bullying is aggressive behaviors that happen in or outside school. Bullying, involving imbalance power among kids or disrespect for differences, can occur in different forms. It can cause problems to the bullies, the targets and the bystanders. Students are not to do it, also they can do something to stop it.</p>

Aspects of CT	Selected subthemes and scope of content
<p>3. Respect for difference and diversity</p>	<p>Friends from different cultures</p> <p>Students gets to know friends from neighbor countries. We are to see similarities and differences of cultures, how to value and support living in the diverse group with understanding, empathy and respect.</p>
<p>4. Engagement in well -being of community</p>	<p>Saving Environment</p> <p>Environment issues affects quality of life. Polluted resource can harm people's health. As members of community, students can act individually or engage in any activities in group to save environment, especially to reduce pollution and save natural resources.</p>

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 Stage 3: Designing reading instruction using BD&CT

In this study, reading instruction using BD&CT refers to employing backward design in planning English reading comprehension lessons in which the citizenship is used as theme of learning. The hypothesis of the study was that the instruction would be effective in enhancing English reading comprehension and social responsibility of students. The concept of the study is demonstrated by the conceptual framework in Figure 3.4.

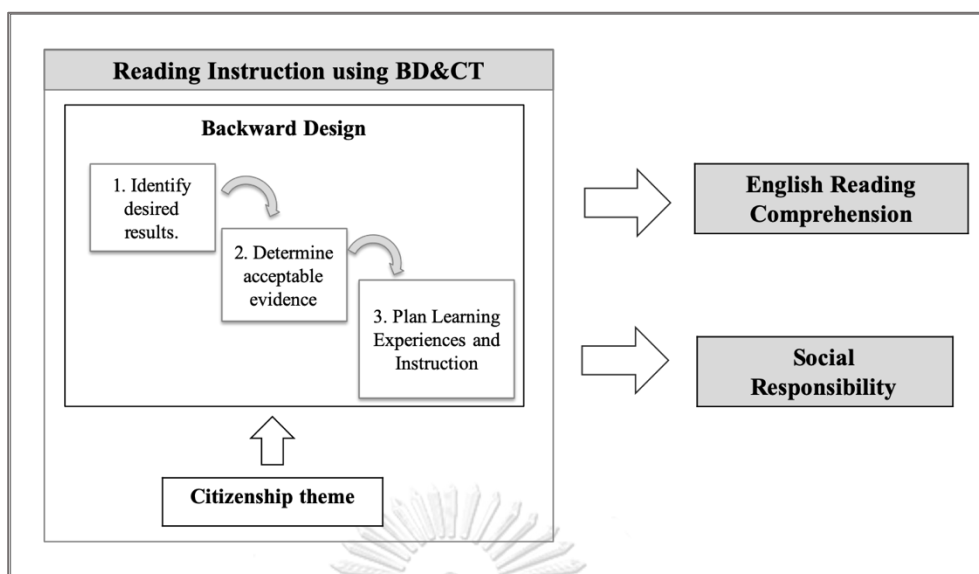


Figure 3.4 Conceptual framework of the study

In this study, the lesson or the treatment comprises four units for 8 weeks. each week has 2 periods. Four subthemes from the previous stage were used for designing each unit. One subtheme was used for one unit. Each unit was divided into lesson A and B. One unit has 4 periods, in other words a lesson has 2 consecutive periods. Both lessons were built on each other in order to sequence the content appropriately following to the content of the citizenship theme. As discussed in the chapter 2, the enduring understanding of each unit was based on to the theme of the unit. The sequence of learning relies on content under the them. After the theme of the unit was selected, the three-stage process of Backward Design can be operated (National Capital Language Resource Center [NCLRC], 2014). Thus, the next section dealt with using citizenship theme, then with Backward Design in creating units.

1) *Using citizenship theme in developing thematic units*

The selected subthemes were 1) rights and responsibilities (Rights and responsibilities aspect), 2) Stop Bulling (Social Justice aspect), 3) Friends from different cultures (Respect for difference and diversity aspect) and 4) Saving Environment. They were assigned to unit 1, 2, and 3 respectively. Each theme implied the citizenship and followed the scope of content based on the concept of its particular aspect as presented in Table 3.2. Sub lessons A and B of the units are designed based on the scope of content and built on each other. So, lesson A was required before lesson B. All 4 units and its sub lessons are displayed in Table 3.3.

Table 3.3 *The units and sub lessons under the content of citizenship theme*

Unit	Sub lessons and Content of reading text
<p>Unit 1: Rights and responsibilities <i>As a citizen of a community or a society, students are to recognize all human beings have equal rights such as right to education, security, freedom of thought and expression. Everyone has responsibilities to use their rights, respect the rights of others. (Fundamental concepts based on democracy focusing on teenage context)</i></p>	<p>Lesson 1A: Getting to know rights and responsibilities - Meaning and concepts of citizenship, of the rights based on Universal Declaration of Human Rights (1984) - Basic rights relevant to students and responsibilities coming with the rights.</p> <p>Lesson 1B: Looking at rights and responsibilities at school. - The real case of wearing casual clothes or school uniforms debate. -Impacts of right respecting school in UK</p>

Unit	Sub lessons and Content of reading text
<p>Unit 2: Stop Bullying</p> <p><i>Bullying is aggressive behaviors that happen in or outside school.</i></p> <p><i>Bullying, involving imbalance power among kids or disrespect for differences, can occur in different forms. It can cause problems to the bullies, the targets and the bystanders. Students are not to do it. Also, they can do something to stop it.</i></p>	<p>Lesson 2A: Understanding bullying</p> <ul style="list-style-type: none"> - Information about bullying behaviors, forms of bullying. - The case of experience of bullying in teenagers in different forms and place, and the effects of bullying. <p>Lesson 2B: Dealing with bullying</p> <ul style="list-style-type: none"> - Suggestions how to deal with bullying in different roles involving bullying scenes. - The story of bullying case in school. - The news and campaign to stop bullying.
<p>Unit 3: Friends from Different Cultures</p> <p><i>Students gets to know friends from neighbor countries. We are to see similarities and differences of cultures, how to value and support living in the diverse group with understanding, empathy and respect.</i></p>	<p>Lesson 3A: Enjoying different cultures</p> <ul style="list-style-type: none"> - The facts about cultures such as greeting, food and do's -don'ts that share similarities and differences. (Neighbor countries: Malaysia, Singapore and Cambodia) <p>Lesson 3B:</p> <p>Living with friends of diverse groups</p> <ul style="list-style-type: none"> - Guideline to help friends deal with culture shock and real cases of culture shock. - Experience of living in multicultural environment of an exchange student.

Unit	Sub lessons and Content of reading text
<p>Unit 4:</p> <p>Saving Environment</p> <p><i>Environment issues affects quality of life. Polluted resource can harm people's health. As members of community, students can act individually or engage in any activities in group to save environment, especially to reduce pollution and save natural resources.</i></p>	<p>Lesson 4A: Addressing environmental issues</p> <p>- Environmental matter in daily life and the issues in wider level: Air pollution and Global warming, the causes and effects.</p> <p>Lesson 4B: Taking action in saving environment</p> <p>- Ways to handle the waste and to save energy individually.</p> <p>- The case of youth campaign and movement for environment: their inspirations and actions.</p>

After handling the content of reading under the theme and scoping the reading text, the Backward Design is employed to create the unit.

2) Applying Backward Design

To design a unit, Backward Design process was applied. Figure 3.5 illustrates designing a unit of reading instruction using BD&CT. The explanations were stated in the following part.

In stage 1, desired results included 1) English reading comprehension of all six aspects- literal comprehension, reinterpretation and reorganization, inference, evaluation, personal response, and how the writers say what they mean,

and 2) one aspect of social responsibility selected in accordance with citizenship theme of the unit. In this stage, learning outcome or a goal of the whole unit was determined covering all desired results. ‘The enduring understanding’ was expected to be following to the concept of citizenship theme. ‘Important to do’ involved reading comprehension and social responsibility. For ‘Important to know’ involved language knowledge and functions as well as the content information.

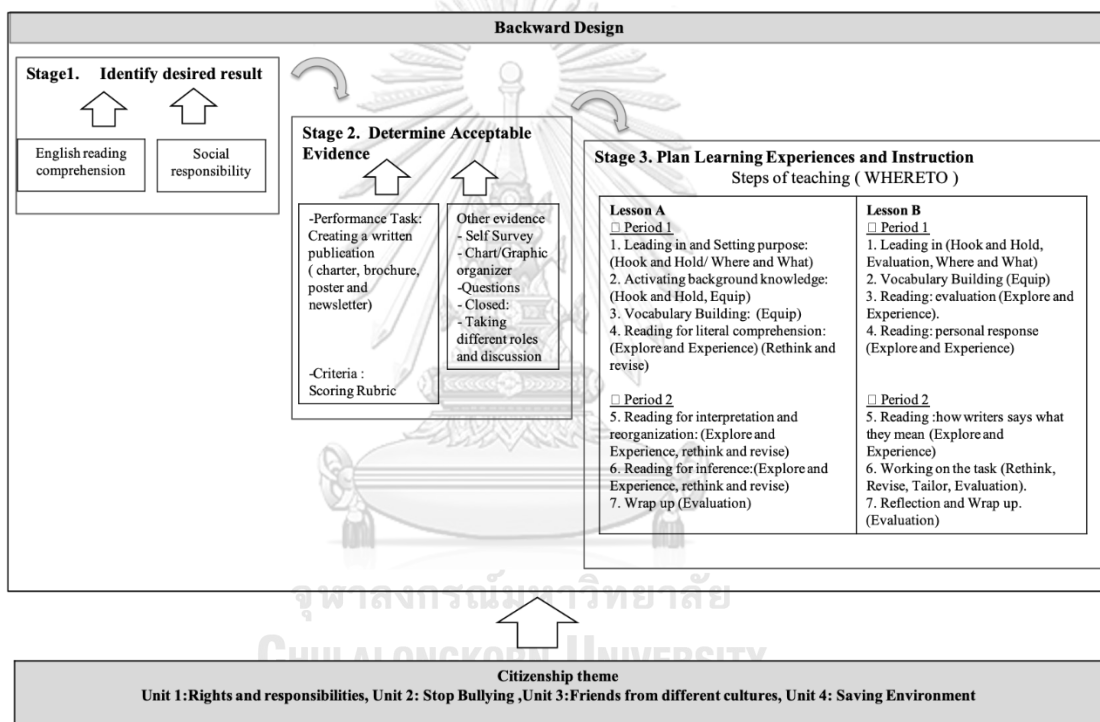


Figure 3.5 Designing a unit of reading instruction using BD&CT

In stage 2, the performance task was designed as an ultimate assessment of the unit while using the scoring rubric as the criterion. Other evidences were to serve each reading objectives in desired results and contribute to the performance tasks. See Figure 3.5. In this study, the performance tasks in written

presentation were used since writing is used for assessing reading. The tasks were set to be the written publication in mean to serve the learning outcomes, that mainly required students to transfer their understanding after reading text and demonstrate how socially responsible moves students could exhibit. In the order of the units, the written publications were as follows;

- (1) the charter of rights and responsibilities of the classroom,*
- (2) the brochure for the campaign of 'stop bullying',*
- (3) the poster to promote 'living with friends from different cultures,*
- (4) the school newsletter for the campaign 'saving environment'*

In each task, students were assigned the situations, requirements, the setting in school context where they could imagine their roles as a student council or someone responsible for those campaigns. In respect of scoring rubric used for assessing the tasks, it was constructed based on three aspects – language, content information, purpose and design. Through language use, this was to see how much and how accurate the students understand what they read and learnt. Also, this was to see how far the students attain the purpose of the task. See Appendix C for completed scoring rubric.

In stage 3, lesson A and B were designed. The expected outcomes of reading comprehension were divided into both lessons from lower to higher levels of comprehension. Lesson A included 'literal comprehension', 'reinterpretation and

reorganization’ and ‘inference’. Lesson B encompassed ‘evaluation’, ‘personal response’ and ‘how writers say what they mean’. The other evidences including as self-survey, charts or graphic organizers, closed, questions, thinking in someone’s place and discussion were applied with the texts and passage under the unit theme in in reading activities. The teaching was set based on WHERETO elements. Table 3.4 shows learning experience and steps of reading instruction along with WHERETO elements, serving as a checklist of the design.

Table 3.4 Learning experience and steps of reading instruction

Learning experience and reading instruction	
Steps of instruction	(WHERETO) Elements
Unit: <u>Lesson A</u>	
Period 1	
1. Leading in and Setting purpose	(Where and What, Hook and Hold)
2. Activating background knowledge	(Hook and Hold, Equip)
3. Vocabulary Building	(Equip)
4. Reading: Literal Comprehension	(Explore and Experience, Rethink and Revise)
Period 2	
5. Reading: Reinterpretation and reorganization	(Explore and Experience, Rethink and Revise)
6: Reading: Inference	
7: Wrap up	(Evaluation)

Learning experience and reading instruction	
Steps of instruction	(WHERE TO) Elements
Unit: <u>Lesson B</u>	
Period 1	
1. Leading in and Setting purpose: (W, H)	(Where and What, Hook and Hold)
2. Vocabulary Building	(Equip)
3. Reading: evaluation	(Explore and Experience, Rethink and Revise)
4. Reading: personal response – (Taking different role/ thinking in someone’s place and discussing)	
5. Reading: how writers say what they mean	
Period 2	
6. Performance Task	(Rethink, Revise, Tailor)
7. Reflection and Wrap up	(Evaluation)

The process to design and to plan a unit was set following to three-stage of Backward Design. See Table 3.5. in order to view overall picture of planning reading instruction using BD& CT of all 4 units.

Table 3.5 Planning reading instruction using BD& CT

Theme: Unit	Desired Results	Assessment	Learning experience and instructions	Learning Activities
<p>Unit 1: Rights and Responsibilities <i>Sub-Lesson</i> Lesson 1A : Getting to know rights and responsibilities Lesson 1B: Looking at Rights and Responsibilities at school.</p>	<p>Learning Outcomes: After reading comprehension, students will be able to identify basic rights and responsibilities of citizens as a member of the society and demonstrate their understanding by setting rules based on rights and responsibilities for their preferred classroom. Enduring Understanding: concept of citizenship theme (rights and responsibilities) Important to do: Reading Comprehension (All 6 aspects of reading comprehension) Social Responsibility (1. Contributing to the classroom and school community) Important to know: Language: Vocabulary concerning citizens, rights and responsibilities, Expressions showing viewpoints. Content Information : Meaning of citizenship, basic rights (UDHR1948) and responsibilities relevant to student life.</p>	<p>Performance Task: <i>-creating the charter of rights and responsibilities for students' classroom</i> In group of 4, as the students in the new class, think of what 3 rights that you find the most important. What can be done in the classroom to make sure that everyone enjoys the rights? What are responsibilities that come with those rights? Write key ideas of your charter. Design, draw graphics or pictures - Criteria: Scoring Rubric Other Evidence: - Self Survey, Chart/Graphic organizer, Questions, Cloze, Stimulation, Taking different roles and discussion</p>	<p>Instruction steps(WHERETO) Lesson A :Period 1-2 1. Leading in and Setting purpose: (WH) 2. Activating background knowledge: (H,E) 3. Vocabulary Building: (E) 4. Reading for literal comprehension: (E,R) 5. Reading for interpretation and reorganization: (E,R) 6. Reading for inference:(E,R) 7. Wrap up (E) Lesson B: Period 1-2 1. Leading in and Setting purpose: (W,H) 2. Vocabulary Building (E) 3. Reading :evaluation (E,R). 4. Reading : how writers say what they mean (E) 5. Reading: personal response (E,R) 6. Working on Task (R,T). 7. Reflection and Wrap up. (E)</p>	<p>Lesson A :Period 1-2 1. Complete self-survey 2. View pictures and discuss 3. Follow slides of cue, complete cloze. 4. Skim the passage, then find information to fill outline chart. 5. Match reading strip with the right aspects of rights, answer true or false. 6. Match rights and its responsibilities, make inference to conclude the ideas . 7. Answer the questions Lesson B :Period 1-2 1. Complete self-survey 2. Follow slides of cue, complete cloze. 3. News about wearing casual cloth to school, skim the passage, to answer the guided questions. Then, justify writer's opinions if they agree or disagree. 4. Justify language use of the writer and find expressions showing opinions. 5. Take randomly the roles as students and teachers who are for or against the ideas of wearing casual clothes. 6. Students work on performance task. evaluate the work using scoring rubric. 7. Review self-survey and answer the questions.</p>

Theme: Unit	Desired Results	Assessment	Instruction steps	Learning experience and instructions
<p>Unit 2: Stop Bullying</p> <p>Sub-Lesson Lesson 2A: Understanding bullying</p> <p>Lesson 2B: Dealing with bullying</p>	<p>Learning Outcomes: Students will be able to appropriately demonstrate their understanding about bullying, indicate their roles and the ways to help stop bullying after reading for comprehension. Enduring Understanding: concept of citizenship theme (social justice) Important to do: -Reading Comprehension (All 6 aspects of comprehension) -Social Responsibility:2. Solving problems in peaceful ways Important to know: -Language: Vocabulary concerning bullying (people, actions, tone and mood.) Conditional type 2. -Content: Information about bullying it, its effects. Sample cases in teenagers. - Ways to deal with bullying</p>	<p>Performance Task: -Creating a brochure for the campaign 'Stop Bullying' for your school. In group of 4, you are responsible for creating the said brochure to give information about bullying, persuade people to deal with bullying appropriately. Put slogan and use information and language learnt from class. Design, draw graphics or pictures - Criteria: Scoring Rubric Other Evidences: Self-Survey, Chart/ Graphic organizer, Questions, Cloze, Stimulation, Role taking, discussion.</p>	<p>Instruction steps (WHERE TO) Lesson A :Period 1-2 1. Leading in and Setting purpose: (W,H) 2. Activating background knowledge: (H,E) 3. Vocabulary Building: (E) 4. Reading for literal comprehension: (E,R) 5. Reading for interpretation and reorganization: (E,R) 6. Reading for inference:(E,R) 7. Wrap up (E) Lesson B: Period 1-2 1. Leading in and Setting purpose: (W,H) 2. Vocabulary Building (E) 3. Reading: personal response (E,R) 4. Reading: evaluation (E,R). 5. Reading : how writers say what they mean (E) 6. Working on Task (R,T). 7. Reflection and Wrap up. (E)</p>	<p>Learning Activities Lesson A :Period 1-2 1. Complete self-survey 2. Watch a short video of bullying situation 3. Follow slides of cue, complete cloze. 4. Skim identify main idea and Scan the passage to find information to fill the chart. 5. Read the cases of bullying, determine the types and effect of bullying. Then, summarize the cases. 6. Make inference to answer true or false based on the learnt cases. 7. Answer yes/no through given statements. Lesson B :Period 1-2 1. Complete self-survey 2. Scan the transcript of the digital story telling of guideline to cope with bullying. Watch the clip, then choose the meaning of underlined phrases. 3. Read the story of bullying at school and answer the questions. In group, students are given roles randomly and think and share what they would do if they were given characters in the story. 4/5. Justify purpose and language use of the writer from the extracts of media by choosing best answer. 6. Students work on performance task. 7. Review self-survey and answer the questions</p>

Theme: Unit	Desired Results	Assessment	Learning experience and instructions	Learning Activities
<p>Unit 3: Friends from different cultures</p> <p><i>Sub-Lesson</i> Lesson 3A : Enjoying different cultures</p> <p>Lesson 3B: Living with friends of diverse groups</p>	<p>Learning Outcomes: Through reading comprehension, students will be able to identify differences and similarities of cultures among neighboring countries, also ways to promote living in diversity with empathy and respect and benefits of having friends of different and diverse groups and demonstrate their understanding by creating a poster promoting living with friends from different cultures. Enduring Understanding: concept of citizenship theme (respect for difference and diversity). Important to do: Reading Comprehension: Six aspects of comprehension Social Responsibility:3..Valuing diversity and defending human rights Important to know: Language: Vocabulary concerning cultures, value, friendship Content Information : Facts about cultures of neighboring countries, benefits of cultural diversity, guidelines to help handle culture shocks.</p>	<p>Performance Task: <i>-Creating poster</i> promoting living with friends from different cultures In group of 3, you have been with 3 exchanged students from other ASEAN countries. You are asked to create a said poster. Write your slogan encouraging to build good friendship and share information you have learnt. Design, draw graphics or pictures <i>- Criteria: Scoring Rubric</i> Other Evidence: - Self Survey, Chart/ Graphic organizer, Questions, Cloze, Stimulation, Taking different roles, discussion</p>	<p>Instruction steps(WHERE TO) Lesson A :Period 1-2 1. Leading in and Setting purpose: (WH) 2. Activating background knowledge: (H,E) 3. Vocabulary Building: (E) 4. Reading for literal comprehension: (E,R) 5. Reading for interpretation and reorganization: (E,R) 6. Reading for inference:(E,R) 7. Wrap up (E) Lesson B: Period 1-2 1. Leading in and Setting purpose: (W,H) 2. Vocabulary Building (E) 3. Reading :evaluation (E,R). 4. Reading : how writers say what they mean (E) 5. Reading: personal response (E,R) 6. Working on Task (R,T). 7. Reflection and Wrap up. (E)</p>	<p>Lesson A :Period 1-2 1. Complete self-survey 2. View pictures and discuss 3. Follow slides of cue, complete cloze. 4. Randomly , students are assigned to pretend to be from foreign countries. Each student has the passage of own country. Read and fill the chart. 5. Three different students from different countries form the group. Help each other complete graphic organizer using information from each member. 6. Make inference to answer True or False 7. Answer the questions what is learned. Lesson B :Period 1-2 1. Complete self-survey 2. Follow the cues, guess the meaning then choose A/ B in the passage. 3. Read and share personal feeling/ ideas based on culture shock experiences of foreigner in Thailand. 4./5. Read and tell benefits and writer's opinions by answering the questions 6. Students work on performance task. evaluate the work using scoring rubric. 7. Review self-survey and discuss</p>

Theme: Unit	Desired Results	Assessment	Learning experience and instructions
<p>Unit 4: Saving Environment</p> <p>Sub-Lesson Lesson 4A : Addressing Environmental Issues</p> <p>Lesson 4B: Taking action in saving environment</p>	<p>Learning Outcomes: Through reading comprehension, students will be able to tell causes, effects, solutions of climate change and pollution issues, roles of youth in make change and demonstrate their understanding by creating a newsletter for a campaign saving environment.</p> <p>Enduring Understanding: concept of citizenship theme: engagement in well-being of community.</p> <p>Important to do: Reading Comprehension: Six aspects of comprehension Social Responsibility: 4. Exercising democratic rights and responsibilities</p> <p>Important to know: Language: Vocabulary about environment, cause, effect, collocation about action and participation in social activities. Content Information : Facts climate change issues, guideline how to reduce problems, a young environmental activist case, youth roles, community activities.</p>	<p>Assessment Performance Task: - Creating a school newsletter for a campaign saving environment. In group of 4, students are the student council in charge of creating a said newsletter. Put slogan, important information about environmental issues to readers, and convince them to do something for saving environment. Special events in school. Design, draw graphics or pictures - Criteria: Scoring Rubric</p> <p>Other Evidence: - Self Survey, Chart/Graphic organizer, Questions, Cloze, Stimulation, Taking different roles and discussion</p>	<p>Instruction steps(WHERE TO) Lesson A :Period 1-2 1. Leading in and Setting purpose: (WH) 2. Activating background knowledge: (H,E) 3. Vocabulary Building: (E) 4. Reading for literal comprehension: (E,R) 5. Reading for interpretation and reorganization: (E,R) 6. Reading for inference:(E,R) 7. Wrap up (E) Lesson B: Period 1-2 1. Leading in and Setting purpose: (W,H) 2. Vocabulary Building (E) 3. Reading :evaluation (E,R). 4. Reading : how writers say what they mean (E) 5. Reading: personal response (E,R) 6. Working on Task (R,T). 7. Reflection and Wrap up. (E)</p>
			<p>Learning Activities Lesson A :Period 1-2 1. Complete self-survey 2. View pictures and discuss 3. Follow slides of cue, complete cloze. 4. Randomly, in pair students are assigned to read different short passage before share it with their group. They fill the chart of cause and effect. 5. Read R3 concepts and actions to save environment. Then, interpret what type of R the action belongs to. 6. Read the concept of conserving energy. Make inference to answer True or False 7. Answer the questions what is learned. Lesson B :Period 1-2 1. Complete self-survey 2. Follow the cues, then fill the words that always go together (collocation) 3./4. Skim and choose the title of the passage, tell writer's opinions and language use by answering the questions. 5. Read about a young environmentalist and projects of Nonthaburi Municipality. Share the feeling and opinions towards it. 6. Students work on performance task. evaluate the work using scoring rubric. 7. Review self-survey and discuss</p>

3.3.2 Phase 2: Developing instruments

Two types of instrument were developed and employed in this study; 1) Instructional instruments; unit plans, lesson plans, course materials, 2) research instruments; English reading comprehension test, social responsibility questionnaire and opinion survey questionnaire.

Stage 1: Developing instructional instruments

Unit plans, lesson plans and materials were constructed by the researcher. They were validated, pilot tested and revised before implementation following to the explanation below.

1) Constructing unit plans and lesson plans and materials

Unit plan showed the overall of the unit applying three stages of Backward Design: 1) Identify desired results, 2) Determine evidence (Assessment), and 3) Plan learning experience and instruction as described in the previous section in designing instruction following to BD. Exemplified in the Appendix B, the unit plan included lesson A and B, which connected each other in order to sequence the content appropriately. The unit plan also included the learning outcomes of the lessons, the assessment, other evidences applied in reading learning activities. The performance task of the assessment was used as the ultimate assessment of the unit. Scoring rubric (Appendix C) was used as criteria for evaluating task.

The lesson plan comprised objectives or learning outcomes, big idea of the lesson, list of content knowledge, language knowledge materials and suggested teaching and learning procedures time allocation. A plan gave suggested way of teaching for 2 periods and one unit had 4 periods.

In terms of materials, they were worksheets, power point slide, video clips, paper, and stationary. Backward design supports making use of various modes of materials. It represents in T: Tailor in WHERETO, which proposes consideration over learning styles of students. See the Appendix B for the completed samples of unit and lesson plan.

For text selection, various texts had been selected and adapted from various sources such as the materials for citizenship education or news. The content complied with scope of the content of subtheme. Under each theme, the content consisted of knowledge or basic concept, the information concerning attitude or feeling, and the roles or actions students can do. To fit in the imposed scope of content, more than one passages were required. Length of the passage in activity was from 100 – 500 words in each activity, depending on the objective of the activity. The readability was based on Flesch-Kincaid Grade Level in the range of 7 – 9, which was a little lower than L1 tenth grade Level. For the cases of study, the passages were adapted from news that contained some difficult words, but they were reserved as they were used in authentic sources. To facilitate students, they

would use the first language to help define the meaning of difficult vocabulary. See the appendix B for the sample of completed unit plans, lesson plans and materials.

2) Validating the instructional instruments

Two sample unit plans of reading instruction using BD&CT were validated by 3 experts 1) English language specialist, 2) English language and social studies specialist, and 3) social studies specialist (See Appendix N). After that the researcher revised the plans following to the comments and suggestions.

To evaluate unit plans and lesson plans, the Item of Objective Congruence Index (IOC) of 3 rating scales (See Appendix D) was employed. The experts were asked to rate the scales, which were:

1 referred to the item was appropriate

0 referred to it is not certain if the item was appropriate

-1 referred to the items was not appropriate

(1) Unit plans

For unit plans, the evaluation form had the experts evaluate and comment the appropriateness in terms of contents, objectives and desired results, activities and teaching procedures, evaluation, applying Backward Design framework.

Regarding the results from the evaluation, most of the items were accepted as the index were greater than 0.5. Only some items in the aspect of objectives,

evaluation and activities and procedures were smaller than 0.5. The experts gave the additional comments and suggestions as follows;

Language expert (Expert A) suggested that more language content or skill practices in both should be applied. Steps of practice reading strategies such as, skimming, scanning should be clearer. Moreover, activities should be more active. The objectives should be clearer and more precise. Reading for comprehension should be blended with active activities such as taking roles as others in a given situation.

Language and social studies expert (Expert B) suggested that the instruction and evaluation need to be focused more on reading skills. For the content, some parts seem difficult to students. The researcher should adjust, or shorten reading text, even cut some, otherwise students would take long time to finish it. Time allocation should be adjusted as the activities need more time.

Social studies expert (Expert C) The lesson should be more active. The lessons in the unit should encourage students to work pair or in group so that learning to share responsibility with peers. Even though, the content was appropriate and relevant to students, the language of the reading text seemed difficult.

(2) Lesson plans

For lesson plans, the experts commented in terms of contents/ideas, objectives, activities and procedure, evaluation, language use and materials.

Language expert (Expert A) When teaching language form, the examples should be provided. Time allocation was too short to do all activities. It was better to use less passages, but use the same passage for doing many activities. Some of reading comprehension questions were not complied with objectives.

Language and social studies expert (Expert B) suggested that time allocation was too short to finish all activities. the researcher should cut some activities and reading text. Some of reading comprehension questions were not complied with objectives. Some questions were too straightforward while the reading activity required students to think more critically.

Social studies expert (Expert C) Thought the content was suitable, students might feel overwhelm when it was in English. Adjusting the format of materials such as leaving more space, design more friendly layout for facilitating their reading would be helpful.

The comments and suggestions of how to revise the unit and lesson plans were summed up into aspects as shown in Table 3.6. The unit and lesson plans were revised accordingly.

Table 3.6 Summary of the experts' comments for revising the unit and lesson plans

Aspects	Comments
Contents/ ideas	Focus more on language content and reading skills. For reading text, simplify language and focus on real cases under the theme rather than academic content. Adjust the text by reducing some less important parts and shorten texts to save time.
Objectives and desired results	Determine objectives in the plans more precisely and clearly. Adjust learning activities to correspond with unit objectives such as reorganization required students to summarize the extract they have read. It would be clearer to determined desired results as learning outcomes in the lesson plans.
Activities and teaching procedures	Learning activities should be more active. Reading strategies should be instructed more clearly. Use a piece of reading text for many activities. Use reading comprehension should be blended in active activities such as taking roles as others in a given situation. Have students learn on their own, then work with peers in pair and groups.
Evaluation	For evaluating the final task of the unit, as the task was a genre of publication. scoring rubric should add the aspect of purpose of the task. The objectives of the task should be explained to students as well.
Applying BD	-
Materials	For worksheet, adjust the format of materials; leave more space, design more friendly layout to facilitate students 'reading.
Time allocation	Reduce reading text and blending reading skills with the active group work

3) Conducting pilot study for the instructional instruments

After revising the lessons plan according to the expert's comments, two lessons of a unit were pilot tested with 33 tenth grade students of different class, who were in the same Intensive Program. The pilot study aimed at seeing if students faced any difficulties such as time allocation, direction of the activities and materials.

4) Revising the instructional instruments

The unit plans and lesson plans were revised based the information from pilot study. The pilot study showed that some parts of activities should be cut due to the time limit. The language use such as the direction was too complicated for student. So, the language use was simplified. Also, the materials were to adjust the format in order to make it easier for students to follow the lesson. Moreover, students reported that the playing or thinking as someone else activity was new to them. In this regard, the researcher arranged more time to provide the sample group the demonstration and brief practice before implementing the instruction.

Stage 2: Developing research instruments

The research instruments in this study were English reading comprehension test, Social responsibility questionnaire, and opinion survey questionnaire. The instruments that are used in this study were presented in Table 3.7.

Table 3.7 The research instruments

Research Instrument	Variables	Time of Distribution
1) English reading comprehension test	English Reading comprehension	Before instruction and after instruction
2) Social responsibility questionnaire	Social Responsibility	Before instruction and after instruction
3) Opinion Survey Questionnaire	Opinions toward reading instruction using backward design using citizenship theme	After implementing instruction

1) Developing English reading comprehension test

English reading comprehension test was constructed by researcher. It was developed as explained in the following section.

(1.1) Constructing English reading comprehension test

The test comprises 30 items of multiple choices. Three reading passages in general topics = of 250 – 300 words were used. The reading comprehension questions were constructed based Nuttall's taxonomy (2005), which proposed 6 types of questions that were related to level of reading comprehension as indicated in the review of literature. There were questions of 1) literal comprehension, 2) reorganization or reinterpretation, 3) inference, 4) evaluation, 5) personal response, and 6) how writers say what they mean. Evenly, ten items were constructed from each passage. Also, each category of questions was evenly distributed. Test

specifications were illustrated in Table 3.8. See Appendix E for the completed version of English reading comprehension test.

Table 3.8 English reading comprehension test specifications

Reading comprehension	Items			
	Passage1	Passage2	Passage3	Total items
Literal Comprehension	1, 3	11, 12	21, 22	6
Reinterpretation or Reorganization	2, 4	13, 14	23, 24	6
Inference	5, 6	15, 16	25, 26	6
Evaluation	7, 8	18, 19	28, 29	6
Personal Response	10	17	27	3
How writers say what they mean	9	20	30	3
Total	10	10	10	30

(1.2) Verifying validity and reliability of English reading comprehension test.

The content validity of the test was verified by 3 experts in the field of English language teaching (See Appendix N). To evaluate the test, the Item of Objective Congruence Index (IOC) of 3 rating scales (See Appendix F), constructed by the researcher, was employed. The experts were required to rate the scales as follows;

- 1 referred to the item was congruent
- 0 referred to the item was questionable
- 1 referred to the item was incongruent

As the IOC index ranges from -1 to 1, the item with the index lower than 0.5 should be modified. The results of the evaluation (See Appendix G) indicated that 83.33% of the test items were congruent. 5 out of 30 items (Items 16, 21, 24, 25, 27) should be revised. Furthermore, the experts all agreed that the length of passages, readability and level of language, were appropriate. The experts gave additional comments as follows;

Expert A: Some items were ambiguous. More than one choice can be possible answered.

Expert B: Grammar should be reviewed. Questions of the same reading comprehension should be changed to similar formats. Make citation “.....” appropriately.

Expert C: Simplify the language use in questions.

According to the results of the evaluation and comments of the experts, the items were revised as follows;

Item 16: The language should be simplified. Use ‘except’ instead of double negative.

What could NOT be the result, if the netizens were not mindful of commenting or posting online?



If the netizens were not mindful of commenting online, the results can be as the following EXCEPT _____.

Item 21: The question is ambiguous. More than one answer was possible.

What is the experience shared by the previous volunteers?

- a. Getting to know Thai people is best memorable
- b. It is rewarding to meet fun-loving people.
- c. They enjoy Southeast Asian lifestyle.
- d. Attractions in Thailand are real adventure.



According to the passage, what is the best memorable experience of the previous volunteers?

- a. Getting to know Thai people.
- b. Enjoying Thai dining experience.
- c. Having nice time in nearby countries.
- d. Touching Southeast Asian lifestyle.

Item 24: Language used should be revised. To be more specific, add in what line of the passage the sentence was.

From paragraph 4, Even if you only have a short time to offer, the work you do in Thailand can make a real difference., Which of the following statement tells the same meaning?

- c. You can help make the world better from volunteering in Thailand even in a short time.
- d. You can change working agents will offer you the short program if you have a short time.



Which sentence tells the same meaning as “*Although you only have a short time to offer, the work you do in Thailand can make a real difference.*”, in line 18?

- c. You can make the world better from volunteering in Thailand even in a short time.
 - d. You can choose different volunteering agencies if you really have a short time.
-

Item 27: The question should be more specific. Give more details such as characteristics of the reader.

Based on the passage, as a reader, how would you feel after reading the passage?



Based on the passage, if you were a foreigner who likes to volunteer in a rural and difficult area, how would you feel after reading the passage?

Item 25: The question needs to be adjusted. Some choices are ambiguous

From paragraph 2, what could be the reason why the writer talks about facilities in Thailand.

- a. People nowadays tend to be scared of uncomfortable life.
- b. It is a new trend to leave city and volunteer in faraway place.
- c. Thailand should show they have good service for foreigners.
- d. Foreigners think they cannot buy their favorite food



What can be concluded from paragraph 3 (Line 9-12)?

- a. Thai ancient sites are less famous than temples.
 - b. You will have more chance to visit nearby countries.
 - c. Thailand has good services at tourist attractions.
 - d. The volunteers at the border have much free time.
-

After modification, the English reading comprehension test was pilot tested with 33 students of tenth grade who were studying in the same program as the participants. These students were from another class. The reliability of overall test

was measured and all items were analyzed. To test reliability, the Kuder-Richardson Formula 20 (KR-20) formula was employed. The result of reliability showed the value at 0.821. It could be interpreted that the reliability was high reliability.

In terms of difficulty index, the criteria were set as follows;

$p < 0.20$ means the item was difficult.

$p = 0.20 - 0.80$ means the item was good in terms of its difficulty.

$p = 0.81 - 0.94$ means the item was easy.

$p \geq 0.95$ means the item was very easy.

In terms of discrimination index, the criteria were set as follows;

$r = 0$ means the item had no discrimination ability.

$r \geq 0.19$ means the item had a low discrimination ability.

$r = 0.20 - 0.29$ means the item had a fair discrimination ability.

$r = 0.30 - 0.39$ means the item had a high discrimination ability.

$r \geq 0.40$ means the item had a very high discrimination ability.

The results of analyzing (See Appendix H). the items showed that the difficulty indices of all test items ranged between 0.20 and 0.80, which meant the item was good in terms of its difficulty. Also, the discrimination indices of all test items were equal or higher than 0.20, which mean the items had a fair to high discrimination ability. Thus, the result could be interpreted that all of 30 items of the reading comprehension test were satisfactory.

2) Developing social responsibility questionnaire

Social responsibility questionnaire was developed as described in the following section.

(2.1) Constructing social responsibility questionnaire

The social responsibility questionnaire in this study was constructed by the researcher using self-report questionnaire. The students were required to report how often they did the actions in the statements. The scale used in self-report items was 0 – 4; 0 for never, 1 for seldom, 2 for sometimes, 3 for often, and 4 for always. The questionnaire was constructed based on British Columbia Performance Standards for Social Responsibility 2001 (BCPSforSR 2001) developed by Ministry of Education of British Columbia as shown in the literature review. The questionnaire was in English along with Thai translation. It comprised 20 items altogether and it was divided into four aspects of social responsibility following to the BCPSforSR 2001. Each aspect has 5 items. The specification of the questionnaire was shown in Table 3.9. (See the Appendix I for completed version of social responsibility questionnaire).

Table 3.9 The specification of social responsibility questionnaire

Social Responsibility Aspects	Items	Number of items
1. Contributing to the classroom and school community	1-5	5
2. Solving problems in peaceful ways	6-10	5
3. Valuing diversity and defending human rights	11-15	5
4. Exercising democratic rights and responsibilities	16-20	5
Total	1-20	20

(2.2) Verifying validity and reliability of social responsibility questionnaire

The social responsibility questionnaire was validated by 3 experts including two experts in the field of English language and social studies, and one civic specialist. To evaluate the test, the Item of Objective Congruence Index (IOC) of 3 rating scales (See Appendix J), constructed by the researcher was employed. The experts were required to rate the scales as follows;

1 referred to the item was congruent

0 referred to the item was questionable

-1 referred to the item was incongruent

As the IOC index ranges from -1 to 1, the item with the index lower than 0.5 should be modified. The results of the evaluation (See Appendix K) indicated 6 out of 20 items should be revised. Furthermore, the experts gave additional comments as follows;

Expert A: Each item should include only one main idea. Most of Thai translation were accurate. some Thai language sentences should be revised to be more precise so that the students can understand easily. The situation or context of some items should be more relevant to students' everyday life. So, they could think of their behaviors right away.

Expert B: The statement should be more precise. The question marks have to be cut. The content of some items should be modified to meet students' level and less complicated. Some items were not really relevant to students' context.

Expert C: Action verbs should be employed in the statement to explicit their behavior reflection. Importantly, the researcher should make sure that each statement has only one main idea. Some items seemed to be beyond students' level. They might not understand them.

According to the results of the evaluation and comments of the experts, the items were revised as follows;

Item 5: The statement should indicate the actions clearly.

5. Care for classroom and school's environment like keeping public space clean, thinking about sorting out and where to litter?

คำนึงถึงสภาพแวดล้อมในโรงเรียน เช่น รักษาความสะอาดพื้นที่สาธารณะ คิดก่อนแยกขยะและทิ้งขยะในจุดที่จัดไว้ให้



5. Keep public space clean, such as putting the waste into provided bins.

รักษาความสะอาดพื้นที่สาธารณะ ทิ้งขยะลงถังที่จัดไว้ให้

Item 6: The statement should contain only one main idea, focusing on finding the appropriate ways.

6. Help other teenagers who have problems and think of appropriate way to help?

ช่วยเหลือเพื่อนที่กำลังมีปัญหา โดยคิดวิธีที่เหมาะสมก่อน



6. Find appropriate ways to help your friends solve problems.

คิดหาวิธีการที่เหมาะสมในการช่วยเหลือเพื่อนแก้ปัญหา

Item 10: The researcher should simplify the language and it should be precise.

10. Plan strategies or solution to solve problem like bullying in peaceful way

วางแผนกลยุทธ์หรือวิธีการแบบสันติเพื่อแก้ไขปัญหา เช่น การกลั่นแกล้ง



10. Resolve the conflict in peaceful way.

เพื่อแก้ปัญหาคความขัดแย้งโดยสันติวิธี

Item 13: Using ‘others’ instead of ‘people from other cultures’ is easier for students.

This statement tends to point out speaking up to remind someone to be respectful.

13. Speak out when other students use negative language to talk about people from other cultures?

กล่าวแสดงการโต้แย้งเมื่อเพื่อนนักเรียนใช้พูดเกี่ยวกับผู้คนที่มาจากต่างวัฒนธรรมในเชิงลบหรือทำให้เสียหาย



13. Speak to your friends to be mindful when they use negative language to talk about others

กล่าวตักเตือนเพื่อนให้ระมัดระวัง เมื่อเพื่อนพูดถึงผู้อื่นในแง่ลบหรือทำให้ผู้อื่นเสียหาย

Item 17: Helping neighbors does not really match with the context of students' real life. It is better to use the school context.

17. Help neighbors or relatives when a job needs to be done.

ช่วยเหลือเพื่อนบ้านหรือญาติเมื่อมีงานที่ต้องการความช่วยเหลือ



17. Help teachers or school staffs when a job needs to be done.

ช่วยเหลือคุณครูหรือเจ้าหน้าที่ในโรงเรียนเมื่อมีงานที่ต้องการความช่วยเหลือ

Item 18: Talking about the issues doesn't really illustrate how they talk. Taking action should be used to see their actions.

18. Talk to your friends about issues like peace in society, preferred future.

พูดคุยกับเพื่อนเกี่ยวกับประเด็นด้านความสงบสุขในสังคมหรือสังคมที่อยากให้เป็นในอนาคต



18. Take part in sharing ideas about preferred society.

มีส่วนร่วมแบ่งปันความคิด เกี่ยวกับสังคมแบบที่ตนต้องการ

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After the modification, the social responsibility questionnaire was pilot tested with 33 students of tenth grade who were studying in the same program as the participants. These students were from another class. The reliability of the test was measured using Cronbach's Alpha formula (Cronbach, 1951). The result showed the value at 0.951. It can be interpreted that the reliability was high reliability. Therefore, the result could be interpreted that the social responsibility questionnaire was satisfactory. It was applicable.

3) Developing opinion survey questionnaire

The opinion survey questionnaire comprised 2 parts; 1) Five Likert rating scale, and 2) open-ended questions. It was developed as explained below.

(3.1) Constructing opinion survey questionnaire

In order to investigate the students' opinions toward learning through reading instruction using BD&CT to enhance English reading comprehension, the questionnaire was deployed. The questionnaire was in English along with Thai translation so that students could better understand the statement and give the most accurate answer. The questionnaire consisted of 2 parts. See Appendix L for opinion survey questionnaire in complete version.

Part 1: Five Likert rating scale

The first part required students to rate how much they agree with each 15-given statement. Rating relied on five Likert scale from strongly agree, agree, neutral, disagree and strongly disagree. The defined value was as follows; Strongly agree = 5, Agree = 4, Unsure/Neutral =3, Disagree =2, Strongly disagree =1. The statements were constructed based on the aspects about opinions towards lessons and learning activities, the opinions toward change or improvement, and overview of satisfaction after learning. Moreover, the space for students to comment apart from the rating was provided.

Part 2: Open-ended questions

In order to see deeper sights about students' opinions. The second part used 6 open-ended questions in English along with Thai translation. The students answered the questions in Thai language so that they could express their opinions accurately and answer as much as they wanted. The questions asked about what the students found interesting and favorable, how the lessons and instruction had an effect on their learning, how it helped them learn, and what obstacle they faced in learning.

(3.2) Validating opinion survey questionnaire

The validity of questionnaire was verified by 3 experts; English teaching expert, civics teaching expert, and English language and civics expert (See Appendix N). After that, the questionnaire was revised according to the experts' comments. The criterion used for evaluating the questionnaire was based on the difficulty for students' level, direction and language use, translation English to Thai. To evaluate the test, the Item of Objective Congruence Index (IOC) of 3 rating scales (See Appendix M), constructed by the researcher was employed. The experts were required to rate the scales as follows;

- 1 referred to the item was congruent
- 0 referred to the item was questionable
- 1 referred to the item was incongruent

As the IOC index ranges from -1 to 1, the item with the index lower than 0.5 should be modified. The experts gave comments in overall that the survey questionnaire was appropriate for both parts of rating scale and open-ended questions. For the first part, or rating scale, the researcher could shuffle the items that shared the same aspects, for examples; putting items about vocabulary away from each other to avoid chance of bias answers. Translation into Thai (in item12) was not accurate and each item should have only one idea. According to the results of the evaluation and comments of the experts, the items were revised as follows;

Item 12: Revise Thai Translation to the correct meaning.

12. You like activity that allow you to work with different friends.

นักเรียนชอบกิจกรรมที่ได้เรียนรู้ร่วมกับเพื่อนๆ หลายคน



นักเรียนชอบกิจกรรมที่ได้เรียนรู้ร่วมกับเพื่อน ๆ ที่หลากหลาย

Item 15: The statement should contain only one idea. Only 'want to learn through this instruction.' could be already good.

15. You like the reading instruction in this course and
you want to learn through this instruction in the future.

(นักเรียนชอบเรียนการอ่านรูปแบบนี้ และต้องการจะเรียนรูปแบบนี้อีกในอนาคต)



You want to learn through this instruction again in the future.

(นักเรียนต้องการจะเรียนรูปแบบนี้อีกในอนาคต)

3.3.3 Phase 3: Implementation and evaluation

In this phase, the implementation involves data collection. After that, the evaluation is analyzing and interpreting the data.

Stage 1: Data collection

Three main periods of data collection were before, during, and after implementation of reading instruction using BD&CT. In other words, data collection periods were before experiment, during experiment and after experiment. See Figure 3.6 illustrate the timeline of data collection.

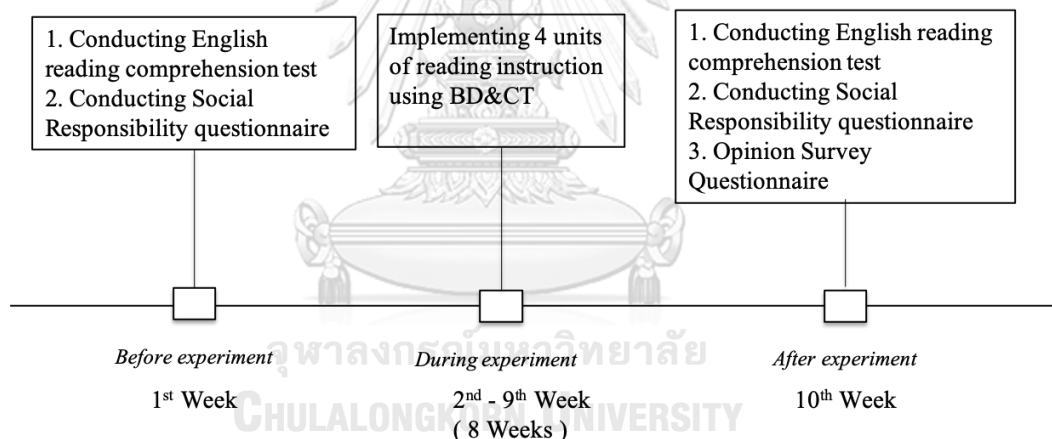


Figure 3.6 Timeline of data collection

(1) Before experiment

In order to assess current English reading comprehension and current social responsibility of the students before the receiving instruction, English reading comprehension pretest and pre-experiment social responsibility questionnaire were administered a week before the instruction. Moreover, the concept of reading

instruction using BD&CT was introduced to the students. The relationship of using English reading in connection with the seeking information and with wider world was raised. Also, the basic concept of citizenship was introduced to students.

(2) During experiment

The 8-week instruction of reading instruction using BD&CT was implemented. Four units with each two sub lessons were used in the classroom according to the lesson plans. Respectively, unit 1. 'Rights and Responsibilities', unit 2. 'Stop Bullying', unit 3 'Friends from Different Cultures, and unit 4 'Saving Environment.'. One unit required 2 weeks. The class had two consecutive periods in a week. One lesson of the unit was implemented per week. That is to say one unit took two weeks. In the first week of the unit, students did different reading activities, then the performance task in group was assigned in the second week as the ultimate activity of the unit.

(3) After experiment

To assess English reading comprehension and social responsibility after receiving the treatment, English reading comprehension posttest and social responsibility post-experiment questionnaire were administered a week after implementing the entire instruction instrument. The reading comprehension posttest and the pretest were the same test. The pre-experiment and post-experiment SR questionnaire Furthermore, in order to explore the students' opinions toward the

reading instruction, the opinions' survey questionnaires were completed by the students. The first part of Likert scale, all 36 participants took it. They were asked to rate from strongly agree, agree, neutral, disagree and strongly disagree, toward the given statements. Then, the open-ended questions were administered with 30%, or 12 students of the sample group. The selected participants were 2 students from each high achiever, mid achiever, high achiever, high improvement group, moderate improvement group and low improvement group. They were required to answer the questions freely by writing to answer the questions. They were allowed to answer in Thai, their first language.

Stage 2: Data analysis

(1) Following to the first objective of the study, it aimed at investigating the effects of reading instruction using BD&CT to enhance English reading comprehension of the students. The quantitative data from pretest and posttest were compared and analyzed using the statistical analysis of t-test along with descriptive statistics. Effect size (Cohen, 1988) was also calculated.

(2) For the second objective, to investigate the effects of reading instruction using BD&CT in enhancing social responsibility (SR) of the students, the quantitative data from social responsibility pre-experiment and pre-experiment questionnaires were compared and analyzed using the statistical analysis of t-test along with descriptive statistics. Effect size was also calculated.

(3) Regarding the last objective, it aimed to explore the opinions of students towards the reading instruction using BD&CT. The opinion questionnaire had 2 parts. The quantitative data from the first part of five Likert scale was analyzed using the descriptive statistics. Another part dealt with the answers of the open-end questions. The qualitative data were analyzed using content analysis. Table 3.10 shows the summary of data collection and analysis.

Table 3.10 Data collection and data Analysis

Research Instrument	Dependent Variables	Data Collection	Data Analysis
1) English reading comprehension test	English Reading comprehension	Before instruction (Pre-test) and after instruction (Posttest)	Statistical analysis of t-test, effect size
2) Social responsibility questionnaire	Social Responsibility	Before instruction (Pre-experiment) and after instruction (Post-experiment)	Statistical analysis of t-test, effect size
3)Opinion survey questionnaire	Opinions toward reading instruction using BD&CT	After implementing instruction	Descriptive statistic, content analysis

3.4 Chapter Summary

This study employed one group, pretest - posttest research design to investigate the effects of reading instruction using BD&CT on English reading comprehension and social responsibility (SR) of tenth grade Thai EFL students. The participants were 36 tenth grade Thai EFL students at a public school in Thailand. The instructional instrument was reading instruction using BD&CT. The research instruments included English reading comprehension test conducted before and after implementing the reading instruction. It also included social responsibility questionnaire conducted before and after implementing reading the instruction. After data collection stage where the instruments were administered, the quantitative data from English reading comprehension pretest and posttest were analyzed using statistical analysis of t-test and effect size. Similarly, the quantitative data from pre-experiment and post- experiment social responsibility questionnaires were analyzed using statistical analysis of t-test and effect size. In addition, another research instrument utilized for investigating students' opinions were the opinion survey questionnaire after receiving the reading instruction using BD&CT. The quantitative data from rating scale of opinions were analyzed using descriptive statistics. Lastly, the qualitative data from the questionnaire were analyzed using content analysis.

CHAPTER 4

RESEARCH FINDINGS

This chapter presents the findings of the study of effects of reading instruction using Backward Design and citizenship theme on English reading comprehension and social responsibility of tenth grade Thai EFL students. According to the objectives of the study, the chapter is divided into three parts. The first part deals with the results on English reading comprehension. The second part presents the results on social responsibility of students. And the third part discusses the opinions of students toward reading instruction using BD&CT. The findings are reported based on research questions and hypotheses.

4.1 Results of Research Question 1

The first research question dealt with the effects of reading instruction using BD&CT on English reading comprehension. The scores of pretest and posttest of all participants were compared.

4.1.1 Research Question 1: To what extent does reading instruction using Backward Design framework and citizenship theme enhance English reading comprehension of tenth grade Thai EFL students?

Hypothesis 1: The English reading comprehension posttest scores of students are higher than the pretest scores at the significant level of 0.05.

To investigate whether reading instruction using Backward Design framework using citizenship theme effectively enhanced English reading comprehension of the students, English reading comprehension test was deployed. The test consisted of 30 multiple-choice questions and each question counted one mark. The statistical analysis of t-test was employed to prove the hypothesis 1. The analysis results indicating the mean scores of pretest and posttest along with the standard deviation (S.D.), t-values and the statistical significance are shown in Table 4.1.

Table 4.1 The statistical analysis of English reading comprehension test scores (Pretest and posttest).

Test	N	Mean Scores \bar{x}	S.D.	Mean Difference	t	Sig.
Pretest	36	14.97	3.86	4.5	-8.72	.000*
Posttest	36	19.47	2.96			

* $p < .05$

The English reading comprehension test comprised total score of 30. From Table 1, the mean score of pretest was 14.97 (S.D. = 3.86), whereas the mean score of the posttest was 19.47 (S.D.=2.96), t-value was -8.72, and the significance was 0.000. The results showed that the mean score of posttest was higher than the mean score of pretest at significant level ($p < 0.5$). Thus, the hypothesis, which stated that the English reading comprehension posttest scores of students are higher than the pretest scores at the significant level of 0.05, was accepted. It can be interpreted that

the students improved their English reading comprehension after receiving reading instruction using BD&CT.

4.1.2 Effect Size

In addition, the effect size of reading instruction using BD&CT on English reading comprehension was calculated according to Cohen's formula as shown below.

$$d = \frac{M_2 - M_1}{SD_{pooled}}$$

where,

M_2 = The mean score of posttest

M_1 = The mean score of pretest

$$SD_{pooled} = \sqrt{\frac{(SD_1^2 + SD_2^2)}{2}}$$

The result of the calculation shows the value 1.31. Cohen (1988) proposed the interpretation of the effect sizes as 'small, $d=0.2$ ', 'medium, $d= 0.5$ ', and 'large, $d=0.8$. So, it can be interpreted that this study has 'large' effect on English reading comprehension.

Furthermore, the data of pretest and posttest scores was analyzed to see student's improvement in each aspect of comprehension. The English reading comprehension test was constructed based on 6 levels of reading comprehension of 1) literal comprehension, 2) reorganization or reinterpretation, 3) inference, 4) evaluation, 5) personal response and 6) how writers say what they mean. The analysis results of pretest and posttest of each aspect along with the standard deviation (S.D), t-values and the statistical significance are shown in Table 4.2.

Table 4.2 The statistical analysis of English reading comprehension test scores of each aspect of reading comprehension.

Aspects of reading comprehension	Test	Full Score	Mean Scores \bar{x}	S.D.	Mean Difference	t	Sig.
1. Literal comprehension	Pretest	6	4.44	1.20	-0.44	-2.26	0.015
	Posttest	6	4.89	0.82			
2.Reinterpretation/R eorganization	Pretest	6	3.33	1.39	-1.00	-5.23	0.000
	Posttest	6	4.33	1.17			
3. Inference	Pretest	6	2.28	1.30	-0.83	-3.73	0.001
	Posttest	6	3.11	1.17			
4. Evaluation	Pretest	6	3.06	1.66	-1.17	-4.16	0.000
	Posttest	6	4.22	1.07			
5. Personal Response	Pretest	3	0.50	0.70	-0.53	-2.62	0.007
	Posttest	3	1.03	1.03			
6. How writers say what they mean	Pretest	3	1.36	0.76	-0.53	-3.00	0.003
	Posttest	3	1.89	0.75			

* $p < .05$, N = 36

From Table 4.2, the results of statistical analysis indicate that, in all of the aspects of reading comprehension, the posttest mean score was higher than the pretest mean score at significant level ($p < .05$);

1) Literal comprehension, the posttest mean score was significantly higher than the pretest at significant level at 0.015 ($p < .05$).

2) Reorganization or reinterpretation, the posttest mean score was significantly higher than the pretest at significant level at 0.000 ($p < .05$).

3) Inference, the posttest mean score was significantly higher than the pretest at significant level at 0.001 ($p < .05$).

4) Evaluation, the posttest mean score was significantly higher than the pretest at significant level at 0.000 ($p < .05$).

5) Personal response, the posttest mean score was significantly higher than the pretest at significant level at 0.007 ($p < .05$).

6) How writers say what they mean, the posttest mean score was significantly higher than the pretest at significant level at 0.003 ($p < .05$).

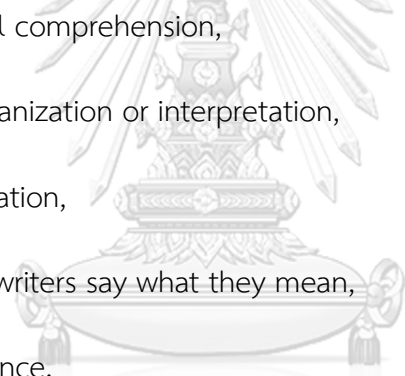
This can be interpreted that the students improved their English reading comprehension in all aspects after receiving reading instruction using BD&CT.

Moreover, the results show the mean difference of the '**evaluation**' aspect was the highest (Mean difference -1.17) among all aspects. This may suggest that the students improved their reading in terms of evaluation the most. In contrast, the results show the mean difference of the '**literal comprehension**' aspect was the

lowest (Mean difference -0.44) among all aspects. This may suggest that the students improved their reading in terms of literal comprehension the least.

4.1.3 More findings

To view the rank of what aspect that students could deal with, Figure 4.1 shows the comparison in percentage of mean scores out of full score of each aspect. The rank went the same way in both pretest and posttest. Students did best in literal comprehension. The order from the highest to the lowest score was as follows;

- 
1. Literal comprehension,
 2. Reorganization or interpretation,
 3. Evaluation,
 4. How writers say what they mean,
 5. Inference,
 6. Personal Response.

The 'literal comprehension' aspect had the highest mean scores of both pre-test and post-test. The mean score of posttest of literal comprehension was high and almost reached the full score of 6 already. This might suggest that this was the easiest aspects for them. Students were able to deal with this aspect the best comparing to other aspects. Thus, although the students improved this aspect the least, they still could make a significant improvement.

In another aspect, the ‘Personal Response’ aspect had the lowest mean scores of both pre-test and posttest. The mean score of posttest of was the lowest comparing to all other aspects. This might suggest that this was the most difficult aspects for them. However, they still could make a significant improvement.

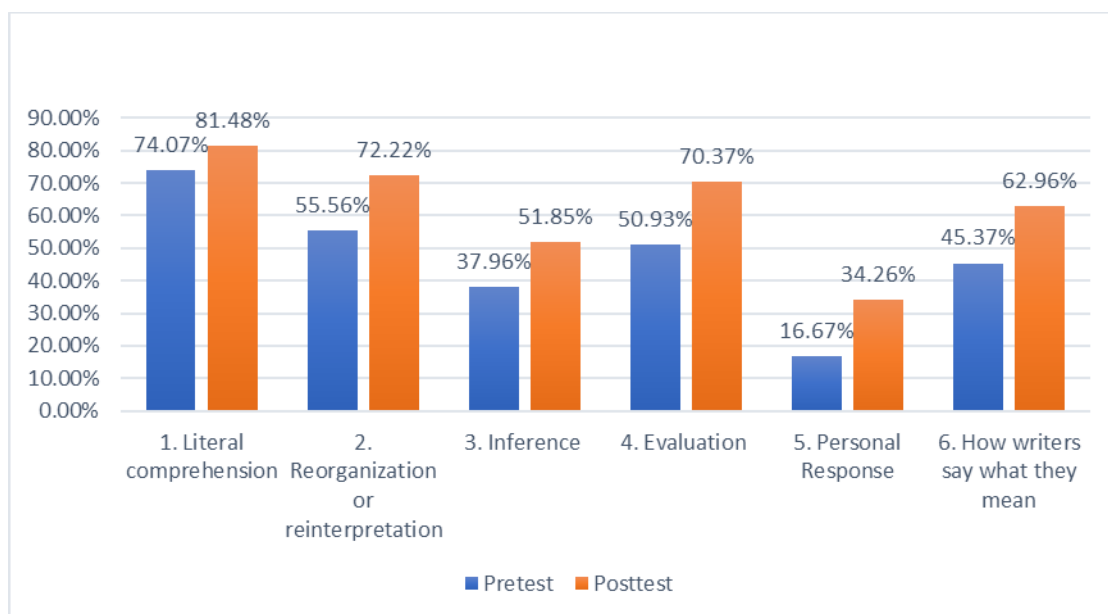


Figure 4.1 Comparison of mean scores out of full scores of each reading comprehension aspect

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4.1.4 Summary of the results of research question 1

1. The mean score of reading comprehension posttest was higher than the pre-test. The hypothesis was accepted. It means the treatment effectively enhanced English reading comprehension of students.

2. The aspects of reading comprehension that students made highest improvement was 'evaluation'. Also, the posttest mean score in this 'evaluation' aspect was higher than the pre-test significantly.

3. The aspects of reading comprehension that students made lowest improvement was 'literal comprehension'. However, the posttest mean score in this aspect was higher than the pre-test significantly.

4. Among levels or aspects of reading comprehension, students had the best scores in 'literal comprehension' level. This suggests that literal comprehension was easiest for students. Although they made the least improvement, the mean score of posttest in this aspect was higher than the pre-test significantly. That suggests that the treatment effectively enhanced English reading comprehension of students in the level of literal comprehension.

5. Among levels or aspects of reading comprehension, students had the lowest scores in the aspect of 'personal response' level. This suggests that 'personal response' was the most difficult for students. Although they made the least improvement, the mean score of posttest in this aspect was higher than the pre-test significantly. That suggests that the treatment effectively enhanced English reading comprehension of students in 'personal response' aspect.

4.2 Results of Research Question 2

The second question dealt with the effects of reading instruction using BD&CT on social responsibility. The post-experiment social responsibility and pre-experiment social responsibility were compared.

4.2.1 Research Question 2: To what extent does reading instruction using BD&CT enhance social responsibility of tenth grade Thai EFL students?

Hypothesis 2: The post-experiment social responsibility scores are significantly higher than the pre-experiment social responsibility scores.

To investigate the effects of reading instruction using BD&CT on social responsibility of the students, the social responsibility questionnaire using the behavior self-report scale was deployed before and after implementing the instructional instruments. The scores derived from the questionnaire were used as the pretest and posttest score of social responsibility. The questionnaire consisted of 20 items along with Thai translation. The students were asked to rate how often they do the action stated in each item. Rating relies on five-Likert scales determining the value as follows; Never = 0, Rarely =1, Sometimes =2, Often =3 and Always = 4. The data analysis of the pre-experiment and post-experiment scores of all 36 participants was carried out by using descriptive and inferential statistics. T-test was employed to prove the hypothesis 2. The analysis results indicating the mean scores of pre-and

post-experiment along with the standard deviation (S.D.), t-values and the statistical significance are shown in Table 4.3.

Table 4.3 The statistical analysis of pre-experiment and post-experiment social responsibility scores

Test	N	Mean Scores \bar{x}	S.D.	Mean Difference	t	Sig.
SR (pre-experiment)	36	53.89	7.55			
SR (post-experiment)	36	59.58	7.52	-5.69	-13.34	.000*

* $p < .05$

Total scores of the social responsibility questionnaire were 80. From Table 4.3, the mean score of pre-experiment questionnaire was 53.89 (S.D. = 7.55), whereas the mean score of the post-experiment questionnaire was 59.58 (S.D.=7.52), t-value was -13.33, and the significance was 0.000. The results showed that the mean score of pre-experiment questionnaire was higher than the mean score of pre-experiment questionnaire at significant level ($p < .05$). Therefore, the hypothesis 2 was accepted. It can be interpreted that the students improved their social responsibility after receiving reading instruction using BD&CT.

4.2.2 Effect Size

In addition, the effect size of reading instruction using BD&CT on social responsibility was calculated according to Cohen's formula as shown below.

$$d = \frac{M_2 - M_1}{SD_{pooled}}$$

where,

M_2 = The mean score of posttest

M_1 = The mean score of pretest

$$SD_{pooled} = \sqrt{\frac{(SD_1^2 + SD_2^2)}{2}}$$

The result of the calculation showed the value 0.76. Cohen (1988) proposed the interpretation of the effect sizes as 'small, $d=0.2$ ', 'medium, $d= 0.5$ ', and 'large, $d=0.8$ '. So, it could be interpreted that this study had 'medium' effect in terms of social responsibility.

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Moreover, the data of scores from social responsibility questionnaire can be analyzed to see student's improvement in each aspect of social responsibility- four aspects of 1) Contributing to the classroom and school community, 2) Solving problems in peaceful ways, 3) Valuing diversity and defending human rights, 4) Exercising democratic rights and responsibilities. The analysis results of the scores of each aspect were shown in Table 4.4 along with the standard deviation (S.D), t-values and the statistical significance.

Table 4.4 The statistical analysis result of social responsibility scores in each aspect. for social responsibility

Aspects of social responsibility	Pre/post experiment	Full Score (80)	Mean Scores \bar{x}	S.D.	Mean Difference	t	Sig.
1) Contributing to the classroom and school community	Pre	20	13.56	2.16	-1.36	-3.32	0.001
	Post	20	14.92	1.98			
2) Solving problems in peaceful ways	Pre	20	14.61	2.51	-1.17	-3.24	0.002
	Post	20	15.78	2.13			
3) Valuing diversity and defending human rights	Pre	20	13.78	3.03	-1.44	-4.45	0.000
	Post	20	15.22	2.56			
4) Exercising democratic rights and responsibilities	Pre	20	11.94	2.40	-1.72	-4.54	0.000
	Post	20	13.67	2.66			

* $p < .05$, N = 36

From Table 4.4, out of total scores of 80, each aspect comprised 20 marks. The results of statistical analysis indicated that, the post-experiment mean score was higher than pre-experiment the pretest mean score at significant level ($p < .05$);

1) Contributing to the classroom and school community; post-experiment mean score was significantly higher than the pre-experiment mean score at significant level at 0.001 ($p < .05$).

2) Solving problems in peaceful ways; the post-experiment mean score was significantly higher than the pre-experiment mean score at significant level at 0.002 ($p < .05$).

3) Valuing diversity and defending human rights, post-experiment mean score was significantly higher than the pre-experiment mean score at significant level at 0.000 ($p < .05$).

4) Exercising democratic rights and responsibilities; post-experiment mean score was significantly higher than the pre-experiment mean score at significant level at 0.000 ($p < .05$).

This can be interpreted that the students improved their social responsibility in all aspects after receiving reading instruction using BD&CT.

Moreover, the results show the mean difference of the '4) Exercising democratic rights and responsibilities' aspect was the highest (Mean difference 1.72) among all aspects. This suggests that the students improved their social responsibility in terms of '4) Exercising democratic rights and responsibilities' the most. In contrast, the results showed the mean difference of the '2) Solving problems in peaceful ways' was the lowest (Mean difference 0.44) among all aspects. This may suggest that the students improved their 'Solving problems in peaceful ways' the least.

3.2.3 More findings

In order to see what aspect of social responsibility had been practiced the most, Figure 4.2 shows the comparison between the mean scores of the pre-experiment and post-experiment questionnaire. Each aspect had 20 marks in total.

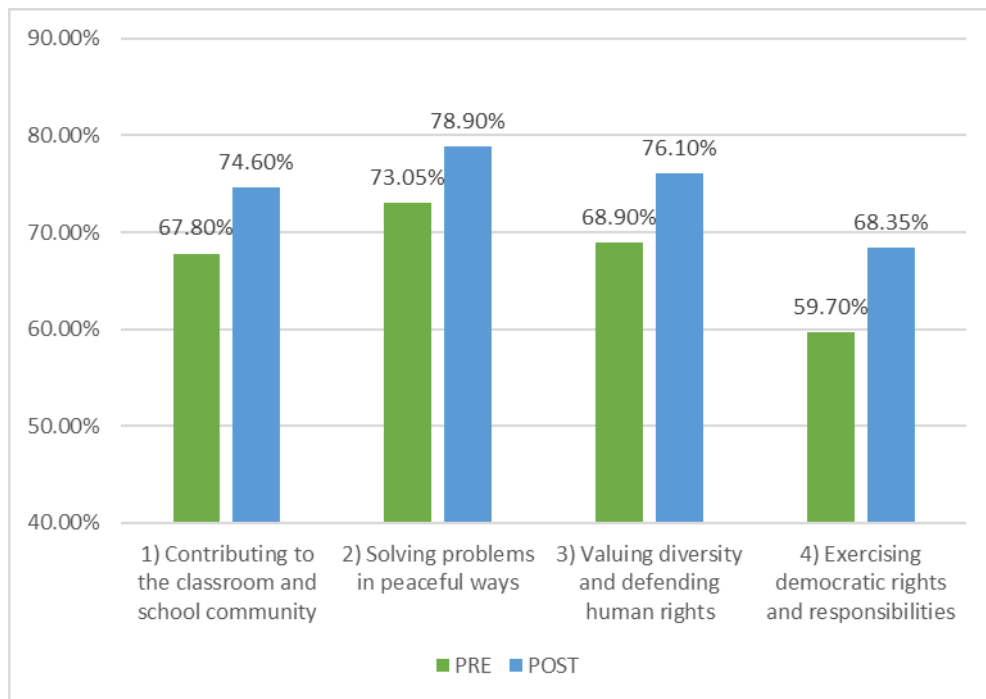


Figure 4.2 Comparison of the pre-experiment and post-experiment mean scores of each aspect of social responsibility

Given the rank of frequency the students practice social responsibility, from the most frequent to the least frequent, is the following order;

the first aspect was ‘Solving problems in peaceful’,

the second aspect was ‘Valuing diversity and defending human rights’,

the third aspect was ‘Contributing to the classroom and school community’,

the fourth aspect was ‘Exercising democratic rights and responsibilities’.

As mentioned previously, although the students improved their ‘Solving problems in peaceful ways’ the least, they had the highest mean scores in this aspect. This may suggest students practiced this aspect the most. In addition, ‘Exercising democratic rights and responsibilities’ had the lowest scores in both

before experiment and after experiment among all four aspects. It can be concluded that they practice this aspect the least; however, this aspect improved the most.

4.2.4 Summary of the results of research question 2

1. The mean score of social responsibility post-experiment questionnaires was higher than the pre-experiment. The hypothesis was accepted. It means the reading instruction using BD&CT effectively enhanced social responsibility of the students.

2. The aspects of social responsibility that students improved the most was 'Exercising democratic rights and responsibilities. Also, the post-experiment mean score in this aspect was higher than the post-experiment mean score significantly.

3. The aspects of social responsibility that students improved the least was 'Solving problems in peaceful ways. However, the post-experiment mean score in this aspect was higher than the pre-experiment mean score significantly.

4. Among levels or aspects of social responsibility, the students did the aspect 'Solving problems in peaceful ways' the most.

5. Among levels or aspects of social responsibility, students did the aspect 'Exercising democratic rights and responsibilities' the least; however, this aspect has the highest improvement of all.

4.3 Results of Research Question 3

The third question concerned the opinions of students towards reading instruction using BD&CT. The opinion survey questionnaire was deployed.

4.3.1 Research Question 3: What are the opinions of students towards learning through reading instruction using Backward Design framework and citizenship theme?

Hypothesis 3: The students have a positive opinion towards learning through reading instruction using Backward Design framework and citizenship theme.

To explore the students' opinions on reading instruction using BD&CT, the opinion survey questionnaire was deployed. The questionnaire consisted of 2 parts; 1) Rating scale and 2) Opened-ended questions. The results were analyzed with descriptive statistic for rating scale and content analysis for the second part.

1) Results from the Likert scale questionnaire

The first part required students to rate how much they agree with the 15 given statements. The statements were constructed based on the aspects of 1) the opinions towards the lessons and activities and 2) opinions toward improvement after receiving the instruction, and 3) the satisfaction after receiving the instruction. Rating relied on five Likert scale and the defined value was as follows; Strongly agree = 5, Agree = 4, Unsure/Neutral =3, Disagree =2, Strongly disagree =1. After students completed the rating-scale questionnaire, the data was descriptively

analyzed using SPSS program. The results of mean score and standard deviation are shown in Table 4.5.

Table 4.5 Mean score of the Five Likert scale questionnaire

No.	Statements	Mean	S.D.	Interpretation
1.	You are more comfortable to comprehend English passage than before.	4.22	0.59	Agree
2.	You feel engaged in learning the lessons.	4.58	0.50	Strongly Agree
3.	You like self-survey activities in the lessons.	4.25	0.65	Agree
4.	You enjoy doing the tasks (classroom charter, brochure, poster and newsletter).	4.53	0.51	Strongly Agree
5.	You feel that you can remember vocabulary better.	4.31	0.67	Agree
6.	You like when you have chance to rethink about your reading to see whether you understand it correctly.	4.03	0.70	Agree
7.	You feel that you can comprehend English passage clearly.	3.97	0.70	Agree
8.	You can guess the meaning of new vocabulary in texts better than before.	4.28	0.70	Agree
9.	You like activity that allow you to share your responsibility or contribute to the group.	4.06	0.75	Agree
10.	You like activity where you play different roles.	4.39	0.64	Agree
11.	You find reading under citizenship theme meaningful to you.	4.53	0.56	Strongly Agree
12.	You like activity that allow you to work with different friends.	4.31	0.71	Agree
13.	You like evaluating your work.	3.97	0.77	Agree
14.	You feel satisfied with your development in English reading.	4.08	0.81	Agree
15.	You want to learn through this instruction again in the future.	4.36	0.68	Agree
	TOTAL	4.26	0.41	Agree

The results were compared using these criteria:

- 4.50 - 5.00: Strongly Agree
- 3.50 - 4.49: Agree (Accept-- Positive Opinions)
- 2.50 - 3.49: Neutral /Unsure
- 1.50 - 2.49: Disagree
- 1.00 - 1.49: Strongly Disagree

From Table 4.5 the mean score of the survey opinion questionnaire was 4.26.

This can be interpreted as “agree”. In other words, the students had positive opinion towards reading instruction using BD&CT.

In the aspect of opinions towards lessons and learning activities (items 2, 3, 4, 6, 9, 10, 11, 12, and 13), the result showed that 3 items (2, 4 and 11) were reported ‘strongly agree’, which indicated that students had highly positive opinions towards them. The rest 6 items were reported ‘agreed’, showing students’ positive opinions as well. So, that indicated that the students enjoyed and had positive experiences in learning through the instruction.

For the opinions towards their improvement after receiving the instruction (items 1,7,5, and 8), the results reported ‘agreed’ on all statements. This showed that the students found that their skills needed for reading English became better. For the overall satisfaction after receiving the instruction (items 14, and 15), they were satisfied with the instruction and the improvement after receiving it.

To sum up, the results showed that the students had positive opinions toward the reading instruction using BD&CT. The students enjoyed the activities and had positive experiences in learning through the instruction. In particular, they the most liked the reading instruction in the way that it enabled them to do the task or creating a piece of work, also it allowed them to get engaged in learning with the theme of citizenship that they find meaningful to their life. Also, they were satisfied with the instruction and their improvement after receiving it. Thus, the results indicated students 'opinions toward the instruction were positive.

2) Results from the open-ended questions

In order to see deeper sights about students 'opinions. The second part used 6 open-ended questions in English along with Thai translation. The students answered the questions in Thai language so that they could express their opinions accurately and answer as much as they wanted.

30% of the participants, or 12 students of the sample group was selected; 2 students from each high, mid, low achiever; 2 students of each group of high, moderate, and low improvement. In the study, the code of 12 students are described as follows.

<i>High achiever</i>	: H1, H2	<i>High improvement</i>	: Him 1, Him 2
<i>Mid achiever</i>	: M1, M2	<i>Moderate improvement</i>	: Mim1, Mim2
<i>Low achiever</i>	: L1, L2	<i>Low improvement</i>	: Lim1, Lim2

Open-ended questions used are as follows;

1. What is interesting the most in the lessons you have learned?

Why do you think so?

2. What learning activity do you like the most? Why?

3. How much do the instructions help enhance your English reading comprehension? How do the lessons help you?

4. How much do the instructions help enhance your social responsibility? How do the lessons help you?

5. How can English language learned from content under the theme citizenship helps you develop your English reading comprehension skills? How does it help you?

6. Have you faced any problems while learning the lessons?

If you have, what are those problems?

From each question, the researcher gathered the qualitative data derived

from the written answers of the students. The researcher consulted the steps of analysis suggested by Cresswell (2009). The steps include preparing and organizing the data, reading through the data, developing coding, describing context of data, deciding on categories and representativeness, and dealing with interpretation. In other words, after preparing data for coding, the repeated words or phrases of the opinions were counted in order to find the frequency of those keywords and

phrases. After that, the keywords were categorized based on the shared concept.

The categories were ranked from highest to lowest frequency too see what opinions were mostly agreed among students.

The results of content analysis would be presented as the frequency of keywords or phrases appearing in the answers and some of students' answer would be exemplified along with English translation. The results can be divided to the aspects as follows;

- (1) The interesting components of the lessons
- (2) Students' favorite learning experience
- (3) Students' opinion about the improvement on English Reading comprehension
- (4) Students' opinion about the enhancement on social responsibility
- (5) Students' opinion about the obstacles in learning the lessons.

(1) The interesting components of the lessons

This part was elicited by question 1. What is interesting the most in the lessons you have learned? Why do you think so? Some students had more than one component of the lessons that they found the most interesting. The keywords and phrases were counted and categorized as shown in Table 4.6.

Table 4.6 The frequency students' opinions about the interesting elements of the lessons

Opinions	Frequency (N=28)	Frequency (Percentage)	Sample of codes (keywords and phrases)
Interesting and meaningful content	10	34.48%	Real social issues, real story / situation New matter, up-to-date content, close to students' life Extracurricular, various, not boring content, useful knowledge
Taking parts in group work	6	20.69%	Doing group work / task Working with friends, taking parts in group work Sharing ideas, expressing ideas
Gaining Vocabulary	4	13.79%	Gaining, remembering, learn new vocabulary
Thinking in someone's place	3	10.34%	Thinking from different points of views, Playing different roles
Using creativity	3	10.34%	Using creativity, Designing work
Positive environment	3	10.34%	Fun, Less stress

Interesting and meaningful content

Table 4.6 reported the summary of students' opinions about the most interesting thing they found from the lessons. Among the categories of opinions, the

keywords of ‘Interesting and meaningful content’ were mentioned the most with the frequency at 34.48% (f=10). Students viewed that reading passage content, which was relevant to citizenship, social issues and matter around students’ life. The examples of opinions about ‘interesting and meaningful content’ were below.

H1, Him 1: the content of learning was very close to our life, such as bullying and so on.

(การที่เราได้เรียนเรื่องที่ใกล้ตัว เช่น bully และอื่น ๆ อีกมากมาย)

M1: “Using social issues in teaching, such as wearing school uniform, the news about young activist ‘Greta’. The content was really up-to-dated.”

(การใช้กระแสในสังคมมาสอน เช่น การใส่ชุดไปโรงเรียนและGreta เนื้อหาทันสมัยมาก)

Mim1: “The content was up-to-dated. That made it easier to understand and want to learn.”

(เนื้อหาการสอนทันสมัย ให้เข้าใจง่ายขึ้นและอยากเรียนรู้)

Mim2: “Bullying was the most interesting because it truly reflected the society in the present time. And it made us able to think of real situations.”

(เรื่อง Bullying คือเรื่องน่าสนใจที่สุด เพราะสะท้อนสังคมในปัจจุบันจริง ๆ และทำให้เรานึกถึงสถานการณ์จริงได้)

Lim1: “It was reading interesting matter, new and different stories that I had never expected to read in the classroom.”

(ได้อ่านเรื่องที่น่าสนใจ เรื่องแปลกใหม่ที่ไม่ได้คิดว่าจะได้อ่านที่ห้องเรียน)

Taking parts in group work

The keywords telling ‘taking parts in group work.’ were mentioned with the frequency at 21.43% (f=6) of the total keywords. The examples the answer is below.

H2: “Doing the activities with peers allowed us to share the ideas.”

(การได้ทำกิจกรรมร่วมกับเพื่อนหลาย ๆ คน ทำให้ได้แบ่งปันไอเดียด้วยกัน)

Lim2: “It was fun working with friends because we worked and shared ideas together.”

(การทำงานกับเพื่อนสนุกดี เพราะได้ทำงานด้วยแล้วก็แชร์ไอเดียด้วยกัน)

Vocabulary learning

For the aspect of ‘vocabulary learning’, 20.69% (f=4) of total keywords were mentioned. Students reported that learning vocabulary, gaining and recognizing more vocabulary interesting. See some examples below.

L1: “Learning new vocabulary is the most interesting part.”

(ช่วงเรียนรู้คำศัพท์ใหม่ๆ เป็นช่วงที่น่าสนใจที่สุด)

Him1: “Learning the matter that is close to my life, such as bullying and so on. I can remember more vocabulary. I really can do that, like the word “citizen”. I feel so good that I can remember vocabulary and use it in in real life. When I was in the car, I noticed and read the words beside the streets, there were many words that I recognized from the lessons that you taught.”

(การที่เราได้เรียนเรื่องที่ใกล้ตัว เช่น bully และอื่น ๆ อีกมากมาย ผมสามารถจดจำคำศัพท์ได้เพิ่มขึ้น จริง ๆ นะ เช่นคำว่า Citizen พลเมือง ผมรู้สึกดีมากนะที่สามารถจำและนำไปใช้ได้จริง ๆ เช่น ผมนั่งรถแล้วอ่านคำข้างถนน ก็มีคำศัพท์หลายๆคำที่ผมจำได้จากที่ครูสอน)

Thinking in someone's place

Another aspect is ‘thinking in someone's place’ (f=3). The keywords were mentioned 13.79% of total keywords. Students answered that the instruction was interesting because it allowed them to understand the reading better, also see wider and different points of view. See the examples below.

H1, Him2: “Doing activities of role playing because I had chance to think as someone else with different roles that I hadn't had before.”

(การทำกิจกรรมจำลองในบทบาทต่าง ๆ เพราะได้คิดในบทบาทต่าง ๆ ซึ่งไม่เคยเป็นมาก่อน)

Mim1: “Experiencing of being a character in the story that was read because it makes me think in different perspectives.

(การได้ลองเป็นตัวละครในเรื่อง เพราะว่ามันทำให้เราได้ลองคิดหลาย ๆ แง่มุม)

Using creativity

Moreover, 10.34% (f=3) of keywords were about ‘using creativity’. Students reported that it was interesting that the lesson allowed them to design and use their creativity to create task, such as newsletter and poster. See the examples below.

Him2, H2: “The most interesting thing was the activity that allowed us to use our own creativity, such as creating poster, brochure.

(สิ่งที่น่าสนใจที่สุดคือการได้สร้างสรรค์งานตัวเอง เช่น การได้ทำPoster แพนพับ)

Positive environment

The last aspect was about ‘positive environment’ with 10.34% (f=3) of total keywords. Fun and less stress environment made the instruction interesting to students as seen in the following example.

L2: “The activities were interesting. The lesson was made into more fun activity and less stress way.”

(การทำกิจกรรม โดยการเอาเรื่องที่เรียนมาทำกิจกรรมให้สนุกขึ้นดูไม่เครียด)

To conclude about the students’ opinions about the most interesting part of the instruction, the results showed that the most interesting part was ‘the interesting and meaningful content’ of reading theme, which had highest mention. The next was ‘the chance of taking parts in work group’, then it was the way that they ‘gained

vocabulary respectively. Moreover, students also found that it was interesting to ‘think in someone’s place’, ‘use creativity’ and learn in positive environment.

(2) Students’ favorite learning experience

This part was elicited by question ‘2. What learning activity do you like the most? Why?’ The keywords were counted and categorized as shown in Table 4.7.

Table 4.7 The students’ favorite learning experience

Opinions	Frequency (N= 36)	Frequency (Percentage)	Sample of codes (keywords and phrases)
Doing performance tasks	9	25.00%	Doing performance task (the charter, brochure, poster and newsletters)
Participating and interacting in group	9	25.00%	Working with friends Taking parts in group work Sharing ideas, brainstorm, expressing opinion
Using creativity	7	19.44%	Using creativity, designing work, decorate work
Vocabulary learning	5	13.89%	Gaining new vocabulary Use learnt vocabulary in task Explain vocabulary in English
Thinking and rethinking	4	11.11%	Think and rethink Planning how to complete tasks Review about reading, information
Gaining knowledge	2	5.56%	Gain more knowledge, learn new content

Doing performance tasks: participating and interacting in groups, and using creativity

Table 4.7 reported the summary of students' opinions about the favorite activities they experienced. Two categories of opinion had the highest frequency at 25.00 % (f=9). They were 'doing performance tasks' and 'participating and interacting in group'. The second order was 'using creativity' with the frequency of 19.44 % (f=7).

The students reported that they like doing the tasks along with the reasons that they had chance to take parts in group- work while having interaction with peers. Moreover, the tasks allowed them to use their creative ideas that make them proud of their work. See the example of students' opinion below.

H1: “Designing posters as we had chance to think, to brainstorm the ideas with peers in the group.”

(ออกแบบโปสเตอร์ เพราะได้คิดและระดมความคิดกับเพื่อนๆในกลุ่ม).

Him2: “I like creating poster and school newsletter. I think it was applying our creativity to create our piece of work that we are proud of.

(ชอบการทำ Poster and School newsletter ผมรู้สึกว่าเป็นการใส่ความคิด
 ความสร้างสรรค์ ของพวกเราออกมา เป็นชิ้นงานที่เราภาคภูมิใจ)

Lim1: “I like creating posters activity because I designed it, I could use words that is relevant and close to my life, or that I would have chance to use them in the future. I took parts in working with friends.”

(การทำ Poster เพราะได้ออกแบบและได้ใช้คำใหม่ๆ ใกล้เคียง หรือในอนาคตมีโอกาสที่จะได้ใช้เป็นประจำ ได้คิดในความคิดของตนเอง และมีส่วนร่วมในการทำงานกับเพื่อน)

Learning Vocabulary

From the summary of opinions about favorite learning experience, ‘learning vocabulary’ was mentioned 13.89% (f=5). Some students liked the way teacher supported their vocabulary learning. Some loved the chance to review vocabulary before applying it in a task. They also like the experience of acquiring more vocabulary. The results show that most of students who addressed vocabulary learning were those who were quite weak in English.

L1: “I liked learning vocabulary part, also when I gained more vocabulary”
(ผมชอบตอนเรียนคำศัพท์ และชอบที่ได้คำศัพท์ใหม่ ๆ เพิ่มเติม)

L2: “I liked that teacher explained vocabulary that I don’t know first. I could take notes. I could follow the reading lesson better, and I gained new vocabulary.”

(ชอบที่ครูอธิบายคำศัพท์ที่ไม่รู้จักก่อน สามารถจดตามและตามบทเรียนง่ายขึ้นและยังได้คำศัพท์ใหม่เพิ่มขึ้นด้วย)

Thinking and rethinking

Thinking and rethinking were favored by students with the frequency of keywords at 11.11 % (f=4). Some indicated that they liked when thinking and planning to complete the tasks, for instance, creating poster and newsletter. Also, some meant the chance to rethink about their reading after reading English passage in the lessons. See the examples below.

Him1: “...We reviewed and thought again so that we know the content of our task and plan the procedures of how to work on it.”

(เราได้ทบทวนคิดอีกครั้งเพื่อทราบเนื้อหาที่จะเขียนลงในชิ้นงานรวมถึงวางแผนวิธีการทำงาน ว่าจะต้องทำอย่างไรบ้าง)

Lim1: “... I also thought about my thinking when working with friends.”

(การได้คิดทบทวนเกี่ยวกับความคิดของตนเองตอนทำงานกับเพื่อน)

Gaining knowledge

Gaining knowledge was mentioned 2 times, 5.56%. Some students appreciate gaining knowledge from the reading lessons. The examples were below.

M1: “I loved the activity of studying culture of different countries. I liked it when I gained new knowledge, especially this topic that I am interested in.”

(ผมชอบกิจกรรมตอนเรียนเรื่องวัฒนธรรมประเทศต่าง ๆ ชอบที่ได้เรียนรู้ความรู้ใหม่ๆ โดยเฉพาะอย่างยิ่งหัวข้อที่ผมสนใจ)

M2: “I liked all activities. I have gained more knowledge from all activities.”

(ชอบทุกอย่างครับ เพราะได้ความรู้มาก ๆ ในทุกกิจกรรม)

To conclude, students’ most favorite learning experience was doing performance tasks and other activities that allowed them to participate and interact in group. They were proud and enjoyed using their creativity in learning. Moreover, students tended to prefer reading text with focus on vocabulary learning, especially those from low achiever group. Another favorite experience was the chance to think and rethink about their reading, the content or information as well as planning group work. Finally, some student reported that they liked reading lessons that allowed them to gain knowledge or new information they wouldn’t expect to learn in class.

(3) Students’ opinion about the improvement on English Reading comprehension

This part was elicited by question 3) How much does the instruction help enhance your English reading comprehension? How do the lessons help you? Also, in order to elicit the answer how the theme plays the roles on reading comprehension, the research analyze the answers of the question 5) How can English language learned from content under the theme citizenship helps you develop your English reading comprehension skills? How does it help you?

Table 4.8 The students' opinion on how much the lessons help enhance their reading comprehension

Questions	Answers	Frequency (N= 12)	Frequency (Percentage)
How much does the instruction help you with your reading?	Much -Very much	9	75%
	Moderately	3	25%
	Little	1	8.33%
	No comment	0	0%
How can English language learn from content under the theme citizenship helps you with your reading?	Much -Very much	8	66.67%
	Moderately	3	25%
	No comment	1	8.3%

From table 4.8, the result showed that most of the students or 9 out of 12 students thought the instruction helped improve reading comprehension much and very much, 3 of them viewed it helped moderately and only one of them thought it helped a little. In terms of English reading using citizenship theme, most of them, or 8 out of 12 students thought the theme could help improve their reading much to very much. Only 3 out of 12 students viewed it helped moderately and 1 student had no comment on this matter. Thus, it showed that students viewed that the reading instruction also the theme of citizenship could enhance their English reading.

Table 4.9 showed what reading skills had been improved in students' own views. Mostly, they found that they could deal with vocabulary in reading text better

(f=42.11% of keywords), comprehend text better or more clearly than before (36.84% of keywords), also read more fluently (f =21.05% of keywords).

Table 4.9 The students' report about their improvement on reading comprehension

Opinions	Frequency (N = 19)	Frequency (Percentage)	Sample of codes (Keywords and phrases)
Able to deal with vocabulary in the text they read better	8	42.11%	Understand and learn new vocabulary better, guess meaning of vocabulary
Able to understand the text better	7	36.84%	I feel reading English become easier understand the passage better, more clearly, Support comprehending
Able to read more fluently	4	21.05%	Able to read more fluently Find more relaxed/ easier to read

The students reported their improvement as exemplified below.

Him1: “It helps me very much. Previously, I didn’t think that I was able to read English text, but now I feel I like it when I am able to read and understand it, and read it more fluently. I will keep on learning.”

(การเรียนรู้ครั้งนี้ช่วยพัฒนาการอ่านได้มากเลยครับ ตอนแรกผมรู้สึกที่อ่านภาษาอังกฤษไม่ค่อยได้ แต่ตอนนี้ผมรู้สึกชอบที่อ่านได้ เริ่มคล่องกว่าเมื่อก่อน และผมจะศึกษาต่อไปนะครับ).

Him2: “Activities help me much. Doing activities is interesting. I understand better more vocabulary, so I understand reading passage better.

(กิจกรรมช่วยให้เรียนได้ดีขึ้นมาก การทำกิจกรรมน่าสนใจ เข้าใจศัพท์ต่าง ๆ ดีขึ้นจึงอ่านเข้าใจมากขึ้น)

L1: “It helps moderately. That is because I was able to guess the meaning of vocabulary.”

(การสอนสามารถช่วยให้การอ่านพัฒนาได้พอสมควร เพราะผมสามารถเดา
ความหมายของคำศัพท์ได้)

In order to investigate more deeply about students’ opinions concerning how the lessons enhance students’ English reading comprehension, the keywords and phrases were counted and categorized as shown in Table 4.10.

Table 4.10 The students’ opinions about how the instruction helped enhance reading comprehension

Opinions	Frequency (N = 24)	Frequency (Percentage)	Sample of codes (Keywords and phrases)
Facilitating in acquiring vocabulary	7	29.17%	Gain more and new vocabulary Understand meaning of words or expression better Recognized the meaning of words or text due to background knowledge
Being motivated to read	6	25 %	Want to focus on the content of text Want or promise to read or learn more Like it better, challenging Interesting activities /lessons
Having chance to rethink or think boarder	5	20.83%	Think wider, think creatively, think out of the box Understand others, people’s feeling
Seeing clear pictures of real situations	3	12.50%	-See the picture of real situation /real news/ happen in real life
Organizing the thoughts	3	12.50%	Relation of reading text Review, summarizing after reading

Facilitate in acquiring vocabulary

In students' opinions, 'the instruction facilitated in acquiring vocabulary'. This was the highest rank with the frequency at 29.17% of all (f=7). of the reasons that students thought helped improve their reading comprehension. Acquiring vocabulary included understanding the meaning as well as recognizing the words and expressions, also gaining wider range of vocabulary. In this respect, students pointed out the benefits of the instruction, particularly citizenship theme that supported their vocabulary learning since the theme was close to their life and they could relate with Thai words in Thai (Native-language). See the following examples of students' answer.

H1: "It has been better. Citizenship is close to our life, so vocabulary can be understood more easily."

(การอ่านพัฒนาดีขึ้น เพราะเรื่องความเป็นพลเมืองเป็นเรื่องใกล้ตัว ศัพท์บางคำแปลง่าย เข้าใจง่ายขึ้น)

Him2: "Much Better. I have gained new vocabulary. Reading about citizenship contains vocabulary and sentences that help me understand reading."

(เข้าใจขึ้นมาก ได้รับคำศัพท์ใหม่ๆ โดยเนื้อหาเรื่องพลเมืองมีคำศัพท์หรือประโยคที่ช่วย พัฒนาการอ่านให้เข้าใจขึ้น)

Mim1: “Better. That’s because I know the frequent-used words used in Thai (Native language), and I have learned the same vocabulary in English in class.”

(เข้าใจมากขึ้นเพราะบางคำที่ใช้บ่อย ๆ ในภาษาไทยก็ได้มาเรียนรู้เป็นภาษาอังกฤษในคาบเรียนนี้)

Motivated to read

From Table 4.10, the keywords and phrases in ‘being motivated to read’ were mentioned at the second rank with the frequency of 25% (f=6). In this category, students revealed emotional words and their wants showing motivation to read, even the will to read and learn. They considered reading instruction using citizenship theme interesting and challenging for them. See the extracts of their answers below.

H1: “The matter that the teacher selected for the class was interesting. It was close to my life, so I pretty much concentrate on reading and that developed reading skills concurrently.”

(เรื่องที่ครูนำมาสอนมีความน่าสนใจ เนื่องจากเป็นเรื่องใกล้ตัว จึงค่อนข้างที่จะตั้งใจอ่าน และเป็นการพัฒนาทักษะการอ่านไปภายในตัว)

M2: “To me, it helps a lot. English that I learn became easier, it is challenging all the time.”

(การเรียนครั้งนี้ช่วยพัฒนาการอ่านภาษาอังกฤษได้มากสำหรับผม เพราะผมรู้สึกว่ภาษาอังกฤษที่ผมเรียนนั้นง่ายขึ้น และก็ยังทำทหายตลอดเวลา)

Having more chance to rethink or think boarder

Another benefit of reading instruction was giving the chance to think boarder’.

The 20.83% (f=5) of all keywords were mentioned about rethinking and thinking boarder. The instruction required students to think twice or think boarder, some parts required them to think in many perspectives. The students need to understand more about people’s, so they reflected deeper in trying to understand people’s thoughts or feeling in reading passage.

Mim1: “The instruction helped improve reading comprehension because I had chance to think, rethink if I understood the reading correctly. Also, the content was close to my life, it made me think how I cloud apply it to real life”.

(การเรียนรู้แบบนี้ช่วยพัฒนาการอ่านได้ดีขึ้น เนื่องจากได้คิด ทบทวนว่าตนเองเข้าใจได้ถูกต้องหรือไม่ และเรื่องที่เรียนเป็นเรื่องใกล้ตัว ได้คิดว่าจะนำไปใช้อย่างไร)

Mim2: “It helped me because I practiced more thinking creatively, thinking outside the box”

(การเรียนรู้ครั้งนี้ ทำให้ได้ฝึกคิดอย่างสร้างสรรค์มากขึ้น และได้คิดนอกกรอบ)

L1, Lim1: “I can understand reading better because I understand other people’s feeling better.”

(เข้าใจได้ดีเพราะเรียนรู้คำศัพท์ใหม่ๆ และเข้าใจผู้อื่นมากยิ่งขึ้น)

Seeing clear pictures of real situation

The 12.50% (f=3) of all keywords revealed that the instruction enabled students to ‘see clear pictures of real situation’. The students shared their experience in doing activities where they needed to picture the situations, also engaged in the situation while comprehending the text. See the example.

Mim2: “I like the activity that allowed to read and express the opinions about bullying because it helps us picture the real situation and feel as if we are in real event”

(ชอบกิจกรรมที่ทำให้เราได้อ่านและแสดงความคิดเห็นเรื่องการBullyเพราะทำให้เราเห็นภาพการ Bully ได้จริง และรู้สึกตามเหตุการณ์)

Organizing the thoughts

Following to students’ answers, another benefit of the instruction on English reading comprehension was ‘organizing the thoughts with the frequency of 12.50% (f=3). Some students informed that the chance to review and organize their ideas helped them. Also, the content of reading activities was relevant and sequenced well. That facilitates them to do better in English reading.

Him1: “It helps me better follow the reading. The content was sequenced well. For instance, studying about saving environment, we learn about reducing energy use and especially the topic of 3R.”

(ผมตามเรื่องทีอ่านได้ดีขึ้น เนื้อหาที่ใช้เกี่ยวเนื่องกัน เช่น การเรียนเรื่องสิ่งแวดล้อม เราก็เรียนในเรื่องของการลดการใช้พลังงาน และเข้าใจโดยเฉพาะเรื่อง 3R)

To sum up, students considered that the instruction helped enhance their reading comprehension much. They realized that their reading skills improved in dealing with vocabulary, understanding the text more clearly, and reading more fluently. In students' views, the instruction supported well in vocabulary field. The students were motivated to read, allowed to think and to picture the real situation, and to organize their thoughts.

(4) Students' opinion about the enhancement on social responsibility

This part was elicited by question 4) How much do the lessons help enhance your social responsibility? How do the lessons help you? The keywords and phrases were counted and categorized as shown in Table 4.11.

Table 4.11 Students' report how much the lessons help enhance their social responsibility

Question	Answers	Frequency (N=12)	Frequency (Percentage)
How much do the lessons help enhance your social responsibility?	Much -Very much	7	58.33%
	Moderately	4	33.33%
	Little	0	0
	Not sure	1	8.33%

Table 4.11 showed that most of the students or 7 out of 12 (58.33%) students thought the instruction helped improve SR much to very much, 4 of them (33.33%) viewed it helped moderately and only one of them (8.33%) was not sure about if it helps or not. Thus, in overall, the students viewed that the reading instruction using theme of citizenship could enhance their SR.

To see how the instruction enhanced their SR, the frequency of key words arranged into aspects as displayed in Table 4.12.

Table 4.12 The frequency of keywords of students' opinions on how the instruction helped enhance their social responsibility

Opinions	Frequency (N=18)	Frequency (Percentage)	Sample of codes (Keywords and phrases)
Contributing to the group.	9	50%	Take part in doing group work, assigned duties in group, cooperating / helping each other to complete group work, group members share ideas and consult each other.
Gaining awareness about social concerns	5	27.78%	It raises my awareness about responsibility/ social problems/ about the impacts of students' actions, we should behave as a good citizen, have to be responsible.
Being encouraged to connect the lessons with real life.	3	16.67%	Content can be applied in real life. Think of how to behave as a good adult in the future, want to make what I write become true.
Seeing logical content	1	5.55%	See the facts due to logical content-of reading text; Cause and effects

From Table 4.12, the students' opinions revealed the advantages of the instruction and how it supported learning process as the following.

Experiencing contributing to the group.

The results disclosed students' engagement in group work in the way that they needed to make contribution to the group. Group activities demanded each member to take an assigned role, or responsibility then they need to share their own part in order to complete the task. They did not only follow after other members, but they cooperated, helped each other and shared their responsibility to complete the mission. See the examples below.

Him1: "To me, the instruction helps develop social responsibility. For examples, to complete the task, we rely on group's working. We had to be responsible for the parts that were assigned."

(สำหรับผม รู้สึกว่าการสอนนี้ช่วยพัฒนานะครับ เช่น การทำชิ้นงาน เราต้องอาศัยการทำงานส่วนรวม เราก็ต้องมีความรับผิดชอบต่องานที่ได้รับมอบหมาย)

Lim2: "It helps a lot. That's because when we work, we think and the members in the group consult and share opinions with each other"

(การเรียนครั้งนี้ช่วยได้มาก เพราะเป็นการทำให้เวลาเราทำงานเราก็คิดไปด้วยและคนในกลุ่มปรึกษา และแลกเปลี่ยนความเห็นกัน)

Gain more awareness about social concerns and responsibility

From the results, it was noticed that students became more aware about their actions that possibly result in effects on society. They thought and felt more concern about social issues in real life. Moreover, they pictured how a good member of society should be, in particular being a responsible citizen. Students did not only reflect the idea at their present time, but also consider it for their future.

Mim1: “The instruction helped enhance social responsibility. That was because we became aware of the effects entailing from our actions.”

(การสอนนี้ช่วยได้ดีขึ้น เพราะเราได้ตระหนักถึงผลกระทบที่จะตามมาหลังจากที่เราทำสิ่งนั้น)

Mim2: “The instruction supported building up social responsibility much better. That was because the activities we did reflected the society condition. It made us think that what kind of person we should be when growing up, having responsibility in the ways that a good citizen should be.”

(การสอนนี้ช่วยได้มากเพราะเราจะเหมือนได้ทำกิจกรรมที่สะท้อนภาพสังคมและทำให้เราได้คิดว่าโตไปเราควรเป็นคนแบบไหน รับผิดชอบตามความเป็นพลเมืองที่ดีด้วย)

Being encouraged to connect the lessons with real life.

Students’ opinions signified that the instruction motivated them to see the link between the lesson and daily life and want to realize what they acquired from the lessons in real world. The extracts of students’ words are exemplified below.

H2: “Studying in this course helped enhance responsibility much better.

While doing group work, I had the feeling that I wanted to make what I wrote become true.”

(การเรียนรู้ครั้งนี้ช่วยได้มาก ขณะทำงานกลุ่มก็มีความรู้สึกอย่างเช่น อยากทำสิ่งที่เขียนให้เป็นจริง)

M1: “This course helped enhance social responsibility a lot. It made us have awareness about social problems and we can apply it in daily life.”

(พัฒนาความรับผิดชอบต่อสังคมได้มากเพราะทำให้ตระหนักถึงปัญหาของสังคมและนำไปปรับใช้ในชีวิตประจำวันต่อไป)

Seeing the logical content

From the data, the lessons pointed out the facts and logical information about social issues in a logical way to the students. See the example below.

H1: “The lessons enhanced social responsibility much better. The content of reading was reasonable. It showed causes and effects of the circumstances. That induced us to see the truth, then gain more awareness about social responsibility.”

(ดีขึ้นมาก เนื้อหาReadingสมเหตุสมผล แสดงถึงเหตุและผลของสิ่งต่าง ๆ เหตุการณ์ต่าง ๆ ทำให้เราเห็นความจริง และตระหนักเรื่องความรับผิดชอบต่อสังคมได้มากขึ้น)

To students, the instruction and the lessons could support them to enhance their SR. Learning enabled them to experience making contribution to the group and sharing responsibility with others. Moreover, the lessons fostered their awareness about social concerns while encouraging them to relate what they acquired from classroom to the real world. Additionally, students were convinced to realize the needs for social responsibility since reading contents were factual and reasonable.

5) Students' opinion about the obstacles in learning the lessons

This part was elicited by question 6) Have you faced any problems while learning the lessons? If you have, what are those problems? The keywords and phrases were counted and categorized as shown in Table 4.13.

Table 4.13 The students' opinions toward the obstacles in learning the lessons

Categories	Frequency (n=11)	Frequency (Percentage)	Sample of codes (Keywords and phrases)
Vocabulary	4	36.36%	There is still unknown vocabulary. Difficult vocabulary
Time Limit	3	27.27%	Needing more time for working Speed of work was slow in the group where the members in the group are not close friends, speed of reading was slow.
Comprehension	3	27.27%	I didn't understand the whole text. I can understand overall pictures or main ideas, but not every detail.
Expressing opinion	1	9.09%	No ideas to express

Time Limit

The time limit became an issue since students want more time to create the task to their best. Sometimes, they faced teamwork management, especially when they did work with close friends.

M1: “I need more time for working on the task.”

(ต้องการเวลาทำชิ้นงานมากกว่านี้)

Mim1: “When the group members were not close friends before, it made speed of work delayed a little bit.”

(เวลาในการทำกิจกรรม เพื่อนในกลุ่มที่ไม่สนิทกันทำให้งานล่าช้านิดหน่อย)

Comprehension

In reading comprehension practice, some students did not think they comprehended the text enough or all detail. Also, they did not understand some parts clearly. See the examples.

Him1, Lim2: “I didn’t understand some parts of passage.”

(เนื้อหาบางเนื้อหาผมไม่ค่อยเข้าใจครับ)

Mim2: “I can understand overall pictures or main ideas, but not every detail.”

(ดิฉันสามารถจับใจความภาพรวมกับใจความสำคัญได้แต่ไม่เข้าใจรายละเอียดทุกส่วน)

Expressing opinions

Learning activities required each student to share ideas in group, and sometimes with the whole class. However, some students reported that did not have opinions to share.

Lim 1: “I had no ideas what to share, what opinions to express.”

(การแสดงความคิดเห็น ไม่รู้จะแชร์อะไร)

During implementing the reading instruction, some students had difficulties in terms of limited vocabulary, time limit, reading comprehension in details, and lack of opinions to express.

4.4 Chapter Summary

The results revealed that reading instruction using BD&CT enhanced reading comprehension and social responsibility of the students at a statistically significant level. For English reading comprehension, the effect size was calculated according to Cohen’s *d* and the result was interpreted having a ‘large’ effect. Also, given levels of reading comprehension, students improved their reading in ‘evaluation’ the most. For social responsibility, the effect size was calculated according to Cohen’s *d* and the result was interpreted having a ‘medium’ effect. Among all four aspects of social responsibility, the students improved their SR in ‘Exercising democratic rights and responsibilities’ the most. In terms of students’ opinions, the results of the analysis

suggested that they had a high engagement in reading comprehension lessons and learning experiences stimulating senses of responsibility for their society, resulting from the instructional plans using BD as well as citizenship theme considered meaningful to real life.



CHAPTER 5

SUMMARY DISCUSSIONS AND RECOMMENDATIONS

In this final chapter, an overall picture of the research study is presented. It concludes a summary of the study, a summary of research findings and a discussion of the results. Pedagogical implications and recommendations for future research are suggested. To provide more useful views concerning this present study, the researcher's reflections are delivered at the end of the chapter.

5.1 Summary of the Study

The main objectives of the present study were 1) to investigate the effects of reading instruction using Backward Design framework and citizenship theme (BD&CT) to enhance English reading comprehension of tenth grade Thai EFL students, 2) to investigate the effects of reading instruction using BD&CT to enhance social responsibility (SR) of tenth grade Thai EFL students and 3) to explore the opinions of students towards learning through reading instruction using BD&CT.

The research design of the study was based on a single group experimental research. Pretest and posttest were conducted with the single group. The participants were 36 Thai EFL students in the tenth grade from an Intensive Program Class, who took elective English Reading course in the second semester in academic year 2019 in a public school in Thailand.

Following to the objectives of the study, three research instruments were employed and the data were analyzed as follows;

To investigate the effects of reading instruction using BD&CT on English reading comprehension and on social responsibility of the students, English reading comprehension pretest and posttest constructed by the researcher were conducted with the same group of participants before and after receiving the instruction respectively. The mean scores of the pretest and posttest were compared and analyzed using the statistical analysis of t-test along with descriptive statistics. Also, the effect size value was used to reassure the results.

In order to investigate the effects of reading instruction using BD&CT on social responsibility of the students, social responsibility questionnaires constructed by the researcher were administered with the group of participants before and after receiving the instruction. The pre-experiment and post-experiment social responsibility mean scores of were compared and analyzed using the statistical analysis of t-test along with descriptive statistics. Additionally, the effect size value was used to reconfirm the results.

In order to explore the opinions of the students towards the reading instruction using BD&CT, the questionnaire consisted of two parts, which were Likert Scale as well as the open-ended questions, were employed after students had received the instruction. The data from Likert Scale were analyzed using descriptive

statistics. The qualitative data from open-ended questions were analyzed using content analysis.

5.2 Summary of Research Findings

The findings of the research indicated the effects of reading instruction using BD&CT and students' opinions toward it. According to the research questions, the major findings were put in three parts, which were 1) English reading comprehension, 2) social responsibility, and 3) opinions of the students towards learning through reading instruction using BD&CT.

5.2.1 English Reading comprehension

The first research question dealt with the effects of reading instruction using BD&CT on English reading comprehension enhancement of the students. The quantitative data showed that the mean score of posttest was higher than the mean score of pretest at significant level ($p < 0.5$). In other words, reading instruction using BD&CT had significantly enhanced English reading comprehension of the students.

Furthermore, for every aspect of reading comprehension -1) literal comprehension, 2) interpretation and reorganization, 3) inference, 4) evaluation, 5) personal response and 6) how writers say what they mean, the results showed that reading instruction using BD&CT had enhanced all aspects of reading comprehension significantly. In this respective, among the aspects of reading comprehension, the

students made the highest improvement on 'evaluation'. The aspect that the students enhanced the least was 'literal comprehension' aspect; however, this is the aspect that they made the highest scores of all in both pretest and posttest.

5.2.2 Social Responsibility

The second research question concerned the effects of reading instruction using BD&CT on social responsibility enhancement of the students. The data analysis showed that the post-experiment social responsibility mean score was higher than the post-experiment social responsibility mean score at significant level ($p < 0.5$). It can be interpreted that the reading the reading instruction using BD&CT had enhanced social responsibility of the students significantly.

Considering the aspects of social responsibility - 1) Contributing to the classroom and school community, 2) Solving problems in peaceful ways, 3) Valuing diversity and defending human rights, 4) Exercising democratic rights and responsibilities, the results revealed that the reading instruction using BD&CT had significantly enhanced all aspects of social responsibility. The aspects of social responsibility that students improved the most was 'exercising democratic rights and responsibilities' while they improved the least in the aspect of 'solving problems in peaceful ways.

5.2.3 Opinions of the students towards the reading instruction using BD&CT

In overall, the students had positive opinions towards the reading instruction using BD&CT. The data from Likert scale questionnaire showed that they strongly liked the reading instruction in the way that it enabled them to do the task or creating a piece of work, also it allowed them to get engaged in learning. Also, they found the theme of citizenship used in the reading instruction meaningful to their life. In line with the Likert scale questionnaire, the data from open-ended question part showed that students tended to have positive opinions towards the lessons.

5.3 Discussion

In this section, the findings are discussed with evidence from relevant theory and past studies. As the findings revealed the effectiveness of the reading instruction using BD&CT and students' positive opinions, the effects and benefits of the treatment were discussed along with students' opinions. The discussion was presented in the following major parts; the effects and benefits of BD, the effects and benefits of using CT, the effects and benefits of using BD&CT and the opinions of students.

5.3.1 The effects and benefits of Backward Design framework

This section discussed the effects and benefits of Backward Design.

1) Efficacy of the alignment of a three-stage design of Backward Design

A three-stage design involves 1) identifying desired result, 2) assessment and 3) Plan learning experiences and instruction. According to the findings, the treatment could enhance reading comprehension in overall as well as all aspects of comprehension. Likewise, the finding revealed that the treatment could enhance social responsibility in overall as well as all aspects of social responsibility. The justification for such improvement is likely to be the efficacy of a three-stage design of Backward Design to ensure the desired results. Keeping with Walters and Newman (2008), Backward Design is results-driven framework for instructional unit design.

As stated in Wiggins and McTighe (2012), one of the key tenets of Backward Design framework is that “this process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent”. The overall course and unit planning in the present study was run with an understanding of the ends in mind. That could ensure that students’ learning would reach the desired learning outcome. In consistent with (Hodaeian & Biria, 2015), their study found that backward design could enhance reading comprehension of EFL learners. Their findings also suggested that BD offered the chance for learners to attain deep understanding of the texts.

In terms of social responsibility, the study of Jozwik et al. (2017) found the success of employing BD process to develop service-learning projects aiming at increasing civic engagement and social responsibility. They also affirmed that BD

process contributed to a solid foundation as a model for curriculum development. On the ground that responsibility is related to a range of values and behaviors (Trosset 2013, as cited in Reason, 2013), the alignment DB process could help achieve not only knowledge-based, skill-based but also affective goals, depending on the goals the designer had set.

2) Backward Design ensures learning happens

The BD process helped deepen understanding of students. Now that all aspects of reading comprehension were enhanced, it can be considered that students strongly understood how practice reading skills as expected in the outcome. In accordance with Wiggins and McTighe (2012) , the use of BD process can help focus on the development and deepening understanding and transfer of learning, which means being able to use knowledge and skill effectively. Respectively, students *acquire* knowledge and skills, *make meaning*, and *transfer*. Transferring knowledge and skills occurred when students were doing the performance tasks. It ensures learning happens.

In this present study, three stages process in each unit were well interrelated. The performance tasks and other evidences were determined in the stage of ‘determining assessment’ after identifying the outcomes. The other evidences were applied in reading learning activities where students had experienced all content and skills required for doing the performance task. The tasks were to demonstrate their

product of reading comprehension through writing. So, all stages were strongly related. Students were required to acquire facts, information or basic skills during reading sub-lessons of each unit. Then, they also needed to making meaning from those in order to transfer them on the performance task at the end of the unit. The students needed to go back and forth, rethink about their reading and review about what they had read while trying to do the task. This could be the reason supporting the notion that learning really happened, and the students could deepen their understanding while developing all aspects of reading comprehension. The explanation to advocate this reason seems to be the statements of Dávila (2017) that the BD concept of Wiggins and McTighe pointed out constructing meaning and knowledge of human mind, additionally the BD provided the learners the chance of transferring what they had learnt to new situations creatively and flexibly. Thus, BD process ensured that learning of the students happened and they could deepen understanding



5.3.2 The effects and benefits of using citizenship theme

This section discussed the effects and benefits of citizenship theme.

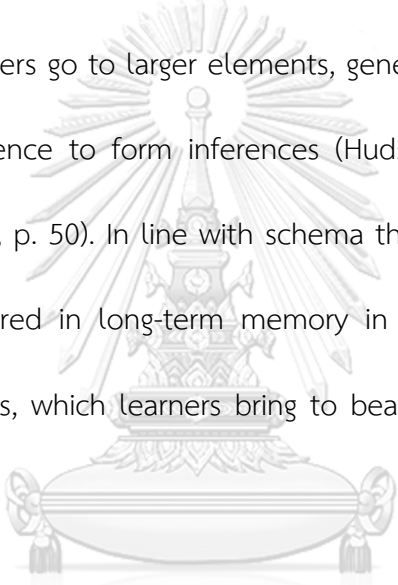
1) Meaningful content of citizenship theme helped students comprehend reading text.

The enhancement on reading comprehension could result from meaningful content of reading lessons. It is true that civics or citizenship theme involves

everyone's life and human activities, including students. To establish the most relevant topic, the present study constructed the theme of citizenship based on curriculum with experts' consults before having students select the theme that they found interesting the most. Eventually, the themes of reading lessons were relevant to students' real life. In other words, students would find English text they read were relevant and useful to their life. Similarly, Stoller and Grabe (2017) proposed that any themes and topics related to students' everyday life and interests assist students to engage in learning activities and help them to learn better. In consistent with students' opinions in the present study, students viewed that reading passage relevant to citizenship involved the matter around their life, *"the content of learning was very close to our life, such as bullying and so on (H1, Him 1)"*, reported a participant. They also reported that the instruction helped improve reading comprehension because it allowed them to see clear pictures of real situation, *"I like the activity that allowed to read and express the opinions about bullying because it made us able to picture the real situation and feel as if we are in real event (Mim2)."* Thus, as language that is meaningful to the learner supports the learning process (Richards & Rodgers, 2016, p. 90), the students could improve their English reading comprehension performance.

2) Citizenship theme activated background knowledge and experience to support reading process.

From the findings, the higher of mean scores showed that the students could comprehend the text greatly better after experiencing reading text under citizenship theme. The justification to support this finding seems to be the nature of citizenship theme that allowed the students to activate their prior knowledge as well as experiences since the very beginning of lessons. They could guess from the topic and the clues what they would read. Reading process could be Top-down processing through which the readers go to larger elements, generate hypotheses and use prior knowledge and experience to form inferences (Hudson, 1988; Stanovich, 1980 as cited in Alderson, 2000, p. 50). In line with schema theory, “it refers to the concept that information is stored in long-term memory in networks of connected facts, concepts and structures, which learners bring to bear on comprehension (Brown & Lee, 2015, p. 391).



5.3.3 The effects and benefits of using Backward Design and citizenship in reading instruction

The effects and advantages of reading instruction using Backward Design and citizenship theme were discussed and presented in topics in the following part.

- 1) Using BD&CT fostered students’ motivation and engagement in the lessons.

One of the findings of the study was that students’ engagement in the lessons was found very strong. According to Afflerbach and Harrison (2017),

motivation and engagement are closely related. In their article, motivation definition was discussed and considered as a motivating force, stimulus, or influence, which is a mindset that can lead students to engagement with reading. Plus, Guthrie (2001) defined engagement as “a merger of motivation and thoughtfulness”. Given the students’ opinions toward the instruction used in the study, the motivation and engagement were clearly seen, both as engaged readers also engaged learners.

The descriptive statistics results showed that students ‘*strongly agree*’ on the statements, “*You feel engaged in the lessons*”, “*you find reading under citizenship theme meaningful to you*’ and “*You enjoy doing the tasks (a classroom charter, brochure, poster, newsletter)*”. From the content analysis results, students’ view revealed that they were motivated and they were engaged in the lessons due to the lessons designed by BD, particularly to the citizenship theme. They found the most interesting thing of the course was ‘*interesting and meaningful content*’. The favorite learning experience was ‘*doing performance task activities where they participated, sharing their ideas and responsibilities in the group*’.

Moreover, the qualitative data of students’ opinions unveiled the motivation provocation exemplified by “*wanting to focus on the content of the text (H1)*”, “*it is challenging (M2)*”, “*I want to make what was learnt become true*”, and “*now I feel I like reading English text, and read it more fluently. I will keep on learning. (Him1)*”. Apart from being motivated to read in class, these student’ statements indicated their motivation for future learning as well. In compliance with the notion in

Afflerbach and Harrison (2017) that “a reluctant reader who experiences engaging reading and related tasks may gain in motivation for future reading”. In line with the past studies about BD, or known as UbD, Yurtseven and Altun (2016) agreed that their the implementation of UbD had a positive influence on language learning, also the study of the relationship between L2 motivation and task engagement of H. Lee (2012) found that that the students, even learners with low motivation were eager to participate in the tasks, which suited their interest.

Another factor to discuss is effect of WHERETO elements, the basis of learning experience planning. In BD, various teaching strategies or instructions can be employed to achieve the goals (Richards, 2013, p. 44): however, the BD offered the WHERETO to ensure the effectiveness of instructions and engagement of students. Completing activities on the basis of WHERETO, the students would know the goal of the unit, be hooked in the lessons, get prepared before reading, have chance to rethink and revise what they have read, assess their own work, experience various modes of materials and well- organized lessons. From above discussion, it can be concluded that the treatment of this research resulted in students’ engagement in learning.

2) Using BD&CT supported acquiring vocabulary

Building vocabulary to support reading comprehension in the present study seems to be successful. Firstly, the instructional stage of building vocabulary, on the

basis of 'Equip' in WHERETO of BD could support students. Since vocabulary were introduced to students before reading, following up the reading lesson became easier as answered in opinion questionnaire that *"I liked that teacher explained vocabulary that I don't know first. I could take notes. I could follow the reading lesson better (L2)."* Apart from that, referring to students the instruction facilitated in acquiring vocabulary, particularly due to citizenship theme that was closed to their life. Many of the students reported that they can understand vocabulary in context better, for instance *"It has been better. Citizenship is close to our life, so vocabulary can be understood more easily.(H1)"* Some of them even reported that they recalled background knowledge, even linking with the words information they knew in first language, for instance *"That's because I know the frequent-used words used in Thai (Native language), and I have learned the same vocabulary in English in class (Mim1)."* Also, some reported that they could remember vocabulary better as well as gained wider range of vocabulary. *"I have gained new vocabulary. Reading about citizenship contains vocabulary and sentences that help me understand reading. (Mim2)"* Vocabulary size is significant for readers to achieve comprehension. At the 95% coverage level, only some the learners still gained adequate comprehension (Nation & Hunston, 2013), building vocabulary knowledge can make a substantial contribution for reading. As a result, students could understand the whole text better, more fluently and deeply.

3) Using BD&CT enhanced thinking process

Interestingly, the finding showed that the students developed ‘evaluation’ aspect the most among all aspects of reading comprehension. Thinking process enhancement could be taken into consideration. ‘Evaluation’ skill involves determining author's purposes and tones, the author's point of view or attitudes could be categorized in critical reading level (Leo, 1994; Mather & McCarthy, 2005; Pirozzi et al., 2008). It involved the process of making judgment, which need understanding, interpreting, analyzing of the text in the first place (Mather & McCarthy, 2005).

In the present study, students experienced reading comprehension of all levels while reading well- sequenced set of passages in every unit. Due to the fact that each unit was designed as a thematic unit, where connective two sub lessons provided a three-domain of citizenship subject matter - *knowledge, values or emotion and behaviors*. The logical sequence could help student read and think effectively.

Another point is that students’ opinion results showed the advantages of the treatment in terms of ‘thinking in someone’s place’, ‘or think boarder as a student stated that, “*Experiencing of being a character in the story that was read because it makes me think in different perspectives (Mim 1)*”. This could suggest that practicing thinking in different points of view gain ability to think and read in a critical way. On the ground that critical reading shares the core elements in critical thinking, readers

make use of thinking process to read critically (Y.-H. Lee, 2015). Thus, once thinking process was enhanced, higher level of reading comprehension especially ‘evaluation’ was improved greatly.

4) Using BD&CT enabled well-sequent reading and students’ views about social concerns.

As discussed earlier about the three-domains of the matter, now that responsibility is related to a range of values and behaviors (Trosset, 2013, as cited in Reason, 2013) , the features of the text starting from facts, information, value and action could potentially foster sense of responsibility. *“The content of reading was reasonable. It showed causes and effects of the circumstances. That induced us to see the truth, then gain more awareness about social responsibility. (H1)”*, shared the student. This can prove that logical and well-sequent reading text affects how much students were convinced, then agreed with social concern in the text before gaining more awareness about their responsibility on the society. That could lead to students’ motivation to take action as well. In line with Chambliss, Torney-Purta, and Richardson (2015), in effort to promote understanding and motivation in civic engagement through reading, students tended to understand well-written or prepared passage about civics. In in respective, we can also see the benefits of BD in terms of enabling selecting various texts from various that meet assessment task and desired goal.

5) Learning activities designed in reading instruction using BD&CT implied chance to experience social responsibility

Learning activities were designed in relation with desired goal and assessment. They could be various to serve the desired outcomes. In each unit, during the practice reading activities in group, the notion 'taking responsibility' role (Wales & Clarke, 2005) was implied. In other words, the students were required to in do group activity and each was assigned their role or their responsible parts. Then, each member needed to share and combine their parts in order to complete the activity. In addition, the performance task at the end of each unit played an important role in foster responsibility. The opinions of the students were likely to justify this argument. Working in group like a society, the most favorite activity of the students was doing the task because they experienced taking parts and contributing to the group as stated *"to complete the task, we rely on group's working. We had to be responsible for the parts that were assigned (Him1)."* Sharing and using their own ideas or creativity in group work also create good experience. Stated a student, *"I think it was applying our creativity to create our piece of work that we are proud of (Him2)".* Consequently, when students were engaged in group work, it is their chance to learn the value of sharing and being parts group.

6) Backward Design and citizenship theme encouraged students to connect the lessons with real life.

Based on the findings and student's opinions of the present study, relating the reading instruction using BD&CT could foster social responsibility. Along with being engaged in the lessons, the enhancement could occur in the way that it made them see how useful it was for daily life, allowed them to think with consideration, raised awareness about society.

Due to that matter around CT is meaningful and closed to students 'real life. The text selected were social issues or concerns around students. That stimulated students' making sense of the real-world context. They saw what had been learnt can be applied as stated *"It made us have awareness about social problems and we can apply it in daily life (M1)."* Furthermore, the group task of creating a piece of publication typically described a situation or scenario, the role of students in the task, and the purpose, for example, 'You are a team of student council responsible for writing a school newsletter and you are running the campaign to save environment week.' Students can be engaged and see connection with real life.

7) Backward Design and citizenship theme motivated learners to be more mindful and active individuals.

Interestingly, among four aspects of social responsibility, the findings indicated that the students improved their reading in *'4) Exercising democratic rights and*

responsibilities' the most while this aspect had the lowest mean score in the pre-test. This aspect involved - knowing and acting on rights and responsibilities and articulating and working toward a preferred future for the community, nation, and planet—a sense of idealism. Given the students' points of view after learning in CB&CT course, their thoughtfulness and awareness were noticed. Their awareness about their actions was raised, portrayed by their opinion *"we became aware of the effects entailing from our actions (Mim1)."* It was remarkable that students gained their mindfulness from smaller to wider settings as well as at the present time to the future as reported by students that *"the activities we did reflected the society condition. It made us think that what kind of person we should be when growing up, having responsibility in the ways that a good citizen should be (Mim2)."* Also, they articulated toward the future as stated that *"While doing group work, I had the feeling that I wanted to make what I wrote become true (H2)."*

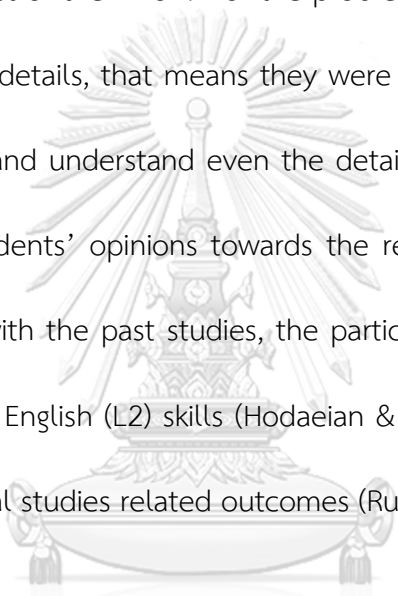


5.3.4 Students' opinions

Students' opinions towards were likely to reassure the effectiveness of the reading instruction using BD&CT. Likely, they noticed the benefits of the reading instruction using BD&CT that helped enhance their English reading comprehension as well as their social responsibility. The results also showed the students' engagement in reading lessons, especially due to the learning experience designed using BD&CT. Moreover, the results showed that the students realized application what they had

learnt to real life.

However, some problems during the lesson implementation were reported. Despite the problems, it could not be considered completely negative. For examples, in terms of 'time limitation', most students reported that they needed more time for working on their task'. That is to say they felt really engaged and wanted to have the best of their work. For the problems about unknown vocabulary and comprehension in details, that means they were interested in the reading since they wanted to know and understand even the details of the reading. Thus, it can be concluded that students' opinions towards the reading instruction using BD&CT were positive. In line with the past studies, the participants 'opinions towards using UbD or BD to enhance English (L2) skills (Hodaeian & Biria, 2015; Yurtseven & Altun, 2016), literacy and social studies related outcomes (Rugthanyakarn, 2009).



5.4 Summary of Discussion

This present study suggests that the products of BD design process and CT used as theme of reading and learning experience, including instructional plan, the tasks and materials contributed to the enhancement in English reading comprehension and social responsibility of the tenth grade Thai EFL students. BD&CT resulted in a solid path to achieve the desired results, meaningful content of reading and learning, acquiring language knowledge and sharpening thinking skills. Ultimately, reading instruction using BD&CT strengthened students' motivation and engagement

in reading and learning. Positively, students' opinions confirmed the effects of BD&CT. Therefore, to attain the goal of reading instruction or social engagement, the DB framework could be an effective option and the citizenship theme would be potential to fulfill the instruction with its meaningful content and real-world context.

5.5 Pedagogical Implication

BD framework effectively helps the curriculum or course designers design instruction to achieve the desired outcomes. In the level of course or unit, the educators can follow the process of design, teachers can choose both materials and instructional activities that suit best their students and desired outcome. Moreover, BD framework can be applied not only to achieve knowledge-based goals, but also skill-based and affective goals. In this respective, the objectives of different dimensions or different subject-areas can be integrated and designed with BD process.

In order to apply reading instruction using citizenship theme, assistance or coworking between language and content teacher would be needful. As the materials of English reading instruction using citizenship theme are rare in Thailand, teachers who want to apply it might need to create the material themselves. So, assistance from civic educators would be necessary, especially in terms of text selection and available sources. Additionally, since design the whole instructional plan and materials take time, teachers may use reading instruction using BD&CT as

thematic units, or as additional parts of the reading courses. Also, English teacher should be prepared to respond appropriately, when students ask questions regarding citizenship, social studies content that English teacher might not be familiar with.

5.6 Limitations of the Study

One of limitations is time constraint since the instructional instrument was implemented in only 8 weeks. If the study took longer, more insights gained from study would be seen.

Secondly, the sample was a group of students of an Intensive Program of the school, who were registered as middle to high academic achievers. Though they were not obviously registered by English proficiency, their competence of learning or reading might be different from other grade 10th Thai EFL students.

Another limitation is measuring social responsibility. Due to the facts that it is difficult to measure social responsibility, relying on self-report of the students is considered the best way (Reason, 2013). In this respect, the data from the self-report questionnaire might be commonly questioned since the participants might not give the accurate answers.

5.7 Recommendations for Future Studies

First of all, using BD&CT reading instruction to enhance of critical reading should be studied. Given that the reading comprehension in this study covered higher level of reading comprehension such as inference and evaluation, the reading skills students used for reading comprehension in this study are close to ‘critical reading’. As the findings of this study show the significant improvement in those aspects of reading, the study focusing on critical reading would provide insightful implication in English teaching.

Secondly, investigating the result of the BD&CT on ability to read and write. In the present study, the tasks used for assessing reading comprehension of the unit relied on writing ability of the student. Although, writing was not strictly focused but it could be seen that students had to improve their writing in order to demonstrate their understanding. Possibly, the instruction using BD&CT would be effective to enhance both skills.

Another suggestion is that the study on subject areas such as social studies, especially civic education related-outcomes. Reading is central to learning, and reading instruction in those specific areas should be taken into consideration. The study about this issue would offer the light or clear paths to achieve the goals.

Finally, the correlation between reading comprehension and social responsibility is also interesting. The findings in this present study show the better improvement in both English reading comprehension and social responsibility. In case

that the positive correlation between them is identified in the research, the strong dual promotion could be strongly focused on in the classroom. That would be an asset for students as well as the educational field.

5.8 Researcher's Reflections

This research as a part of my Master Degree requirement has involved my high engagement and motivation from the beginning until the completion. It could be advantageous to raise the reflections on grounds of my observations and my experiences gained during the entire research process. The reflective views were discussed through my perspective of the English language teacher as a designer and as a researcher. The reflection mainly encompasses some challenges and notices of applying Backward Design framework and citizenship theme in English reading instruction, and also some useful remarks for research development.

To begin with, Backward Design framework provided flexibility in designing effective instruction plan whereas some concerns were found. The framework allowed teacher-designers to generate instruction plans with many expected outcomes, starting from identifying desired results stage. This goal-driven instructional framework ensured the effectiveness of the instructional plan when the three-stage process demanded the designer to determine assessments according to the desired results, then to plan suitable learning experiences according to the assessments.

However, a point to be concerned was retaining all those multi-desired results and equilibrate them from the start till the final stage. The designers should recheck back and forth in all stages of planning. So, it could be considered time-consuming.

In addition, one questionable sign about the impact of the reading instruction using BD&CT was the limited improvement of lower English-proficient learners. Though the study suggested that the students in overall picture improved their English reading comprehension, I noticed that some students with limited linguistics competence might feel unconfident, even frustrated when the instruction let the students make meaning or try to reach the understanding by themselves. Particularly, they could not make great improvement in some reading skills which required complex English competence. The explanation for this issue could be reflected from the reading comprehension mean scores in the aspect of ‘personal response’, which was probably considered the most difficult for the students. It required the students to understand the conditional rule in the situation where they needed to think and react in someone’s place based on the reading passage. They needed to rely on linguistic knowledge to start making meaning, otherwise they would not be able to understand and answer the question at all. Looking into students’ answers of all total 3 items, 24 students got the correct answer. Interestingly, the most of the students who correctly answered all 3 questions were in high-achiever group – they had the high and even highest scores in both pre-test or posttest, and in either pre-test or posttest. That was to say they had had certain

level of English linguistic competence. Therefore, it was probable that some learners were left behind. In order to avoid this issue, putting students in pair or group work where peers could help each other could be helpful. Also, the teacher should observe and support their learning wherever there is a need.

In brief, by employing Backward Design framework for many expected outcomes, the validity of the instructional planning should be examined and the management to include the students who have limited linguistics competence in learning should be taken into account.

Regarding using citizenship theme in English reading instruction, some challenges and recommendations are discussed in the following part.

Firstly, the teacher needed to have a strong interest in the issues involving citizenship. It was true that text selection was time-consuming. It seemed evident to me that the teachers could feel demotivated to spend long time to search for appropriate reading text to match with students' level of proficiency while keeping the objectives in terms of reading skills and the content under citizenship theme on which social responsibility relied on. If they enjoyed the interesting knowledge or notions implied in the real cases in society that they found, they could continue searching for more and profound information for the best choices of reading text selection.

Furthermore, finding accuracy and appropriateness of the reading content was challenging. It was not facile for a language teacher to search for the reading text and then to make decision on selection. Following to my experience, although we only trusted the reliable sources for reading text, we still tended to confront the hesitation. That could be because different sources have their ways to organize the content, also different sources tended to use the content related to their own local context for both authentic or pedagogical materials. For example, if the sources were written in and for Canada, the content could be what was happening in Canada and what responsible citizens of Canada could do under their law. However, the core notions were shared. The reading sources about citizenship were based on democratic principles. The reading materials were needed to be adapted. As designers, the teachers had to consider which parts should be cut off, which parts should be kept, and which parts should be adjusted to suit Thai context. Definitely, the consideration was on the ground of the imposed scope of content where local and wider exposures were expected. In this respect, the advice from the experts in civics played an important role to find the best appropriateness and reassurance of the subject matter. Thus, adapting reading materials with accuracy and the reasonable combination of different sources were needed. For that, helping hands from the teacher of the civics or citizenship subject matter were needed.

Another challenge concerns the needs for keeping up-to-dated. It is important to point out that the teacher-designer should follow news and current social issues to make connection to real world. It is the fact that the issues around citizenship are dynamic. Similarly, the language shares this trait since it is the medium through which people deliver their feeling and thoughts about those social controversy. They could feel related. Spontaneously, students have witnessed or heard about the issues. That could be the reason why up-to-dated reading content help foster students' interest and motivation. It also serves as students' background knowledge of the world to facilitate their English reading comprehension. At the same time, the awareness about their responsibilities towards the society could be strengthen. The above contemplation was reflected from the researchers as well as the students' statements in the opinion questionnaire. For instance, they found the reading instruction was the most interesting in the aspect of the content that was current, up-to dated, related to the matter around themselves. Consequently, they thought that the instruction supported them to better read and recognize English language.

Another aspect deals with the reflection on conducting research. One remark could be the communication between the researcher and the experts of different fields. Since the study involved the instruction across areas, the stage of the verifying instructional and research instruments required the experts in different areas; English language teaching, in English teaching and citizenship education and in citizenship

education. The points of view of each expert had to be clearly determined with the consultation of the advisor. In other words, the perspectives on which the particular expert was standing had to be assured. We also had to ensure that the experts were on the same page.

Another big challenge was literature review as well as studying the nature of another subject area teaching. This study had many variables to study profoundly. Especially, searching for and studying the citizenship curricula, social responsibility concepts and framework, and other relevant documents took the great effort in order to gather and synthesize the information. Then, the reviews of literature were summarized and prepared for the experts. In the stage of constructing subthemes of citizenship and its scope of content, the researcher needed to understand them, to digest the information and take part in the discussion with the experts of civics. After that, the researcher had to develop the instructional instruments accordingly. Thus, studying the literatures across areas was quite demanding.

Last but not least, the empirical studies or documents relevant to using citizenship theme in English reading instruction were rare. Searching for the evidence and reference to support this present study was not easy. The information derived from English and Thai sources was combined. In addition, it had come to my realization that, though the research was in TEFL field, studying the reading content and vocabulary about citizenship both in English and Thai was needed. Not only to

gain teachers' confidence in content, but also to get prepared for real implementation in class, where Thai language and terms could be used to reconfirm students 'understanding.

To conclude, despite the benefits of the instruction proposed in this study, in the perspective of a teacher as a designer, some noticeable challenges were to ensure the multi desired results and to manage to take care of the students with limited English linguistic competence. About using citizenship theme, the big challenge was searching and selecting accurate and appropriate content. Apart from help from the experts in the field of civic education, the strong interest in the citizenship and current social issues of the teacher or researcher was needed in order to preserve motivation to work on it. With that in mind, this research could not be completed without the efforts of the researcher and supports of the advisors and the experts within the TEFL field and across subject area.

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5.9 Chapter Summary

To investigate the effects of reading instruction using Backward Design framework and citizenship theme, the findings of this present study suggested that the instruction was effective to enhance English Reading comprehension and social responsibility of the tenth grade Thai EFL students. Also, students had positive opinions toward it. From the discussion, the instruction was beneficial for teaching

and learning due to the strength of the Backward Design framework and meaningful content under citizenship theme. This instruction motivated and engaged students to the learning while enabling them connecting the lessons with real life. It also ensured that the students achieved the desired results because the reading instruction supported students to improve English knowledge and reading skills as well as the sense of responsibility to the community. In order to apply the ideas from this research in real practice, teachers could follow guideline of this reading instruction and the suggestions notified in the pedagogical implication section. The ideas for further research were mentioned mainly about the field relevant to reading or literacy skills. Lastly, the reflective views based on the experience and observation of the researcher, as a teacher as an instructional designer and as a researcher, indicated challenging as well as interesting remarks for employing instruction using BD&CT and for conducting the research. Hopefully, this present study could provide some insights and new ideas for reading instruction that could be an asset to the field of TEFL.



APPENDICES

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Appendix A Needs survey questionnaire

Needs Survey Questionnaire

Direction: If you will read the text concerning citizenship in English lesson, what are the theme you are interested in? In each category, please mark “√” on the theme that you are interested in the most.

<u>Aspects</u>	<u>Themes</u>
Respect for difference and diversity (การเคารพความแตกต่างและความหลากหลาย)	<input type="checkbox"/> Diverse physical appearance (ด้านลักษณะทางกายภาพ รูปร่าง ส่วนสูง ผิว ความสวย)
	<input type="checkbox"/> Friends from different cultures (เพื่อนจากต่างวัฒนธรรม)
	<input type="checkbox"/> Age difference (ความแตกต่างด้านวัย อายุ Generation)
Social Justice (ความเป็นธรรมทางสังคม)	<input type="checkbox"/> Bullying at teenage (การกลั่นแกล้ง รังแก ล้อเลียน ในวัยรุ่น)
	<input type="checkbox"/> Stereotype (การเหมารวม)
	<input type="checkbox"/> Gender inequality (ความไม่เท่าเทียมทางเพศ /เพศสภาพ)
Engagement in well-being of community (การมีส่วนร่วมเกี่ยวกับชีวิตความเป็นอยู่ที่ดีในสังคมหรือชุมชน)	<input type="checkbox"/> Giving a hand (การมีส่วนร่วมในการช่วยเหลือผู้อื่น สนับสนุนกิจกรรมของส่วนรวม)
	<input type="checkbox"/> Saving Environment (การรักษา /อนุรักษ์ สิ่งแวดล้อม)
	<input type="checkbox"/> Building healthy neighborhood (การสร้างความสัมพันธ์ที่ดีในการอยู่ร่วมกันระหว่างเพื่อนบ้าน หรือคนในชุมชน)

Additional comments regarding citizenship theme

.....

.....

Thank you for your time and cooperation.

Appendix B Samples of completed unit and lesson plan, and materials

UNIT PLAN

Unit2: Stop Bullying

(4 periods: 200 minutes)

Lesson 2A: Understanding Bullying

Lesson 2B: Dealing with Bullying

In this unit plan, the first part illustrates overview plan of the whole unit of reading instruction where Backward Design framework and citizenship theme is applied. The unit is divided into lesson A and B, lesson plan for each lesson is presented after unit plan.

Stage 1 – Desired Results

1.1) Established Goals (G): Students will be able to appropriately demonstrate their understanding about bullying, indicate their roles and the ways to help stop bullying after reading for comprehension.

1.2) Enduring Understandings (U): Bullying is aggressive behaviors that happen in school students. Bullying can be verbal, physical or social forms. It involves imbalance power among kids or disrespect for differences. Both those who are bullied or bully others may have lasting problems. Students are not to do it, also they can help stop the bullies.

1.3) Essential Questions (Q):

- What is bullying and in what forms it can happen? How is the situation of bullying? What can be the suitable cases and effects of bullying? As young citizens, what they might do to help stop bullying?

-What are key vocabulary and language knowledge about bullying?

-What are reading techniques or skills that should be used for comprehending English reading text under the theme of stop bullying?

1.4) Important to know (K):

-Language: Vocabulary concerning bullying (people, actions, tone and mood.)

Conditional type 2.

-Content: Information about bullying attitude toward it, its effects. Sample cases relevant to teenagers, ways to deal with bullying and ways to encourage people to help stop it.

1.5) Important to do (S):

1.5.1 Reading Comprehension

- (1) Literal comprehension (find or locate particular information of the text)
- (2) Reinterpretation or reorganization (Indicate the types / summarize reading)
- (3) Inference (make inference or conclude the ideas)
- (4) Evaluation (justify purpose of the writer)
- (5) Personal Response (express opinion or feeling towards what has been read)
- (6) How writer says what they mean (tone of text of the writers)

1.5.2 Social Responsibility

(Aspect 2) Solving problems in peaceful ways (managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views, using effective problem-solving steps and strategies).

Stage 2 – Assessment

2.1) Performance Task (T): A brochure for the campaign ‘*Stop Bullying*’.

-Creating a brochure for the campaign ‘*Stop Bullying*’ for your school. In group of 4, you are responsible for creating the said brochure to give information about bullying, persuade people to deal with bullying appropriately. Put slogan and use information and language learnt from class. Design, draw graphics or pictures

- Criteria: Scoring Rubric (See Appendix C)

2.2) Other evidence: Self-Survey, Chart/ Graphic organizer, Questions, Cloze, Stimulation, Role taking, discussion.

Stage 3 – Learning Plan and Instruction

The unit cover 4 periods (200 minutes). The unit is divided into 2 lessons, which are Lesson A: ‘*Understanding Bullying*’ and Lesson B: ‘*Dealing with bullying*’. In two lessons, students will experience reading comprehension in all 6 aspects through the content and learning under the theme of ‘stop bullying’. The overview of planning is shown in the following table.

Lesson	Instruction Steps (WHERE TO)	Learning activities
<p>Lesson 2A: <i>Understanding Bullying</i></p> <p>Information about bullying, its effects. Teenage Blog. Sample cases relevant to teenagers</p>	<ol style="list-style-type: none"> 1. Lead in and Setting purpose (W, H) 2. Activating background knowledge (H, E) 3. Vocabulary Building (E) 4. Reading for literal comprehension (E, R) find particular information 5. Reading for reinterpretation and reorganization (E, R): indicate the types / summarize passage 6. Reading for inference (E, R): make inference or conclude the ideas) 7. Wrap up (E) 	<p><i>Lesson A: Period 1-2 (100 minutes)</i></p> <ol style="list-style-type: none"> 1. Complete self-survey 2. Watch a short video of bullying situation 3. Follow slides of cue, complete cloze. 4. Skim identify main idea and scan the passage to find information to fill the chart. 5. Read the cases of bullying, determine the types and effect of bullying. Then, summarize the cases. 6. Make inference to answer true or false based on the learnt cases. 7. Review self-survey and answer the questions.
<p>Lesson 2B: <i>Dealing with bullying'</i></p> <p>A story of bullying at school. Ways to deal with bullying. Extract encouraging to deal with bullying.</p>	<ol style="list-style-type: none"> 1. Lead in and Setting purpose (W, H) 2. Vocabulary Building (E) 3. Reading for personal response (E, R): express opinion or feeling towards what is read. 4. Reading for evaluation (E, R): justify purpose of the writer 5. Reading for how writers say what they mean (E): identify tone or language use of the writers 6. Working on Task (R, T). 7. Reflection and Wrap up. (E) 	<p><i>Lesson B: Period 3-4 (100 minutes)</i></p> <ol style="list-style-type: none"> 1. Complete self-survey 2. Scan the transcript of the digital story telling of guideline to cope with bullying. Watch the clip, then choose the meaning of underlined phrases. 3. Read the story of bullying at school and answer the questions. In group, students are given roles randomly and think and share what they would do if they were given characters in the story. 4. Justify purpose and language use of the writer from the extracts of media by choosing best answer. 5. Students work on performance task. evaluate the work using scoring rubric. 6. Answer the questions

LESSON PLAN

LESSON 2A: UNDERSTANDING BULLYING

Sub lesson of the unit 'Stop Bullying'

Duration: 100 minutes (2 Periods)

1. Description

In this lesson, students will read and comprehend English reading text under the theme 'Understanding bullying' that deals with the content of basic knowledge and information about bullying such as what it is, how it happens, also its effects. To learn the content, students will be required to read in three levels of comprehension; 1) reading for literal comprehension, 2) reinterpretation and reorganization, and 3) inference in the individual and pair activities. Also, the steps of instruction based on WHERETO elements are applied for effective learning. Students will use learning experience and information from this lesson for learning lesson B, then they will demonstrate their understanding on the performance task 'Create a Brochure' in group, at the end of the unit.

2. Learning Outcomes

2.1. Students will be able to recall past knowledge and see that they are to learn about bullying by doing self-survey.

2.2. Students will be able to complete the sentence with correct vocabulary about bullying from the cues.

2.3. Students will be able to find information about meaning and types of bullying to fill the chart appropriately.

2.4 Students will be able to answer comprehension questions about meaning and types of bullying correctly.

2.5 Students will be able to determine the types and effects of bullying from 3 cases of bullying experience in teenage, then summarize the cases appropriately.

2.6. Students will be able to make inference to answer true or false correctly based on the bullying cases they have read.

2.7. Students will be able to tell what they have learnt from reading about bullying.



3. Materials



1. Handout and Worksheet
2. Power Point Slides
3. A video clip of bullying scene in teenagers.
4. A sample of brochure
5. A worksheet of performance task and scoring rubric

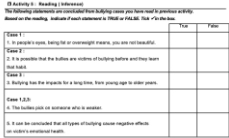
The materials were adapted from the following sources

Reading Activity	Sources
- Leading in activity and vocabulary building	“Be Someone’s Hero” , by Centers for Disease Control and Prevention (CDC) Retrieved from https://youtu.be/64LNwrd0fHg .
-Activity 1: Self-Survey: Beliefs about bullying	British Council: Teaching Secondary: www.teachingenglish.org.uk
-Activity2 Vocabulary building	Oxford Learners Dictionaries: https://www.oxfordlearnersdictionaries.com/ - Merriam Webster Learner’s dictionary: http://learnersdictionary.com/
-Activity 3 Literal comprehension	British Council: Teaching Secondary, www.teachingenglish.org.uk
- Activity 5:	“Real Teens Speaker Out” www.pacerteensagaibullying.org “People sharing high-school bullying” “ www.ranker.com .”

4. Teaching Procedures

<u>Teachers</u>	<u>Students</u>	<u>Materials</u>
<p><i>Period 1 (50 mins)</i></p> <ul style="list-style-type: none"> - Teacher greets students <p><u>1. Lead in and Setting purpose (What, Where, Hook) (5 minutes)</u></p> <ul style="list-style-type: none"> - Teacher asks: <i>Have you ever seen someone hurts or make fun of others at school? Let's watch the story. What happens?</i> - Teacher presents a short VDO of bullying in a teenager. Discuss <i>what the situation is called?</i> Lead the class to come to the answer 'Bullying'. - Teacher explains what students will learn. <i>"This unit we're going to read and learn about Bullying. In the first lesson, we need to understand what bullying behaviors are, the way of thinking about it, the effects. The second lessons are about the roles and what we can do to stop bullying"</i> 	<ul style="list-style-type: none"> - Students greet teacher and get ready to start the lesson. - Students react with the teacher and watch the VDO. They share their answers with pair, then with the whole class. -Students notes what they are going to learn or read in this unit. 	<p>Video clip, Slide</p> 
<p><u>2. Activating background knowledge (Hook, Equip) (5 minutes)</u></p> <ul style="list-style-type: none"> - Teacher guides students to do self-survey. Tell the students to reflect if they agree or disagree with the statement to see your past information and thinking about bullying and that they don't worry if it is correct or not. They will rethink about it again at the end of lesson. 	<ul style="list-style-type: none"> - Students reflect if they agree or disagree with the statement about bullying based on their own past information and thought. -Then students share their ideas with their partner. 	<p><input type="checkbox"/> Worksheet: <u>Activity 1/ What do you think?</u></p> 

<u>Teachers</u>	<u>Students</u>	<u>Materials</u>
<p><u>3. Vocabulary Building (Equip)</u> (10 minutes)</p> <ul style="list-style-type: none"> - There are 2 parts of vocabulary building. In the first part, referring back to the VDO, teacher shows the slides of pictures of characters to give a hint about people involving in bullying. Next part, teacher shows slides of cue for students to guess the meaning of vocabulary. - Teacher explains the answer. and how vocabulary is used in the context. 	<ul style="list-style-type: none"> - Students follow teacher's slides for the hint or cue to understand vocabulary. Working on worksheet, they guess the meaning and select correct vocabulary provided to complete the sentences. - Students check their understanding of vocabulary and ask if they have questions. 	<p>☐ Worksheet: Activity 2, VDO clip, slides of vocabulary cue.</p> 
<p><u>4. Reading: Literal Comprehension (Explore, Experience, Rethink, Revise)</u> (25 minutes)</p> <ul style="list-style-type: none"> - Teacher tells students to work in pair, guides them worksheet, explains that the they will read short passage. While reading, they need to scan the passage to find particular information to fill the chart appropriately. The chart leaves gaps for students to fill with key words and ideas. -After that, teacher has student quickly read the question. -Teacher explains that they need to read the passage again by using skimming to identify main idea and to answer the comprehension questions. - Teacher shows student the slide of answer keys. Discuss if anyone has got different answers. 	<ul style="list-style-type: none"> - Students work in pair reading the passages. While reading, find information to fill the chart appropriately. Then, they read passage again aiming at answer comprehension questions, main ideas. They rethink and discuss with the partner why they choose those answers. - The pair randomly shares the answer with the class, discuss and clarify comprehension together. 	<p>☐ Worksheet: Activity 3/ Reading (Sample)</p> 

Teachers	Students	Materials																		
<p><u>6. Making Inference (Rethink and Revise) (15 minutes)</u></p> <ul style="list-style-type: none"> - Teacher distributes worksheet to all students, explains that it requires making inference based on from three cases in previous reading, then ask students read the statements and tell if each statement is true or false. - The whole class discusses why the statement is true or false. 	<ul style="list-style-type: none"> - Students read the statements. To answer true or false, they go back to case 1-3 in previous reading, comprehend implied message, and generalize ideas. They consult each other in group. -Students check their understanding, while giving reasons for their answers. 	<p><input type="checkbox"/> Worksheet: Activity 5, Slide (Sample)</p>  <p><small>Activity 5: Reading Inference The following statements are based on the text. Read the text and decide if they are true or false. Mark 'T' for true and 'F' for false.</small></p> <table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Case 1 In each case, being fit or overweight means you are fit/healthy.</td> <td></td> <td></td> </tr> <tr> <td>Case 2 It is possible that the bulbs are evidence of having babies and they have had babies.</td> <td></td> <td></td> </tr> <tr> <td>Case 3 I. Reading has the rewards for a long time, but young age is older years.</td> <td></td> <td></td> </tr> <tr> <td>Case 4 (2x) The teacher will be surprised with the answer.</td> <td></td> <td></td> </tr> <tr> <td>It can be concluded that all types of playing cause negative effects on children's academic results.</td> <td></td> <td></td> </tr> </tbody> </table>		True	False	Case 1 In each case, being fit or overweight means you are fit/healthy.			Case 2 It is possible that the bulbs are evidence of having babies and they have had babies.			Case 3 I. Reading has the rewards for a long time, but young age is older years.			Case 4 (2x) The teacher will be surprised with the answer.			It can be concluded that all types of playing cause negative effects on children's academic results.		
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<p><u>7. Reflect and Wrap up (5 minutes)</u></p> <ul style="list-style-type: none"> -Teacher asks students the statement in self-survey that they did in the beginning, asking more questions; <i>Have your answer for self-survey changed? What have you learned from this unit?'</i> 	<ul style="list-style-type: none"> - Students do the self-survey. Some have different answer from the beginning of the class. - Students think and share the answers with their peers. 	<p><input type="checkbox"/> Worksheet: Activity 6, Slide</p>																		

LESSON PLAN

LESSON 2B: DEALING WITH BULLYING

Sub lesson of the unit 'Stop Bullying'

Duration: 100 minutes (2 Periods)

1. Description

In this lesson, students will read and comprehend English reading text under the theme 'dealing with bullying' that enable students to tell what ways they would possibly do if they were the target or bystanders, also what they can do to help stop bullying. In learn the concepts, students will be required to read in three levels of comprehension; 1) reading for evaluation, 2) personal response, and 3) how writers say what they mean. Moreover, the steps of instruction based on WHERETO elements are applied for effective learning. Students will use learnt lesson A linking to facilitate their learning in lesson B. The students then will demonstrate their understanding on the performance task 'Create a Brochure' in group, at the end of the unit.

2. Learning Outcomes

2.1. Students will be able to recall past knowledge and see that they are to learn about bullying by doing self-survey.

2.2. Students will be able to choose the closest meaning of the words or phrases about actions of handling bullying correctly.

2.3. Students will be able to tell how they would respond if they were a character in the story of bullying at school they have read appropriately.

2.4 Students will be able to justify purpose of the writer and language use in the extracts about bullying by choosing best answers.

2.5 Students will be able to create a brochure for a campaign, 'Stop Bullying' and evaluate their work appropriately.

2.6. Students will be able to answer questions about what they have learnt from reading about bullying.



3. Materials


Handout and Worksheet, Power Point Slides, a video clip of bullying scene in teenagers. a clip of digital telling story 'Bullying is never ok', a sample of brochure, paper, a worksheet of performance task and scoring rubric.


The materials were adapted or derived from the following sources.

Reading Activity	Sources
Activity 2: Vocabulary building	-Transcript: and Clip Video Digital Story “Bullying is never ok” From Bullying, No Way! Australia website https://bullyingnoway.gov.au/Resources/ -Definition: - Merriam Webster Learner’s dictionary: http://learnersdictionary.com/
Activity 3: Read and give Personal Response	“Chloe story”: All Wales School Liaison Core Program: https://schoolbeat.cymru/
Activity 4: Evaluation	“Bullying in School” THE WHOLE PICTURE: THE NATION WEEKENDS, Saturday, Sunday November 3-4, 2018 https://www.nationthailand.com/national/30357767 “StopBullying.Gov” Twitter Account: October 2019.

4. Teaching Procedures

Teachers	Students	Materials
<p>Period 1 (50 minutes)</p> <p>- Teacher greets students</p> <p><u>1. Leading in and Setting purpose</u> (What, Where, Hook) (2 minutes)</p> <p>- Teacher asks students if they know how serious the situation of bullying in Thai school has been, at what rank of the world we are in, then show the extract of newspaper telling information about it.</p> <p>-Then, ask if they have ever done something trying to stop bullying, and we are going to look into what we can do.</p>	<p>- Students greet teacher and get ready to start the lesson.</p> <p>- Students react with the teacher, guess the answer, then look at the newspaper on slide and they recognize that the situation has been serious issues.</p> <p>-Students notes what they are going to learn or read in this unit.</p>	<p><input type="checkbox"/> Slides</p>  <p>(Extract of newspaper)</p> 
<p><u>2. Activating background knowledge</u> (Hook, Equip) (3 minutes)</p> <p>- Teacher guides students to do self-survey. Tell the students to reflect if they agree or disagree with the statement to see their past information and experiences.</p>	<p>- Students reflect if they agree or disagree with the statement about dealing with bullying based on their past experience.</p>	<p><input type="checkbox"/> Worksheet: Activity 1/ What do you think?</p>
<p><u>3. Vocabulary Building (Equip)</u> (10 minutes)</p> <p>- Teacher has students read the transcript of the digital story telling quickly, tell them to focus on the underlined words and guess the meaning from the context. Then, open the short clip of story which helps them recognize the meaning.</p>	<p>- Students read the transcript quickly, guess the meaning of the underline words, watch the clip for the cue and make meaning of the words.</p>	<p><input type="checkbox"/> Worksheet: Activity 2/ Vocabulary Building, Video Clip- Digital telling story 'Bullying is never ok.' (01.40 minutes) (Example)</p>

<u>Teachers</u>	<u>Students</u>	<u>Materials</u>
<p>- Teacher guides students to do exercise of vocabulary and explains the answer and how vocabulary is used in the context of dealing with bullying according to different situations; in case of being bullied, being bystander, happening online, and needs for adults' hands.</p>	<p>- Students choose the correct meaning for the words in the left column. from the right column. -Students check their understanding when teacher explains and ask if they have questions.</p>	
<p><u>4. Reading for personal response</u> (Explore, Experience, Rethink, Revise) (25 minutes)</p> <p>- Teacher put students in group of 3, guide them with questions to answer what happens and characters who plays what role in the bullying. (Activity 3A, B)</p> <p>- Teacher clarifies the answers the questions of the story with the class.</p> <p>-Teacher asks members of each group randomly pick letter A, B, C. Then, write the names of 3 main characters on the board, randomly assign those names with A, B, C.</p> <p>- Teacher explains what to do: <i>“if you were a character, how would you feel after the bullying happened and what would you do. You can use information from previous reading about feeling, and actions to help. Then, share your response with the group.”</i> Teacher also activates grammar knowledge about conditional to express an imaginary situation.</p>	<p>-Students get to their group. They read the story while finding the answer to complete worksheet.</p> <p>-They check their understanding following to teacher's guide.</p> <p>-Each student in the group know the letter A, B, C. Then, they know which character they get following to the teacher's guide.</p> <p>- Each member works on their own. They imagine if they were in that place, how they would feel and do to solve the problem.</p> <p>-Students recognized the structure to express their feeling and ideas using conditional.</p>	<p><input type="checkbox"/> Worksheet: Activity 3/ Read and Giving Personal Response</p> <p>- Useful language box is provided on students' worksheet. (Sample)</p>

Teachers	Students	Materials
<p>- Teacher asks volunteer from each group to share their answer of those 3 roles. Teacher leads the discussion based on positive strategies for positive results, based on safety and respect for others.</p>	<p>-Students share their opinions of how they would feel or do with the class.</p> <p>- Students follow the discussion speaking out their reasons.</p>	
<p><u>5. Reading for evaluation and how writers say what they mean (Explore, Experience, Rethink, Revise)</u></p> <p><i>(10 minutes)</i></p> <p>- Teacher open slide of purpose of writer and the tone or language use in the text, has student review their background knowledge about it.</p> <p>- Teacher tells students to read the extract of the media on worksheet also guides reading by asking “<i>where do you think the extract comes from?</i>” See the language use, how does it make you feel?</p> <p>-Teacher has students answer comprehension questions, then explains more how to justify the answer, e.g. this extract can be found in online newspaper or social media, they want to convince people feel encouraged to do something</p>	<p>- Students follow the slides and recall knowledge about purposes of writer and tone or language use the writer use.</p> <p>- They read the extract, work on their worksheet, choosing the best answer among multiple choices. They might consult their peers.</p> <p>- They clarify their understanding altogether with teacher, and ask if they have questions.</p>	<p>☐ Worksheet: Activity 4/ Slides.</p> 
<p><i>Period 2 (50 minutes)</i></p> <p><u>6. Working on a performance task</u></p> <p>(Rethink, Revise, Tailored)</p> <p><i>(40 minutes)</i></p>		<p>☐ Activity 5/ Worksheet: Performance task, scoring rubric</p>

<u>Teachers</u>	<u>Students</u>	<u>Materials</u>
<p>- Teacher put students in a group of 3-4 and distributes worksheet with scoring rubric and blank A4 paper</p> <p>- Teacher explains about the directions-creating a brochure for the campaign ‘Stop Bullying’ for school, requirements such as needs to give brief information learnt from class about bullying, how to deal with it appropriately, create slogan seeing information and language use from the lesson as a guideline.</p> <p>-Teacher explains about scoring rubric, the criterion that students should create a brochure that meet excellent level in the aspect of language, content, purpose and design. Then, show some examples of the brochure.</p>	<p>- Students study what they need to do, also the scoring rubric and see the example for their ideas.</p> <p>- Students work on the task. They plan in group how their brochure will look like, start going back to previous reading to list important information they have read in the unit. They create slogan for their campaign.</p> <p>- After they finish the work, assess the work using scoring rubric following teacher’s guide.</p>	
<p><u>7. Reflection and Wrap up. (E)</u> (5 minutes)</p> <p>-Teacher asks students the statement in self-survey that they did in the beginning, asking more. <i>‘Have your answer for self-survey changed?’</i></p> <p><i>Teacher asks “what have you learned from this unit?”</i></p> <p>- Finally, ask students to write in Thai or English to think what they did best while reading today and why they think so.</p>	<p>- Students do the self-survey. Some have different answer from the beginning of the class.</p> <p>- Students think and reflect to write down the answer on the worksheet.</p>	<p><input type="checkbox"/> Activity 6/ Worksheet, Slide</p>

UNIT 2 : STOP BULLYING

Lesson 2A: Understanding Bullying



Activity 1: Self- Survey

What do you think about the statements below? Write "Yes" for agree, "NO" for disagree.

- _____ 1. Spreading rumors or telling false story about someone can be bullying.
- _____ 2. Forwarding message or pictures that make someone upset is bullying.
- _____ 3. A fight between friends is always bullying.
- _____ 4. Calling name ' a loser' to tease someone is bullying.
- _____ 5. Bullying is a normal part of growing up.

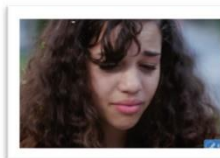
Activity 2: Vocabulary building



From a video. What happens in the video?

**A: What are three roles within the scene of bullying?
Fill the gap with the given words.**

a bully (bullies) a victim(s) a bystander(s) a target(s)



1. The person who is bullied.

2. People who bully someone else.

3. A person who witnesses or knows about bullying.

a _____.

_____.

_____.

B: Complete the sentences with given words. Use correct form of verbs.

Nouns	<i>reputation</i>	: the way people think, or opinion that people have about you.
	<i>behavior</i>	: a way a person act or behave
Verbs (base form)	<i>threaten</i>	: to say something to harm someone, sometimes to get what you want
	<i>embarrass</i>	: to cause someone to feel uncomfortable or ashamed
	<i>insult</i>	: to do or say somethings without respect for someone.
	<i>pick on</i>	: to choose a person to bully
	<i>spread rumors</i>	: to tell false stories about someone to other people.

1. She shouted at her friends angrily. Her _____ towards them was aggressive.
2. The robbers _____ him that they will hurt him if he doesn't give them all money.
3. She felt they _____ her because they treated her as if she knew nothing.
4. Once you start to _____, it may be impossible to take it back.
5. Those students often _____ a weaker person to tease.
6. You must not _____ him in front of his friends.
7. Our school has an excellent _____ for English program.

Activity 3: Reading

Read the passage about bullying below. While reading, find information from complete the chart.

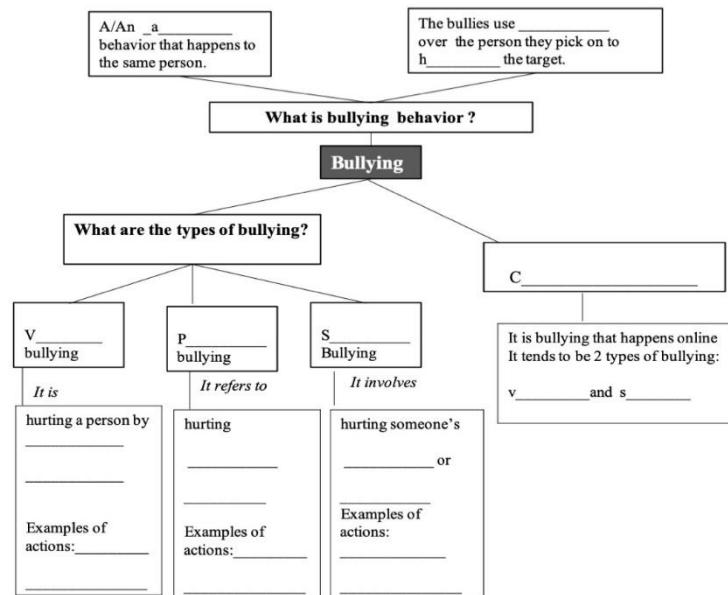
Bullying

Bullying is an aggressive behavior. It is when someone or a group of people uses 'power' they have over you and try to upset or hurt you. The bullies pick on the same person again and again. It can be about the appearance, ability, culture or places you are from. Bullying can happen anywhere, in or out of school.

There are three types of bullying behaviors. Verbal bullying refers to saying or writing mean things about. The bullies call people ugly name, tease or threaten their victims. Another is physical bullying. It refers to hurting a person's body. They hit, push, kick or sometimes break someone's belonging. The third type is social bullying. It involves hurting someone's relationships or reputation; for examples, spreading rumors, embarrassing someone in public, or leaving someone out of group. If bullying happens online, it is called cyberbullying. The bullies use social media to write nasty messages, insult someone on Twitter, make rude comments on the Instagram, or forward inappropriate photos of someone to others.

Adapted from What is bullying ! www.stopbullying.gov, November, 2019

3.1 Use words or information from the passage to fill the chart appropriately.



3.2 Identify main idea. From what you have read, choose between a or b to answer the question.

- | | |
|--|---|
| <p>1) Which one best describe what bullying behavior is ?</p> <p>a. Bullying is an aggressive behavior that happens when someone use more power to hurt another person and it happens to the same person again and again.</p> <p>b. Bullying is an aggressive behavior that happens when you have a fight with friend who has more power or stronger than you one time.</p> | <p>2) Which one best tells about the types of bullying ?</p> <p>a. Bullying mainly happens in three forms, which are verbal, physical and social bullying.</p> <p>b. The bullies bully in different ways, which are kicking, pushing and write nasty thing about others.</p> |
|--|---|

Activity 4 : Reading (Reinterpretation/Reorganization)

Read and tick ✓ in for the kind(s) of bullying of the cases. Underline the parts of effect of bullying.

CASE 1 > A teenage girl

People have bullied me because I am fat. So, I have done a weight loss program to help lose weight and it worked. Starting out at a 3XL and now an XL, I felt great up until last week when I posted a self-loving weight loss post. I am fat-shamed on Facebook. Comments of other users were hurtful and I felt embarrassed. They told me “who lied to you and told you that you are beautiful?” I struggle to leave the house. I struggle to talk to people... I am a person...I have feelings...😞

1. Types of bullying

Verbal bullying School bullying

Physical bullying Home bullying

Social bullying Cyber bullying

2. Bullying was about

Look / Appearance Ability

Being an outcast Younger Age

3. Effects of bullying (on Feeling/ Life) :
Underline the parts that tell effects.

(Adapted from www.pacerteensagaibullying.org)

CASE 1: Summarize bullying experience in 2-4 sentences. (An example) : A teenage girl experienced verbal bullying and cyberbullying. The bully commented badly about her appearance of being overweight. As a result, she felt embarrassed and ended up struggling to go outside or talk to people.

Checklist:

◆ **Required information checklist**

1. The bully and victim (Who?) 3. Was bullying about ? Some important details (place, act of the bully)

2. Type of bullying. 4. The result/ effects of being bullied.

◆ **Summary checklist**

1. Express accurately the main idea with supporting ideas as necessary 3. Organize the ideas well.

2. Tend to use your own words. 4. Language use is clear.

Use this useful language to help you write the summary.

1. - Who?/Subject	experienced	(Types of bullying).
2. – Who? /Subject	was bullied because of /about	(Bullying was about),
- The Bullying /It	was about	(details, e.g, by whom / at.....)
3. (Effects)	-verb past tense +.....	
-As a result, subject	-felt +	
	- ended up + gerund.....	
- That/ Bullying	- made someone feel/ verb.....	

CASE 2 ➤ A teenager

My real bullies though were my brothers. One of them was an alcoholic and beat me at any time. Another was an older brother who hated me because other older cousins hated him. He didn't just make fun of me, but threatened to kill me often. When my grandma died when I was in the 6th grade, the older brother told me it was good because she was ugly like me. I'm scared of mirrors and of having my picture taken. I'm also quite pessimistic. I am not confident to do anything. I'm scared of people's motives. I am anxious. I can't let go of things that bother me.

(Adapted from www.pacerteensagaibullying.org)

1. Types of bullying

Verbal bullying School bullying
 Physical bullying Home bullying
 Social bullying Cyber bullying

2. Bullying was about

Look / Appearance Ability
 Being an outcast Younger Age

3. Effects of bullying (on Feeling/ Life)
Underline the parts that tell effects.

CASE 2: Summarize bullying experience in 2-4 sentences. _____

CASE 3 ➤ A college student

About halfway through freshman year of high school, I couldn't do well in class or sports. I felt I was left out. I didn't have any friends, so I stayed at the back of the class and quiet most of the time. One day, a girl asked for my number and started talking to me. She acted like she fell in love with me. Later, she led me to stairwell that was used the least and pretended to say sweet words, then she spit on me and her friends came up laughing. They made fun of me more by filming it on their phone. That night I saw the video on Facebook. I felt so embarrassed. Now, years have passed. I feel it is hard to make friends or think of having girlfriend. I have lost my self-confidence.

(Adapted from www.ranker.com)

1. Types of bullying

Verbal bullying School bullying
 Physical bullying Home bullying
 Social bullying Cyber bullying

2. Bullying was about

Look / Appearance Ability
 Being an outcast Younger Age

3. Effects of bullying (on Feeling/ Life)
Underline the parts that tell effects.

CASE 3: Summarize bullying experience in 2-5 sentences. _____

Checklist

◆ Required information checklist	Case2	Case3	◆ Summary checklist	Case2	Case3
1. The bully and victim (Who?)	<input type="checkbox"/>	<input type="checkbox"/>	1. Express accurately the main idea with supporting ideas as necessary	<input type="checkbox"/>	<input type="checkbox"/>
2. Type of bullying.	<input type="checkbox"/>	<input type="checkbox"/>	2. Tend to use your own words.	<input type="checkbox"/>	<input type="checkbox"/>
3. Was bullying about ? Some important details (place, act of the bully)	<input type="checkbox"/>	<input type="checkbox"/>	3. Organize the ideas well.	<input type="checkbox"/>	<input type="checkbox"/>
4. The result/ effects of being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	4. Language use is clear.	<input type="checkbox"/>	<input type="checkbox"/>

□ Activity 5 : Reading (Inference)

The following statements are concluded from bullying cases you have read in previous activity.

Based on the reading, indicate if each statement is TRUE or FALSE. Tick ✓ in the box.

	True	False
Case 1 : 1. In people's eyes, being fat or overweight means, you are not beautiful.		
Case 2 : 2. It is possible that the bullies are victims of bullying before and they learn that habit.		
Case 3 : 3. Bullying has the impacts for a long time, from young age to older years.		
Case 1,2,3: 4. The bullies pick on someone who is weaker.		
5. It can be concluded that all types of bullying cause negative effects on victim's emotional health.		

□ Activity 6 : Reflection and wrap up

Has your view changed ? What do you think about the statement below?

Write 'Yes' for agree, "NO" for disagree.

- _____ 1. Spreading rumors or telling false story about someone can be bullying.
- _____ 2. Forwarding message or pictures that make someone upset is bullying.
- _____ 3. A fight between friends is always bullying.
- _____ 4. Calling name ' a loser' to tease someone is bullying.
- _____ 5. Bullying is a normal part of growing up.

Lesson 2B: Dealing with Bullying



◆ Do you think bullying is a serious problem that we should do something to stop?
What can we do?

□ Activity 1: What do you think?

Do you agree with the statement? Write 'Yes' for agree, "NO" for disagree.

- _____ 1. If you are bullied, you should fight by bullying back.
- _____ 2. It's best to stay friends with bullies so that you are safe.
- _____ 3. Just let it go. One day the bully will get bored and don't bully others anymore.

THE WHOLE PICTURE

BULLYING
IN SCHOOLS

□ Activity 2: Vocabulary Building

Read the transcript.

Guess the meaning of the underlined words/phrases, then choose the closest meaning of them. Watch a digital storytelling (VDO clip) "Bullying is never ok" to discuss the answer.



1. If you are being bullied, you can do as follow; <u>ignore</u> them, tell them to stop and then walk away, <u>pretend</u> you don't care and act confident even if you don't feel it at the time, find somewhere safe, get support from your friends, or talk to an adult who can help you.	3. If you see someone being bullied in person you can support them by <u>walking away with them</u> . If you feel safe to do so, you can <u>stand up</u> for them. If you see someone being bullied online, you could support them by saying something to end the bullying, or leave the conversation. Remember, don't ever join in with bullying or do the same nasty things back to them.
2. If bullying happens online, <u>leave the conversation</u> or chat, block and report the person, protect yourself by using privacy settings on your mobile phone and social media, and keep records of any online bullying, like saving messages or taking screenshots.	4. If the bullying doesn't stop, talk to someone like parents, teachers or other adults who can help you. Keep <u>asking for support</u> until the bullying stop. Bullying is never ok. If you are being bullied, there are things you can do. You can get help and bullying can be stopped.

Based on the above transcript, choose the closest meaning between a and b in the right column.

1. ignore	a. to tell them to stop and then walk away.
	b. to do nothing and not show that you hear or see it.
2. pretend	a. to imagine and act out
	b. to join in with the bullies
3. leave the conversation	a. to check in with someone
	b. to end talking or chatting
4. walk away with (someone)	a. to step in and become involved the situation
	b. to buddy up and get out from there
5. stand up (for)	a. to defend or fight for keeping someone safe
	b. to do something bad back to those who treat you badly.
6. ask for support	a. to get help
	b. to stand up against

□ Activity 3: Read and Giving Personal Response

A: While reading, find out what roles the characters take in the scenario of bullying.

- The target/victim of bullying is _____.
- The bullies are _____.
- The bystanders are _____.

B. Answer the questions precisely.

- **Why do the bullies bully the victim in the story ?** _____
- **How does the victim deal with bullying?** _____

It is break time and Chloe is looking for her money to buy some snacks, Jade walks past and picks up Chloe's bag and just empties it on the floor, saying to Chloe "you'd better pick that up before someone breaks something" and then stands on Chloe's mobile phone, saying "oops – sorry I didn't see that there". Nadine notices that Chloe is upset, and tries to help her pick up her belongings. Jane who is standing by Jade, says to Nadine "Aw! Feeling sorry for teacher's pet, are we? Better mind your manners or you might be sorry". Nadine gets up and leaves.

A group of Chloe and Jades classmates have watched what is going on, but decide not to step in. Mrs. Evans comes across and asks what is going on, Jade and Jane make a show of helping Chloe to put her belongings back in the bag, and asking Chloe if she is OK. Chloe tells Mrs. Evans that everything is fine.

- teacher's pet: a pupil who has won the teacher's special favor.
- to mind: to be careful about something
- to come across : to meet by chance

C. If you were one of the characters in the story, how would you feel and what would you do ?

Characters	If you were....., how would you feel?	If you were....., what would you do?
..... The target/victim of bullying		
..... The bystander who tries to help the victim		
..... The bystander who just watches the bullying.		

*** Useful Language : Conditionals (Type2):** to express an imaginary situation in the present or future.

If past simple, Subject +would, could, might + bare infinitive. *If I bullied someone, I would admit it and apologize him.*

*** Remark:** We can use were instead of was in all persons: *If I were her, I would ask for help from the teacher.*

□ **Activity 4: Evaluation (Writer's Purposes) and How the writers write**

Purpose is the reason the writer writes about the topic.

To inform, the writer provides facts, data, or information about a given topic.

To persuade, the writer is trying to get the reader to agree, to think or take action in a certain way.

To entertain, the writer tries to make readers feel some way by stirring emotion or imagination, such as fun, enjoyment, fear or sympathy.

How the writer writes or say what he/she say.

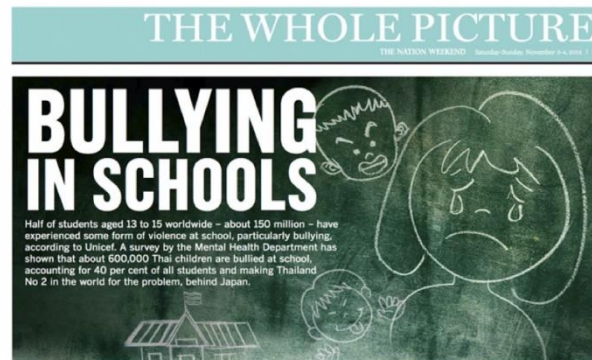
- **Tones of the text:** the reflection of the writer's attitude or feeling toward a given topic. For examples, neutral, humorous, angry, sad, and ironic tone

- **Style of written text:** Narrative, Descriptive, Expositive, Persuasive

- **Language use:** Word choices, Functional Languages

Read the extracts of the publication and answer the questions.

A:



1. What does it mainly talk about?

- The statistic of bullying in school, especially in Thailand.
- Comparing the problem of bullying at school between Thailand and Japan.
- The experiences of Thai students who are bullied in schools at the age of 13 to 15.

2. What tone does the writer use?

- Neutral: The writer states the fact and data about the problem.
- Angry: The writer doesn't agree with the problem.
- Sad: The writer shares sad feeling for the problem.

3. What can be the main purpose of the writer?

- To inform
- To persuade
- To entertain



1. What can be the main purpose of the writer?

- a. To inform the fact or data to readers
- b. To persuade readers to do something.
- c. To entertain readers to feel some ways.

2. How is the writing of the text?

- a. Narrative
- b. Descriptive
- c. Persuasive

3. How does the writer use the language?

- a. Use set of verbs that guide you what to do
- b. Get the readers belief that their reactions to bullying are important.
- c. Explain how you help make the target of bullying feel better.

□ **Activity 5 : Task**

Creating a brochure for the campaign 'Stop Bullying' for your school.

You are to launch a campaign '**STOP Bullying**' in your school, including cyberbullying.

You and your group will create a brochure to make people be aware of bullying, persuade them to deal with bullying appropriately if they are bullied or they witness it.

1. The cover of the brochure show the slogan of your campaign. It should well convince the reader.
2. You need to provide precise information following to guided questions;
 1. What is bullying? How is it against your right(s)?
 2. What are different types of bullying?
 3. Why we have to stop bullying?
 4. What can you do to deal with bullying or to stop it? (In different roles/situations)
3. Use graphic, draw pictures, fonts, and decorate your work. Don't forget that your design should help readers easily understand your message.

□ **Activity 6 : Reflection and wrap up**

A:

What do you think about the statement below?

Write "Yes" for agree, "NO" for disagree.

- _____ 1. If you are bullied, you should fight by bullying back.
- _____ 2. It's best to stay friends with bullies so that you are safe.
- _____ 3. Just let it go. One day the bully will get bored and don't bully others anymore.

◆ What have you learnt from this unit.

B. Based on your ways of learning , complete the sentence below.

◆ What is one of the things I did best for reading English in this unit ? And why do you think so?

Appendix C Scoring rubric

Aspects/ score	Excellent (4)	Good (3)	Fairly Good (2)	Room to improve (1)
Language	<p>1.Comprehension สื่อความเข้าใจ</p> <p>2.Development of topic and ideas หัวข้อเรื่องและใจความ</p> <p>3.Vocabulary choice การใช้คำศัพท์</p>	<p>Language use is comprehensible and logic. It is clear and easy to understand. ภาษาสื่อความเข้าใจชัดเจน ง่ายในการทำความเข้าใจ</p> <p>Expressing clearly topic/main idea and use supporting information appropriately ใช้หัวข้อหรือใจความสำคัญ และให้ข้อมูลสนับสนุนหัวข้อหรือใจความสำคัญไม่ชัดเจนและเหมาะสม</p> <p>Appropriately use a range of vocabulary and well include vocabulary concerning unit theme. สามารถใช้คำศัพท์ และอยู่ในบริบทกับเนื้อเรื่องที่เขียนได้เหมาะสม</p>	<p>Language use is not really comprehensible. It can be understood but not that clear. ภาษาสื่อความได้ แต่ยังไม่ชัดเจนตามต้องการนัก</p> <p>Efforts to reach the clearly topic/ main idea and use supporting information sometimes inappropriately. ใช้หัวข้อหรือใจความสำคัญ และให้ข้อมูลสนับสนุนหัวข้อหรือใจความสำคัญบางครั้งยังไม่เหมาะสมบ้าง ยังพยายามที่จะใช้ข้อมูลให้ชัดเจน</p> <p>Able to use some vocabulary and include some vocabulary concerning unit theme. สามารถใช้คำศัพท์ได้ ในบริบทกับเนื้อเรื่องที่เขียนได้อย่างเหมาะสมพอสมควร</p>	<p>Language use is not comprehensible. It is difficult to understand. ภาษาสื่อความยังไม่เข้าใจ ยกในการทำความเข้าใจ</p> <p>Topic/ Main idea is not clear and supporting information is not that appropriate ใช้หัวข้อหรือใจความสำคัญ ไม่ชัดเจนเหมาะสม ไม่ชัดเจน</p> <p>Not really appropriately use vocabulary and rarely use vocabulary concerning unit theme. ยังไม่สามารถใช้คำศัพท์ในบริบทกับเนื้อเรื่องที่เขียนได้เท่าที่ควร</p> <p>Content is questionable or incomplete. Demonstrate little understanding of information learnt in the unit. เนื้อหาบางส่วนยังไม่ชัดเจนถูกต้องหรือไม่ หรือสมบูรณ์หรือไม่ มีความเข้าใจเนื้อหาข้อมูลที่ยื่นจากอ่านน้อย</p> <p>Many required elements were missing. ชิ้นงานมีเนื้อหาที่กำหนดไม่ครบ มีข้อมูลหลายอย่างขาดไป</p>
Content	<p>4.Accuracy ความถูกต้อง</p> <p>5.Required information ข้อมูลที่กำหนด</p>	<p>Content is accurate. Demonstrate adequate understanding of information learnt from reading text in the unit. เนื้อหาถูกต้อง มีความเข้าใจเนื้อหาข้อมูลที่ยื่นจากการอ่านในบทเรียนได้ดี</p> <p>The work has all required elements with appropriate additional explanation ชิ้นงานมีเนื้อหา ข้อมูลตามที่กำหนด และมีกรอธิบายเพิ่มเติมอย่างเหมาะสม</p>	<p>Some content is questionable. Demonstrate basic understanding of information learnt in the unit. เนื้อหาบางส่วนยังไม่ชัดเจนถูกต้องหรือไม่ ความเข้าใจเนื้อหาข้อมูลที่ยื่นจากการอ่านในบทเรียนระมัดระวังเกินไป</p> <p>Some required elements are included. ชิ้นงานมีเนื้อหา ข้อมูลบางส่วนของที่กำหนด</p>	<p>Content is questionable or incomplete. Demonstrate little understanding of information learnt in the unit. เนื้อหาบางส่วนยังไม่ชัดเจนถูกต้องหรือไม่ หรือสมบูรณ์หรือไม่ มีความเข้าใจเนื้อหาข้อมูลที่ยื่นจากอ่านน้อย</p> <p>Many required elements were missing. ชิ้นงานมีเนื้อหาที่กำหนดไม่ครบ มีข้อมูลหลายอย่างขาดไป</p>
Purpose	<p>6.Purpose วัตถุประสงค์ของชิ้นงาน</p>	<p>The work meets the purpose. It can get attention the readers and give information effectively. Title/slogan well persuades readers to follow message. ชิ้นงานใช้ได้ตามวัตถุประสงค์ สามารถดึงดูดใจดึงดูดใจ ใช้ข้อมูลที่น่าสนใจให้ผู้อ่านติดตามได้</p>	<p>The work moderately meets the purpose. It doesn't really attract readers . Title/slogan persuades readers to follow the message and the information is given quite well.. ชิ้นงานสามารถดึงดูดใจได้บางส่วนดึงดูดใจของผู้อ่าน หัวข้อหรือใจความที่น่าสนใจให้ผู้อ่านติดตามได้ หัวข้อหรือใจความที่น่าสนใจให้ผู้ผู้อ่านติดตามได้</p>	<p>The work doesn't really meet the purpose. It doesn't attract the readers. Title/slogan persuades readers to follow what the message and information can't be given effectively. ชิ้นงานอาจ ไม่สามารถดึงดูดใจผู้อ่าน หัวข้อหรือใจความที่น่าสนใจให้ผู้ผู้อ่านติดตามได้ หรือใช้ ข้อมูลที่น่าสนใจเท่าที่ควร</p>
Design	<p>7. Design การออกแบบ</p>	<p>Design is neat and easy to follow. All pictures are very well related to the topic. It helps is to understand the message very well. การออกแบบเรียบร้อย ดูง่าย ใช้รูปภาพประกอบสัมพันธ์กับหัวข้อ ช่วยให้ผู้เข้าใจข้อมูลที่เสนอได้ดี</p>	<p>Design is quite neat. Some pictures are related to the topic. It helps is to understand the message quite well. การออกแบบค่อนข้างเรียบร้อย ใช้รูปภาพประกอบสัมพันธ์กับหัวข้อ ช่วยให้ผู้เข้าใจข้อมูลที่เสนอได้ค่อนข้างดี</p>	<p>Design is not neat or hard to follow. Pictures are not related to the topic. That makes it difficult to understand. การออกแบบยังไม่เรียบร้อย อ่านยาก ใช้รูปภาพประกอบไม่ค่อยสัมพันธ์กับหัวข้อเท่าที่ควร ทำให้ยากที่จะเข้าใจข้อมูลที่นำเสนอ</p>
TOTAL (28)				

Appendix D Evaluation form for unit and lesson plans

The Evaluation of Unit Plan and Lesson Plan Validity

Description: In a unit, two lesson plans, which are titled lesson A and lesson B, are built on each other. The Evaluation form is divided into 3 parts;

Part 1) Unit plan and Lesson Plans

Part 2) Lesson plan of lesson A

Part 3) Lesson plan of lesson B

Direction: Please put ✓ in the opinion box and write the comments in the provided space. The explanation for the rating scale is described as follows;

+1 means the item is appropriate; 0 means not sure, -1 means the item is not appropriate

Part 1) Unit plan and Lesson Plans				
Aspects	-1	0	+1	Comments
1. Contents				
1.1) The conceptual theme of the unit and the content of lesson A are coherent.				
1.2) The conceptual theme of the unit and the content of lesson B are coherent.				
1.3) The sequence of lesson A and B is parallel and appropriate.				
2. Objectives				
2.1) The objectives of lesson A and B are constructed based on desired results of the unit in terms of reading comprehension.				
2.2) The objectives of lesson A and B are constructed based on desired results of the unit in terms of conceptual theme.				
3. Activities and procedure				
3.1) Learning activities are in accord with desired result and formative assessment set in unit plan.				
3.2) The activities of the whole unit align with WHERETO elements.				
4. Evaluation				
4.1) The task in Lesson B can be used for evaluating the outcome of the goal of the unit.				
4.2) The scoring rubric is feasible.				
5) Backward Design Framework				
5.1) The unit is appropriately designed following to Backward Design Framework				
5.2) Desired Results, assessment and planning learning experience of the unit are coherent.				

Part 2) Lesson plan of lesson A

Aspects	+1	0	-1	Comments
1. Contents/ Ideas				
1.1) The content and ideas are relevant to the topic of the lesson.				
1.2) The information in reading text is meaningful and suitable for students' context.				
1.3) The content is accurate.				
1.4) The sequence of the content is appropriate.				
2. Objectives				
2.1) The objectives are clear and concise.				
2.2) The enabling objectives contribute to terminal objectives of the lesson.				
2.3) The lesson plan is designed to achieve all enabling objectives.				
2.4) The lesson plan is designed to achieve terminal objective.				
3. Activities and procedure				
3.1) The activities are consistent with lesson objectives.				
3.2) The procedure is clear and in logical sequence.				
3.3) Time allocation for activities is suitable.				
4. Evaluation				
4.1) The assessment coheres with lesson objectives.				
4.2) The final activity can be used for evaluating terminal objective outcome.				
5. Language Use and Materials				
5.1) Language use is appropriate students' level.				
5.2) Worksheet and additional materials serve the purposes of learning activities.				
5.3) Materials are attractive for students in general.				

Part 3) Lesson plan of lesson B				
Aspects	+1	0	-1	Comments
1. Contents/ Ideas				
1.1) The content and ideas cohere with the conceptual theme of the unit.				
1.2) The information in reading text is meaningful and suitable for students' context.				
1.3) The content is accurate.				
1.4) The sequence of the content is appropriate.				
2. Objectives				
2.1) The objectives are clear and concise.				
2.2) The enabling objectives contribute to terminal objectives.				
2.3) The lesson plan is designed to achieve all objectives.				
2.4) The lesson plan is designed to achieve terminal objectives.				
3. Activities and procedure				
3.1) The activities are consistent with lesson objectives.				
3.2) The procedure is clear and in logical sequence.				
3.3) Time allocation for activities is suitable.				
4. Evaluation				
4.1) The assessment coheres with lesson objectives.				
4.2) The final activity can be used for evaluating terminal objective.				
5. Language use and materials				
5.1) Language use is appropriate students' level.				
5.2) Worksheet and additional materials serve the purposes of learning activities.				
5.3) Materials are attractive for students in general.				

Additional comments

.....

Appropriate Inappropriate

(.....) Assessor

..

Appendix E English reading comprehension test

English Reading Comprehension Test

Direction: Read the passage and choose the best answer to answer the question

Passage 1 (Items 1-10)

Line

1 Thai, American, Indian, Portuguese – these are all nationalities; something that most Third Culture Kids (TCKs) aren't comfortable labeling themselves with nationalities is with. As a Filipino-born citizen who spent the first 18 years of my life in Thailand, I am familiar with the Third Culture Kid phenomenon. TCKs are those who have grown up outside their parent's culture or the culture of their passport country, 5 in their early development years.

I have lived in Chiang Mai, Thailand since I was an infant. I have grown up to absorb the Thai language and culture. I can even proudly say that I speak in a very well clear Thai accent. That often misleads people to think that I'm a Thai person. I attended Chiang Mai International School, which gave me an international perspective as well as an American accent. As a result, I have maintained "Thainess" 10 and global mindset. "You're not a real Filipino," my parents would jokingly say to me. Although it was intended as a harmless comment, it always bothered me, maybe because it's the truth – I'm not a real Filipino. Whenever I visit my homeland, I end up feeling foreign.

Leaving Thailand isn't easy. After years and years of being molded in the customs and lifestyle of Thailand, we are used to relaxing atmosphere and do 'Wai' to greet people; things that make us anxious 15 to leave the place closest to our concept of home. Believe it or not, it's often easier for a TCK to move to a foreign country than it is to move back to their homeland. That's because whenever a TCK moves back to their passport country, everyone there expects them to think and act just like them.

1. What citizen named on the passport does Annella hold ?
 - a. Thai
 - b. American
 - c. Filipino
 - d. Indian
2. What is the passage mainly talk about?
 - a. Culture of the third kid group who were from different countries and lives in Thailand.
 - b. Differences between the Filipino parents and their third culture kids who grow up in Thailand.
 - c. Hope and comments of homeland people toward the third culture kids who moves from Thailand
 - d. Experience and thought of a third culture kid born in Philippines but growing up in Thailand.
3. Why do people often think that Annella is a Thai person ?
 - a. Her look is like a Thai girl.
 - b. She can speak Thai very clearly like Thai native people.
 - c. Her nationality and passport are Thai.
 - d. She can speak English with American accent like other Thai girls.

4. From the following choices, who can be a third culture kid ?
- a. Jana has grown up in Indonesia for the whole life and she has just moved to Thailand for working.
 - b. Tana is a son of Thai parents. They never live aboard, so they sent her to international school.
 - c. Nana was born in Japan. 2 years later, their parents moved to Thailand where she has lived until her twenty.
 - d. Kara lives in US with her family. She once was an exchange student in Thailand a year during high school.
5. According to Annella, what is the concept of home for TCKs?
- a. The place where they were born.
 - b. The place where their family lives.
 - c. The place where they are used to the culture.
 - d. The place where on one expects the ways you act.
6. What can be concluded from the passage ?
- a. Annella ends up being Thai rather than being Filipino.
 - b. Annella is comfortable labeling herself as Filipino nationality.
 - c. Annella has global mindset because of being a third culture kid.
 - d. Annella doesn't worry about moving back to her homeland.
7. What does the writer think about being ' the third kid culture ' ?
- a. It doesn't give any advantages.
 - b. It isn't comfortable for the kid.
 - c. It makes the kid more relaxed.
 - d. It misleads the kid's way of life.
8. What could be the main purpose of the writer ?
- a. To explain about TCK phenomenon in Chiang Mai.
 - b. To describe ways of life of TCKs in international school.
 - c. To convince TCKs to move back to homeland.
 - d. To express her feeling and opinion as being a TCK.
9. What is the tone of the overall passage ?
- a. Neutral
 - b. Hopeful
 - c. Emotional
 - d. Respectful

10. Base on the passage, if you were Annella, how would you feel when your parents jokingly said to you, “ You’re not a real Filipino”.
- I would be proud. I could become a real Thai person.
 - I would be upset. I was not accepted as a Filipino like them.
 - I would be fine because it was just their comment.
 - I would be worried because I could not make them happy.

Passage 2 (Items 11-20)

Line

1 In today’s digital world, online world may be about having fun with your smartphone in hand, but you shouldn’t forget your manners when you are using social media and other online sites. Netizens, or net citizens who use the internet, have the responsibility to behave online appropriately.

To be a responsible or a smart netizen, you should be careful of what you say and share online.

5 Twitter or Instagram are just some of the social networking sites people can join. It seems a great place to share feeling, or easier to throw nasty comments on someone. That is because people don’t know each other and it is not a face-to-face communication. However, everything you share online can put you at risk or harm someone else. Once something is in public, you cannot be able to take it back anymore. So, before you post or comment online, make sure that you do **not** get involved in cyberbullying. Ask

10 yourself. Does it cause harm to someone else? Is it worth sharing? Moreover, you have to **avoid sharing fake news**. Fake news can cause people to make bad decisions or it can make them panic. So, before sharing, make sure that you read it first and you do fact check from reliable sources. Finally, when you are interacting with people online, it also means that you are talking to people with different cultures, behaviors, and perspectives in life. Thus, it is important to understand and respect the opinions of others,

15 especially in the virtual world.

11. What does ‘Netizen’ refer to ?
- Digital worker
 - Digital user
 - Internet inspectors
 - Internet users
12. Why does it seem easier to write bad comments about someone online?
- Everyone can join social media easily.
 - People don’t know who you are.
 - The users can talk to each other via the camera.
 - It is convenient because people use smartphone.
13. What does the passage mainly talk about ?
- Problems and effects of the today’s digital world.
 - Causes and harmful behaviors of netizens today
 - Reasons why social media become popular.
 - Suggestions how responsible netizens should behave.

14. What is the key idea of being a smart netizen?
- Use appropriate social media or online site.
 - Be careful of what you say and share online.
 - Read carefully and check reliable sources.
 - Respect the different opinions of others.
15. What can be concluded from the passage?
- People prefer face-to-face communication than online.
 - Cyberbullying is normal since most people experience it.
 - We can do nothing to prevent spreading fake news.
 - There is much chance to talk to diverse groups of people online.
16. If the netizens were not mindful of commenting or posting online, the results can be as the following statements EXCEPT _____.
- their comments could hurt other people feeling.
 - they could put themselves in the risk.
 - they could not join in social network anymore.
 - the damage could be impossible to control.
17. Based on the passage, if you read news about a strange dangerous insect in your town and you are not sure that the news is fake, how would you feel ?
- I would feel bad before I decide to believe.
 - I would be scared of any strange insects.
 - I would feel very hurtful from the insects.
 - I would be proud of avoiding the fake news.
18. What can be the writer's opinion about digital world ?
- It is fun but also harmful for users .
 - It is good source of facts and news.
 - It is easy to be a good online user.
 - It is safe to hide who you are.
19. What could be the main purpose of the writer ?
- to scare netizens about commenting on Twitter
 - to tell how netizens feel about nasty comments.
 - to discuss why and what netizens should do.
 - to criticize bad behaviors of netizens.
20. What is the tone of the overall passage ?
- Neutral
 - Hopeful
 - Sarcastic
 - Emotional

Passage 3 (Items 21-30)*Line*

1 Thailand is a rewarding place to volunteer in voluntary project. Firstly, Thai people are some of the warmest, most fun-loving and welcoming people on Earth. Our previous volunteers from tell us over and again how much they enjoyed getting to know the people at their project sites. This ends up being the most memorable part of their project.

5 This Southeast Asian nation has plenty of basic structures and facilities, such as roads, internet, water and electric systems. You can volunteer in a city like Bangkok, where you can enjoy the dining and entertainment. So, if you sign up as a volunteer, you don't have to give up comforts, missing out on new releases or going without your favorite foods.

A short stay in Thailand provides you incredible sights and attractions to enjoy. You can visit 10 many temples or ancient sites. Furthermore, this country is located in the heart of Southeast Asia. The frontier is just around the corner or only a short transfer away. So, the volunteers can spend their weekends visiting more places just crossing the borders to neighboring countries like Cambodia, Laos or Myanmar.

15 Apart from that, surely you can make the difference - doing something that helps make the world a better place. As one of the more developed countries in the region, Thailand attracts agency head offices and NGO workers from around the world. As a result, finding a project placement where your skills are put to good use is easier here than in many other countries. Although you only have a short time to offer, the work you do in Thailand can make a real difference.

21. According to the passage, what is the best memorable experience of the previous volunteers ?
- Getting to know Thai people.
 - Enjoying Thai dining experience.
 - Having nice time in nearby countries.
 - Touching Southeast Asian lifestyle.
22. Why do you still have life comforts if you volunteer in Thailand ?
- Signing up as a volunteer is easier.
 - You miss out on news released movies.
 - All delicious foods are sold everywhere.
 - There are basic structures and facilities.
23. What is the main idea of overall passage?
- Thailand is a rewarding choice to come and join voluntary project.
 - Thailand has many incredible sights and attractions to visit.
 - Thailand allows you to easily travel to other Southeast Asia countries.
 - Thailand gives you working experience even only a short time.

24. Which sentence tells the same meaning as “Although you only have a short time to offer, the work you do in Thailand can make a real difference.”, in line 17-18 ?
- You can offer help by using your skills if you want to make real difference.
 - You can have only a short time to volunteer in Thailand but you can still enjoy it.
 - You can make the world better from volunteering in Thailand even in a short time.
 - You can choose different volunteering agencies if you really have a short time.
25. What can be concluded from paragraph 3 (Line 9-12) ?
- Thai ancient sites are less famous than temples.
 - You will have more chance to visit nearby countries.
 - Thailand has good services at tourist attractions.
 - The volunteers at the border have much free time.
26. Based on the passage, if you work as a volunteer in Thailand, what will probably happen?
- You will become a warm and fun-loving person.
 - You will miss out on new song released or movie.
 - You will have more chance to use skills to help others.
 - You will hardly ask for help from NGO agencies
27. Based on the passage, if you were a foreigner who likes to volunteer in a rural and difficult area, how would you feel after reading the passage?
- I would feel scared.
 - I would feel worried.
 - I would feel excited.
 - I would feel disappointed.
28. For whom is the passage written for?
- Tourists who are planning their holidays around Asia.
 - Foreigners out of Thailand who are looking for voluntary program to join.
 - NGO agencies who will have their office in Thailand.
 - Thai teenagers who are interested in working as volunteers oversea.
29. What is the purpose of the writer ?
- To inform readers about travel in Thailand.
 - To explain why readers, need to be a volunteer.
 - To make readers worry if they don't volunteer.
 - To convince readers to volunteer in Thailand.
30. Consider the way that writer wrote the passage. How is the tone of language in the passage?
- Positive.
 - Neutral.
 - Negative.
 - Cannot identify

Appendix F Evaluation form for English reading comprehension test

Reading Comprehension Test Evaluation Form

Direction: Please put ✓ to rate these following items according to your opinions.

1 = The item is congruent 0 = The item is questionable -1 = The item is incongruent

1. Reading Comprehension test items

Items	Reading Comprehension	Explanation / Sub-skills	-1	0	+1	Comments
Passage 1						
1	Literal Comprehension	Find particular information directly stated				
2	Reinterpretation/ Reorganization	Identify main idea				
3	Literal Comprehension	Find particular information directly stated				
4	Reinterpretation/ Reorganization	Reinterpret information				
5	Inference	Make inference to find implied answer				
6		Conclude and connect implied ideas				
7	Evaluation	Judge writer's opinion				
8		Presume writer's purpose				
9	How writers say what they mean	Tell writer's tone or language use				
10	Personal Response	Respond emotionally to characters or incidents, with reasons based on the text.				
Passage 2						
11	Literal Comprehension	Find particular information directly stated				
12		Find particular information directly stated				
13	Reinterpretation or Reorganization	Identify main idea				
14		Identify main idea				
15	Inference	Conclude and connect implied ideas				
16		Conclude and connect implied ideas				
17	Personal Response	Respond emotionally to characters or incidents, with reasons based on the text.				

Items	Reading Comprehension	Explanation / Sub-skills	-1	0	+1	Comments
18	Evaluation	Judge writer's opinion				
19		Presume writer's purpose				
20	How writer say what he says	Tell writer's tone or language use				
Passage 3						
21	Literal	Find particular information directly stated				
22	Comprehension	Find particular information directly stated				
23	Reinterpretation or	Identify main idea				
24	Reorganization	Reorganize / Retell the sentences				
25	Inference	Conclude and connect implied ideas				
26		Conclude and connect implied ideas				
27	Personal Response	Respond emotionally to characters or incidents, with reasons based on the text.				
28	Evaluation	Presume writer's purpose on target audience				
29		Presume writer's purpose				
30	How writers say what they mean	Tell writer's attitude and language use				

2: Text Selection

Passage	Aspect	-1	0	+1	Comments
Passage 1	Length :283				
	Readability: 62.2 ,8.4				
Passage 2	Length: 252				
	Readability :62.2, 8.2				
Passage 3	Length: 270				
	Readability: 62.1, 8.7				

Additional Comments

.....

This reading comprehension test is Acceptable Unacceptable.

(.....)

Assessor

Appendix G The results of English reading comprehension test evaluation

The Item-Objective Congruence index of English Reading Comprehension Test

Items	Reading Comprehension	Experts			Total	Meaning
		A	B	C		
1	Literal Comprehension	+1	+1	+1	1.00	Reserved
2	Reinterpretation/Reorganization	+1	+1	+1	1.00	Reserved
3	Literal Comprehension	+1	+1	+1	1.00	Reserved
4	Reinterpretation/ Reorganization	+1	+1	+1	1.00	Reserved
5	Inference	+1	+1	+1	1.00	Reserved
6	Inference	+1	+1	+1	1.00	Reserved
7	Evaluation	+1	+1	+1	1.00	Reserved
8	Evaluation	+1	+1	+1	1.00	Reserved
9	How writers say what they mean	+1	+1	+1	1.00	Reserved
10	Personal Response	+1	+1	+1	1.00	Reserved
11	Literal Comprehension	+1	+1	+1	1.00	Reserved
12	Literal Comprehension	+1	+1	+1	1.00	Reserved
13	Reinterpretation or Reorganization	+1	+1	+1	1.00	Reserved
14	Reinterpretation or Reorganization	+1	+1	+1	1.00	Reserved
15	Inference	+1	+1	+1	1.00	Reserved
16	Inference	+1	0	+1	0.66	Reserved
17	Personal Response	0	+1	+1	0.66	Reserved
18	Evaluation	+1	+1	+1	1.00	Reserved
19	Evaluation	+1	+1	+1	1.00	Reserved
20	How writer say what he says	+1	+1	+1	1.00	Reserved
21	Literal Comprehension	0	+1	0	0.33	Revised
22	Literal Comprehension	+1	+1	+1	1.00	Reserved
23	Reinterpretation or Reorganization	+1	+1	+1	1.00	Reserved
24	Reinterpretation or Reorganization	+1	0	0	0.33	Revised
25	Inference	0	0	+1	0.33	Revised
26	Inference	+1	+1	+1	1.00	Reserved
27	Personal Response	0	0	+1	0.33	Revised
28	Evaluation	+1	+1	+1	1.00	Reserved
29	Evaluation	+1	+1	+1	1.00	Reserved
30	How writers say what they mean	+1	+1	+1	1.00	Reserved

2: Text Selection

Passage	Aspect	Experts			Total	Meaning
		A	b	C		
Passage1	Length	+1	+1	+1	1.00	Appropriate
	Readability	+1	+1	+1	1.00	Appropriate
Passage 2	Length	+1	+1	+1	1.00	Appropriate
	Readability	+1	+1	+1	1.00	Appropriate
Passage 3	Length	+1	+1	+1	1.00	Appropriate
	Readability	+1	+1	+1	1.00	Appropriate



Appendix H Item analysis of English reading comprehension test

Item Analysis of English Reading Comprehension Test

Item no.	Difficulty Index	Discrimination Index
1.	0.697	0.440
2.	0.697	0.310
3.	0.697	0.357
4.	0.606	0.429
5.	0.424	0.274
6.	0.576	0.381
7.	0.667	0.262
8.	0.697	0.571
9.	0.636	0.345
10.	0.455	0.452
11.	0.697	0.571
12.	0.515	0.417
13.	0.394	0.357
14.	0.636	0.476
15.	0.485	0.500
16.	0.303	0.345
17.	0.545	0.202
18.	0.364	0.310
19.	0.576	0.512
20.	0.515	0.238
21.	0.667	0.262
22.	0.636	0.214
23.	0.424	0.274
24.	0.364	0.310
25.	0.636	0.476
26.	0.424	0.405
27.	0.636	0.214
28.	0.636	0.607
29.	0.697	0.310
30.	0.636	0.214

Appendix I Social responsibility questionnaire

Social Responsibility Questionnaire

Direction: Tick ✓ the response that indicates how often you do the following activities.

How often do you do the following actions? คุณได้ปฏิบัติดังข้อต่อไปนี้บ่อยเพียงใด	Never (ไม่เคยเลย)	Rarely (นาน ๆ ครั้ง)	Sometimes (บางครั้ง)	Often (บ่อยครั้ง)	Always (เสมอ)
1. Comfort your friends who are sad about something. พูดปลอบใจเพื่อนเมื่อเพื่อนมีเรื่องไม่สบายใจ					
2. Stay quiet when others are studying. งดส่งเสียงดังขณะเพื่อนเรียนหนังสือ					
3. Think carefully before doing something that can affect others in school. คิดอย่างรอบคอบก่อนลงมือทำบางอย่างที่สามารถส่งผลกระทบต่อผู้อื่นในโรงเรียนได้					
4. Give a hand willingly to help with classroom or school activities. ช่วยเหลือ อาสาทำงานสำหรับกิจกรรมของห้องเรียนและโรงเรียน					
5. Keep public space clean, such as putting the waste into provided bins. รักษาความสะอาดพื้นที่สาธารณะ เช่น ทิ้งขยะลงถังที่จัดไว้ให้					
6. Find appropriate ways to help your friends solve problems. คิดหาวิธีการที่เหมาะสมในการช่วยเหลือเพื่อนแก้ปัญหา					
7. Get the facts before blaming or accusing others. ตรวจสอบข้อเท็จจริงก่อนกล่าวตำหนิหรือโทษผู้อื่น					
8. Consider the issue from different points of views to deal with problems. พิจารณาปัญหาจากมุมมองต่าง ๆ ที่หลากหลาย เพื่อที่จะจัดการแก้ไขปัญหา					
9. Weigh positive and negative results to choose the best way to deal with conflicts or problems. ชั่งน้ำหนักผลดีและผลเสีย เพื่อเลือกวิธีที่ดีที่สุดในการจัดการกับความขัดแย้งหรือปัญหา					
10. Resolve the conflict in peaceful way. เพื่อแก้ปัญหาความขัดแย้งโดยสันติวิธี					

<p>How often do you do the following actions? คุณได้ปฏิบัติดังต่อไปนี้บ่อยเพียงใด</p>	Never (ไม่เคยเลย)	Rarely (นาน ๆ ครั้ง)	Sometimes (บางครั้ง)	Often (บ่อยครั้ง)	Always (เสมอ)
11. Take time to listen to other people's arguments, even you don't agree with them. รับฟังความคิดเห็น ข้อโต้แย้งของผู้อื่นแม้มีความคิดเห็นที่แตกต่างกัน					
12. Protect yourself or friends from unfair actions e.g. bullying and discrimination. ปกป้องสิทธิของตนเองและผู้อื่น ไม่ให้ถูกเอาเปรียบอย่างไม่เป็นธรรม เช่น การกลั่นแกล้ง การเลือกปฏิบัติ ถูกกีดกันโอกาส					
13. Speak to your friends to be mindful when they use negative language to talk about others กล่าวตักเตือนเพื่อนให้ระมัดระวัง เมื่อเพื่อนพูดถึงผู้อื่นในแง่ลบหรือทำให้ผู้อื่นเสียหาย					
14. Accept willingly to work with a variety of peers, even though you are not closed to them. ยินดีร่วมงานกับเพื่อนที่หลากหลายแม้เป็นเพื่อนที่ไม่ได้สนิทกัน					
15. Do something in support of respect and fairness actions such as having everyone share ideas or vote in the group. สนับสนุนการกระทำที่ส่งเสริมความเคารพและเท่าเทียมกัน เช่น ให้เพื่อนในกลุ่มทุกคนแบ่งปันความคิดเห็นหรือออกคะแนนเสียงในงานกลุ่ม					
16. Engage in support of improving school or community in some ways. ให้ความร่วมมือในการปรับปรุงพัฒนาโรงเรียนหรือชุมชนที่อาศัยอยู่					
17. Help teachers or school staffs when a job needs to be done. ช่วยเหลือคุณครูหรือเจ้าหน้าที่ในโรงเรียนเมื่อมีงานที่ต้องการความช่วยเหลือ					
18. Take part in sharing ideas about preferred society. มีส่วนร่วมแบ่งปันความคิด เกี่ยวกับสังคมแบบที่ตนต้องการ					
19. Participate as a volunteer in public service or community events. อาสาเข้าร่วมกิจกรรมบำเพ็ญประโยชน์ หรือกิจกรรมในชุมชน					
20. Follow news and current social issues. ติดตามข่าวสาร ประเด็นด้านสังคมและเหตุการณ์ปัจจุบันที่เกิดขึ้นในสังคม					

Appendix J Evaluation form for social responsibility questionnaire

Evaluation Form for social responsibility questionnaire

Direction: For each item, please mark the corresponding box that best reflects your assessment.

(1) = agree, or the item is appropriate, (0) = unsure, (-1) = disagree, or the item is inappropriate

Do the items reflect the aspects of social responsibilities?

Aspects of Social Responsibility	How often do you do the following actions? คุณได้ปฏิบัติดังข้อต่อไปนี้บ่อยเพียงใด	Appropriateness			Comments
		-1	0	+1	
<p>1. Contributing to the classroom and school community</p> <p>- sharing responsibility for their social and physical environment</p> <p>- participating and contributing to the class and to small groups</p> <p><i>The student is usually kind and friendly, takes some responsibility for the school or community, and contributes willingly to class and group activities.</i></p>	1. Comfort your friends who are sad about something. พุดปลอบใจเพื่อนเมื่อเพื่อนมีเรื่องไม่สบายใจ				
	2. Stay quiet when others are studying? งดส่งเสียงดังขณะเรียนหนังสือ				
	3. Think carefully before doing something that can affect others in school? คิดอย่างรอบคอบก่อนลงมือทำบางอย่างที่สามารถส่งผลกระทบต่อผู้อื่นในโรงเรียนได้				
	4. Give a hand willingly to help with classroom or school activities. ช่วยเหลือ อาสาทำงานสำหรับกิจกรรมของห้องเรียนและโรงเรียน				
	5. Care for classroom and school's environment like keeping public space clean, thinking about sorting out and where to litter? คำนึงถึงสภาพแวดล้อมในโรงเรียน เช่น รักษาความสะอาดพื้นที่สาธารณะ คิดก่อนแยกขยะและทิ้งในจุดที่จัดไว้ให้				

Aspects of Social Responsibility	How often do you do the following actions? คุณได้ปฏิบัติดังข้อต่อไปนี้บ่อยเพียงใด	Appropriateness			Comments
		-1	0	+1	
<p>2. Solving problems in peaceful ways</p> <p>- managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views using effective problem-solving steps and strategies</p> <p><i>In conflict situation, usually manages anger appropriately, listen respectfully, presents logical arguments, and can paraphrase opposing views. The student can clarify problems or issues, generate strategies, weigh consequences and evaluate actions.</i></p>	6. Help other teenagers who have problems and think of appropriate way to help? ช่วยเหลือเพื่อนที่กำลังมีปัญหา โดยคิดวิธีที่เหมาะสมก่อน				
	7. Get the facts before blaming or accusing others? ตรวจสอบข้อเท็จจริงก่อนกล่าวตำหนิหรือโทษผู้อื่น				
	8. Consider the issue from different points of views to deal with problems. พิจารณาปัญหาจากมุมมองต่าง ๆ ที่หลากหลาย เพื่อที่จะจัดการแก้ไขปัญหา				
	9. Weigh positive and negative results to choose the best way to deal with conflicts or problems. ชั่งน้ำหนักผลดีและผลเสีย เพื่อเลือกวิธีที่ดีที่สุดในการจัดการกับความขัดแย้งหรือปัญหา				
	10. Plan strategies or solution to solve problem like bullying in peaceful way วางแผนกลยุทธ์หรือวิธีการแบบสันติเพื่อแก้ไขปัญหา เช่น การกลั่นแกล้ง				

Aspects of Social Responsibility	How often do you do the following actions? คุณได้ปฏิบัติดังข้อต่อไปนี้อย่างน้อยเพียงใด	Appropriateness			Comments
		-1	0	+1	
<p>3. Valuing diversity and defending human rights</p> <p>- treating others fairly and respectfully; showing a sense of ethics</p> <p>- recognizing and defending human rights</p> <p>The student is respectful and fair; increasingly willing to speak up or take action to support diversity and defend human rights.</p>	<p>11. Take time to listen to other people's arguments, even you don't agree with them.</p> <p>รับฟังความคิดเห็น ข้อโต้แย้งของผู้อื่นแม้มีความคิดเห็นที่แตกต่างกัน</p>				
	<p>12. Protect yourself or friends from unfair actions e.g. bullying and discrimination.</p> <p>ปกป้องสิทธิของตนเองและผู้อื่น ไม่ให้ถูกเอาเปรียบ เปรียบอย่างไม่เป็นธรรม เช่น การกลั่นแกล้ง การเลือกปฏิบัติ ถูกกีดกันโอกาส</p>				
	<p>13. Speak out when other students use negative language to talk about people from other cultures?</p> <p>กล่าวแสดงการโต้แย้งเมื่อเพื่อนนักเรียนใช้พูดเกี่ยวกับผู้คนจากต่างวัฒนธรรมในเชิงลบหรือทำให้เสียหาย</p>				
	<p>14. Accept willingly to work with a variety of peers, even though you are not closed to them.</p> <p>ยินดีร่วมงานกับเพื่อนที่หลากหลายแม้เป็นเพื่อนที่ไม่ได้สนิทกัน</p>				
	<p>15. Do something in support of respect and fairness actions such as having everyone share ideas or vote in the group.</p> <p>สนับสนุนการกระทำที่ส่งเสริมความเคารพและเท่าเทียมกัน เช่น ให้เพื่อนในกลุ่มทุกคนแบ่งปันความคิดเห็นหรือออกคะแนนเสียงในงานกลุ่ม</p>				

Aspects of Social Responsibility	How often do you do the following actions? คุณได้ปฏิบัติดังข้อต่อไปนี้บ่อยเพียงใด	Appropriateness			Comments
		-1	0	+1	
4. Exercising democratic rights and responsibilities - knowing and acting on rights and responsibilities (local, national, global) - articulating and working toward a preferred future for the community, nation, and planet— a sense of idealism The student shows a sense of responsibility and community-mindedness; increasingly interested in taking action to improve the world.	16. Engage in support of improving school or community. ให้ความร่วมมือในการปรับปรุงพัฒนาโรงเรียนหรือชุมชนที่อาศัยอยู่				
	17. Help neighbors or relatives when a job needs to be done. ช่วยเหลือเพื่อนบ้านหรือญาติเมื่อมีงานที่ต้องการความช่วยเหลือ				
	18. Talk to your friends about issues like peace in society, preferred future. พูดคุยกับเพื่อนเกี่ยวกับประเด็นด้านความสงบสุขในสังคมหรือสังคมที่อยากให้เป็นในอนาคต				
	19. Participate as a volunteer in public service or community events? อาสาเข้าร่วมกิจกรรมบำเพ็ญประโยชน์ หรือกิจกรรมในชุมชน				
	20. Follow news and current social issues. ติดตามข่าวสาร ประเด็นด้านสังคมและเหตุการณ์ปัจจุบันที่เกิดขึ้นในสังคม				

Additional Comments

.....

Acceptable Unacceptable.

(.....)

Assessor

Appendix K The results of evaluating social responsibility questionnaire

Evaluation Form for social responsibility questionnaire

(1) = agree, or the item is appropriate, (0) = unsure, (-1) = disagree, or the item is inappropriate

Do the items reflect the aspects of social responsibilities?

Aspects of Social Responsibility	How often do you do the following actions? คุณได้ปฏิบัติดังข้อต่อไปนี้บ่อยเพียงใด	Experts			Total	Meaning
		A	B	C		
<p>1. Contributing to the classroom and school community</p> <p>- sharing responsibility for their social and physical environment</p> <p>- participating and contributing to the class and to small groups</p> <p><i>The student is usually kind and friendly, takes some responsibility for the school or community, and contributes willingly to class and group activities.</i></p>	1. Comfort your friends who are sad about something. พุดปลอบใจเพื่อนเมื่อเพื่อนมีเรื่องไม่สบายใจ	+1	+1	+1	3.00	Reserved
	2. Stay quiet when others are studying? งดส่งเสียงดังขณะเรียนหนังสือ	+1	+1	+1	3.00	Reserved
	3. Think carefully before doing something that can affect others in school? คิดอย่างรอบคอบก่อนลงมือทำบางอย่างที่สามารถส่งผลกระทบต่อผู้อื่นในโรงเรียนได้	+1	+1	+1	3.00	Reserved
	4. Give a hand willingly to help with classroom or school activities. ช่วยเหลือ อาสาทำงานสำหรับกิจกรรมของห้องเรียนและโรงเรียน	+1	+1	+1	3.00	Reserved
	5. Care for classroom and school's environment like keeping public space clean, thinking about sorting out and where to litter? คำนึงถึงสภาพแวดล้อมในโรงเรียน เช่น รักษาความสะอาดพื้นที่สาธารณะ คิดก่อนแยกขยะ และทิ้งในจุดที่จัดไว้ให้	+1	0	0	0.33	Modified

Aspects of Social Responsibility	How often do you do the following actions? คุณได้ปฏิบัติดังข้อต่อไปนี้บ่อยเพียงใด	Experts			Total	Meaning
		A	B	C		
<p>2. Solving problems in peaceful ways</p> <p>- managing conflict appropriately, including presenting views and arguments respectfully, and considering others' views</p> <p>- using effective problem-solving steps and strategies</p> <p><i>In conflict situation, usually manages anger appropriately, listen respectfully, presents logical arguments, and can paraphrase opposing views. The student can clarify problems or issues, generate strategies, weigh consequences and evaluate actions.</i></p>	6. Help other teenagers who have problems and think of appropriate way to help? ช่วยเหลือเพื่อนที่กำลังมีปัญหา โดยคิดวิธีที่เหมาะสมก่อน	0	+1	0	0.33	Modified
	7. Get the facts before blaming or accusing others? ตรวจสอบข้อเท็จจริงก่อนกล่าวตำหนิหรือโทษผู้อื่น	+1	+1	+1	3.00	Reserved
	8. Consider the issue from different points of views to deal with problems. พิจารณาปัญหาจากมุมมองต่าง ๆ ที่หลากหลาย เพื่อที่จะจัดการแก้ไขปัญหา	+1	+1	+1	3.00	Reserved
	9. Weigh positive and negative results to choose the best way to deal with conflicts or problems. ชั่งน้ำหนักผลดีและผลเสีย เพื่อเลือกวิธีที่ดีที่สุดในการจัดการกับความขัดแย้งหรือปัญหา	+1	0	+1	0.66	Reserved
	10. Plan strategies or solution to solve problem like bullying in peaceful way วางแผนกลยุทธ์หรือวิธีการแบบสันติเพื่อแก้ไขปัญหา เช่น การกลั่นแกล้ง	0	0	0	0.00	Modified

Aspects of Social Responsibility	How often do you do the following actions? คุณได้ปฏิบัติดังข้อต่อไปนี้อย่างน้อยเพียงใด	Experts			Total	Meaning
		A	B	C		
<p>3. Valuing diversity and defending human rights</p> <p>- treating others fairly and respectfully;</p> <p>showing a sense of ethics</p> <p>- recognizing and defending human rights</p> <p>The student is respectful and fair; increasingly willing to speak up or take action to support diversity and defend human rights.</p>	11. Take time to listen to other people's arguments, even you don't agree with them. รับฟังความคิดเห็น ข้อโต้แย้งของผู้อื่นแม้มี ความคิดเห็นที่แตกต่างกัน	+1	+1	+1	3.00	Reserved
	12. Protect yourself or friends from unfair actions e.g. bullying and discrimination. ปกป้องสิทธิของตนเองและผู้อื่น ไม่ให้ถูกเอา รัดเอาเปรียบอย่างไม่เป็นธรรม เช่น การ- กลั่นแกล้ง การเลือกปฏิบัติ ถูกกีดกันโอกาส	+1	+1	0	0.66	Reserved
	13. Speak out when other students use negative language to talk about people from other cultures? กล่าวแสดงการโต้แย้งเมื่อเพื่อนนักเรียนใช้พูด เกี่ยวกับผู้คนที่ต่างวัฒนธรรมในเชิงลบหรือ ทำให้เสียหาย	0	0	+1	0.33	Modified
	14. Accept willingly to work with a variety of peers, even though you are not closed to them. ยินดีร่วมงานกับเพื่อนที่หลากหลายแม้เป็น เพื่อนที่ไม่ได้สนิทกัน	+1	+1	+1	3.00	Reserved
	15. Do something in support of respect and fairness actions such as having everyone share ideas or vote in the group. สนับสนุนการกระทำที่ส่งเสริมความเคารพและ เท่าเทียมกัน เช่น ให้เพื่อนในกลุ่มทุกคนแบ่งปัน ความคิดเห็นหรือออกคะแนนเสียงในงานกลุ่ม	+1	+1	0	0.66	Reserved

Aspects of Social Responsibility	How often do you do the following actions? คุณได้ปฏิบัติดังข้อต่อไปนี้อย่างน้อยเพียงใด	Experts			Total	Meaning
		A	B	C		
<p>4. Exercising democratic rights and responsibilities</p> <p>- knowing and acting on rights and responsibilities (local, national, global)</p> <p>- articulating and working toward a preferred future for the community, nation, and planet—</p> <p>a sense of idealism</p> <p>The student shows a sense of responsibility and community-mindedness;</p> <p>increasingly interested in taking action to improve the world.</p>	16. Engage in support of improving school or community. ให้ความร่วมมือในการปรับปรุงพัฒนาโรงเรียนหรือชุมชนที่อาศัยอยู่	+1	+1	+1	3.00	Reserved
	17. Help neighbors or relatives when a job needs to be done. ช่วยเหลือเพื่อนบ้านหรือญาติเมื่อมีงานที่ต้องการความช่วยเหลือ	0	0	+1	0.33	Modified
	18. Talk to your friends about issues like peace in society, preferred future. พูดคุยกับเพื่อนเกี่ยวกับประเด็นด้านความสงบสุขในสังคมหรือสังคมที่อยากให้เป็นในอนาคต	0	0	0	0.00	Modified
	19. Participate as a volunteer in public service or community events? อาสาเข้าร่วมกิจกรรมบำเพ็ญประโยชน์หรือกิจกรรมในชุมชน	+1	+1	+1	3.00	Reserved
	20. Follow news and current social issues. ติดตามข่าวสาร ประเด็นด้านสังคมและเหตุการณ์ปัจจุบันที่เกิดขึ้นในสังคม	+1	+1	+1	3.00	Reserved

Appendix L Opinion survey questionnaire

Opinion Survey Questionnaire

This questionnaire aims at investigating the students' opinions toward reading instruction of the course.
(แบบสอบถามความคิดเห็นนี้จัดทำขึ้นเพื่อสำรวจความคิดเห็นของนักเรียนที่มีต่อการจัดการเรียนการสอนการอ่าน)

Part 1 (ตอนที่ 1)

Tick ✓ in the box that is true for you. (กรุณาทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของนักเรียน)

5 = Strongly agree (เห็นด้วยอย่างยิ่ง) 4 = Agree (เห็นด้วย) 3 = Neutral or unsure (เฉย ๆ หรือไม่แน่ใจ)

2 = Disagree (ไม่เห็นด้วย) 1 = Strongly disagree (ไม่เห็นด้วยอย่างยิ่ง)

No	Statements (รายละเอียด)	ความคิดเห็น				
		1	2	3	4	5
1.	You are more comfortable to comprehend English passage than before. (นักเรียนมีความผ่อนคลายเวลาทำความเข้าใจทอ่านภาษาอังกฤษมากกว่าเมื่อก่อน)					
2.	You feel engaged in learning the lessons. (นักเรียนรู้สึกว่ามีส่วนร่วมในการเรียน)					
3.	You like self-survey activities in the lessons. (นักเรียนชอบกิจกรรมที่ได้สำรวจตนเอง)					
4.	You enjoy doing the tasks (classroom charter, brochure, poster and newsletter). (นักเรียนสนุก มีความสุขในการทำชิ้นงาน กฎบัตรห้องเรียน แผ่นพับ โปสเตอร์ จัดหมายข่าว)					
5.	You feel that you can remember vocabulary better. (นักเรียนรู้สึกว่าสามารถจดจำคำศัพท์ได้ดีขึ้น)					
6.	You like when you have chance to rethink about your reading to see whether you understand it correctly. (นักเรียนชอบที่ได้คิดทบทวนการอ่านของตนเองว่าเข้าใจถูกต้องหรือไม่)					
7.	You feel that you can comprehend English passage clearly. (นักเรียนรู้สึกว่าสามารถอ่านทอ่านภาษาอังกฤษได้ชัดเจน)					
8.	You can guess the meaning of new vocabulary in texts better than before. (นักเรียนสามารถเดาความหมายของคำศัพท์ใหม่ในบทอ่านได้ดีขึ้นจากเมื่อก่อน)					
9.	You like activity that allow you to share your responsibility or contribute to the group. (นักเรียนชอบกิจกรรมที่ได้มีส่วนร่วมรับผิดชอบ แบ่งปันช่วยเหลือกลุ่ม)					
10.	You like activity where you play different roles. (นักเรียนชอบกิจกรรมการอ่านที่ได้จำลองตนเองในบทบาทต่าง ๆ)					
11.	You find reading under citizenship theme meaningful to you. (นักเรียนพบว่า การอ่านที่มีแก่นเรื่องเกี่ยวกับความเป็นพลเมืองมีความสำคัญต่อตัวนักเรียน)					
12.	You like activity that allow you to work with different friends. (นักเรียนชอบกิจกรรมที่ได้เรียนรู้ร่วมกับเพื่อน ๆ ที่หลากหลาย)					
13.	You like evaluating your work. (นักเรียนชอบที่ได้ประเมินผลงานของตนเอง)					
14.	You feel satisfied with your development in English reading. (นักเรียนรู้สึกพอใจในการพัฒนาการอ่านของตนเองหลังจากเรียนรูปแบบนี้)					
15.	You want to learn through this instruction again in the future. (นักเรียนต้องการจะเรียนรูปแบบนี้อีกในอนาคต)					

Part 2 (ตอนที่ 2)

Please answer these questions according to your opinion in Thai.

(ให้นักเรียนตอบคำถามดังต่อไปนี้ตามความคิดเห็นของตนเองเป็นภาษาไทย)

1. What is interesting the most in the lessons you have learned? Why do you think so?

(นักเรียนคิดว่าสิ่งที่น่าสนใจที่สุดในการเรียนการสอนครั้งนี้คืออะไร เพราะอะไร)

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.....

2. What learning activity do you like the most? Why? (กิจกรรมอะไรที่นักเรียนชอบมากที่สุด เพราะอะไร)

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3. How much do the lessons help enhance your English reading comprehension? How do the lessons help you? (การเรียนการสอนในครั้งนี้นี้ช่วยพัฒนาทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจของนักเรียนได้ดีขึ้นมากน้อยเพียงไร อย่างไร)

.....

.....

4. How much do the lessons help enhance your social responsibility? How do the lessons help you?

(การเรียนการสอนในครั้งนี้นี้ช่วยพัฒนาความรับผิดชอบต่อสังคมของนักเรียนได้ดีขึ้นมากน้อยเพียงไร อย่างไร)

.....

.....

5. How can English language learned from content under the theme citizenship helps you develop your

English reading comprehension skills? How does it help you? (นักเรียนคิดว่าเนื้อหาเกี่ยวกับความเป็นพลเมืองช่วยเสริมสร้างความเข้าใจในการอ่านภาษาอังกฤษได้ดีขึ้นมากน้อยเพียงไร อย่างไร)

.....

.....

6. Have you faced any problems while learning the lessons? If you have, what are those problems?

(นักเรียนพบปัญหาในการเรียนรู้อะไรบ้างหรือไม่ ถ้ามี อะไรบ้าง)

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Appendix M Evaluation form for opinion survey questionnaire

Evaluation Form for Opinion Survey Questionnaire.

The opinion survey questionnaire will be used in order to investigate the opinions of the students toward reading instruction using backward design framework and citizenship theme to enhance English reading comprehension and social responsibility. The questionnaire will be distributed to the sample group who will be required to rate how much they agree with the instruction they have experienced. Rating relies on five Likert scale from strongly agree, agree, neutral/unsure, disagree and strongly disagree. Attached 'opinion survey questionnaire'.

Direction: For each question, please mark the corresponding box that best reflects your assessment.

(1) = agree, or the item is appropriate, (0) = unsure, (-1) = disagree, or the item is inappropriate

Questions	Appropriateness			Comments
	-1	0	+1	
1. Do the statements in the questionnaire meet the objective of the questionnaire?				
2. Do the statements in the questionnaire are precise and clear?				
3. Do any statements in the questionnaire are overlapped?				
4. Were English statements translated to Thai accurately?				
5. Does the questionnaire provide clear direction?				
6. Is the structure of the questionnaire appropriate? Rating scale questionnaire and <i>open-ended questions</i>				

In overall, the opinion survey questionnaire is appropriate? ___ Yes ___ No

Any additional comments or suggestions

.....

Accessor

()

Appendix N List of experts validating instruments

A. English Language Teaching Specialist

1. Assistant Professor Prannapha Modehiran, Ph.D.
Faculty of Education, Chulalongkorn University
2. Assistant Professor Pornpimol Sukavatee, Ph.D.
Faculty of Education, Chulalongkorn University
3. Assistant Professor Ruedeerath Chusanachoti, Ph.D.
Faculty of Education, Chulalongkorn University
4. Assistant Professor Maneerat Ekkayokkaya, Ph.D.
Faculty of Education, Chulalongkorn University
5. Miss Patcharapa Maneewong, M.Ed.
Department of Foreign Language (English)
Nawamintharachinuthit Horwang Nonthaburi School

B. English language and social studies specialist (Civics)

6. Mr. Jatupol Sangwanglao
Faculty of Education, Chulalongkorn University
7. Mr. Kampanart Chaiyarat
Department of Social Studies, Religion and Culture
Chulalongkorn University Demonstration Secondary School

C. Social studies teaching specialist (Civics)

8. Mr. Alongkorn Ausawasowan
Faculty of Education, Ramkhamhaeng University

Appendix O Samples of students' work

1. The charters of rights and responsibilities for students' classroom (Unit 1)

The image shows two hand-drawn posters. The left poster is titled 'The Class Charter of Rights and Responsibilities' and includes a 'Key Ideas' section, 'RIGHTS' (clean classroom, good resources, friendships), and 'RESPONSIBILITIES' (class environment, respect, listening, looking out for others, using resources). The right poster also has the same title and 'Key Ideas' (education, privacy, respect), but its 'Rights' section focuses on receiving good education and studying with fair teachers, while its 'Responsibilities' section includes being polite, helpful, and not making noise or playing sports in class.

The Class Charter of Rights and Responsibilities

Key Ideas: Our class charter is based on 3 rights which are the right to have clean classroom, good quality resources and friendships. These rights are necessary because we will feel happy and safe to join with everyone in the class. We have also responsibilities to keep these right too.

RIGHTS: We all have the right to...

- 1): to have clean and orderly classroom.
- 2): to good quality resources.
- 3): to friendships and to work cooperatively with others.

RESPONSIBILITIES: We all have the responsibility to...

- 1): to look after our class environment, especially by keeping it clean and tidy.
- 2): to look after and respect our classroom resources.
- 3): to listen to and respect each others' views and opinions.
- 4): to look out for each other, making sure everyone is happy.
- 5): to using resources carefully.

The Class Charter of Rights and Responsibilities

Key Ideas: Our class charter is base on rights, which are the right to : education, privacy and respect each other

These rights are important because we will be happy to go to school and to study fun lessons make us want to join the class.

Right : We all have the right to...

- 1). to receive a good and fun education which is broad and balance.
- 2). to studies with teachers who are fair and care about students.
- 3). to be listen to and given the opportunity express our class.

Responsibilities : We all have the responsibilities to...

listen to and respect be polite and helpful look out for each other making sure everyone is happy

- ⊗ not making loud noise
- ⊗ not playing badminton in classroom
- ⊗ not playing football in classroom

The Class Charter of Rights and Responsibilities

Key Ideas: Our class charter base on 4 rights, which are right to have a rest, sick leave, good education, and recorrect score. These rights are important because we will have good study and also make us get into good university in the near future and we have also responsibilities to keep those rights too.

The Class charter of 4/14

RIGHTS


1. We all have right to have good education
2. We all have right to have a little rest if we are tired
3. We all have right to take a sick leave but we must have medical certificate as an evidence
4. We all have right to have an Intensive program's camp for 3 days because in the present we all have an Intensive program's camp for 2 days, it not have time to do activities

RESPONSIBILITIES

1. We all have the responsibilities to study hard at school time.
2. We all have the responsibilities to take care of teaching and learning materials to be ready for study.
3. We all have the responsibilities to respect and be polite and helpful to all adults and other people.
4. We all have the responsibilities to behave in a sensible and mature way during lessons and playtimes.
5. We all have the responsibilities to look after our class environment especially by keeping it clean and tidy.

2. The brochures for the campaign 'Stop Bullying' for your school (Unit 2)

BULLY



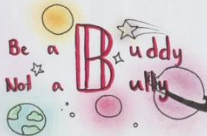
• what is bullying?
Bullying is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless.

• what did you do if you're bullied!
you should talk to someone you know well and trust; they will give you much needed support and will often have suggestions you hadn't considered for helping with the situation


• if you're bully someone else!
if you're relised, you have to stop that immediately. Bullying cause many bad effect that you know well. So stop and say sorry to them is the best.

• What did you do if you're the one who see someone are bullying!
you would go and stop them, imagine if you are bullied, someone see you and walk away. That could be worst thing ever.

Be a **Buddy**
Not a **Bully**



STOP BULLYING



1. Bullying is when someone do bad thing to other people. It's against my right because I hate to watch someone crying.

2. Type of bullying

1. Verbal bullying
2. Physical bullying
3. Social bullying


Bullying behaviors are like talking badly about someone or posting mean thing about them on social media.

3. Because bullying is bad. It can make someone kill themselves.

4. 4.1. I'll talk to teacher and ask them to help.
4.2. I'll keep calm and ignore them.
4.3. I'll help the one who got bullied and take them to the teacher.


5. A group of people came to someone's class and start talking badly and make fun of them.

Bullying! :3



Fact or information
Bully issues caused by not being accepted by friends.

How to fix problems & help?
Find out whether bullying has occurred. Most people who were bully would show sadness, paranoid or others.




What is bullying?
Bullying is the actions that most teenagers see as a way to show their power or to be accepted by their friends.

Against our rights:
The way we make other people accept us. Try to show them our talents and advantages not bullying and harming others.

Type of bullying:

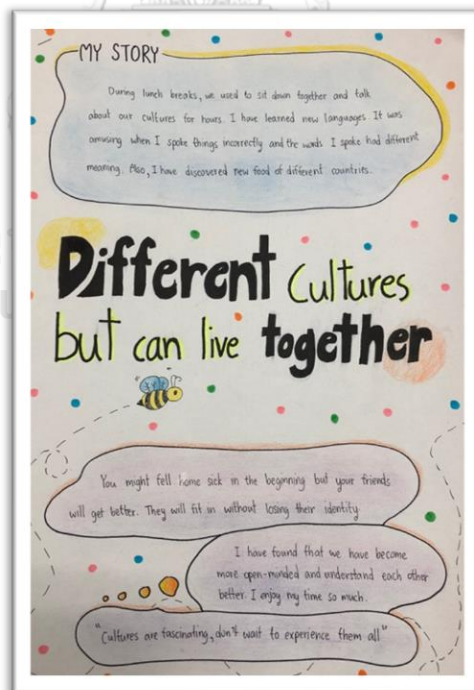
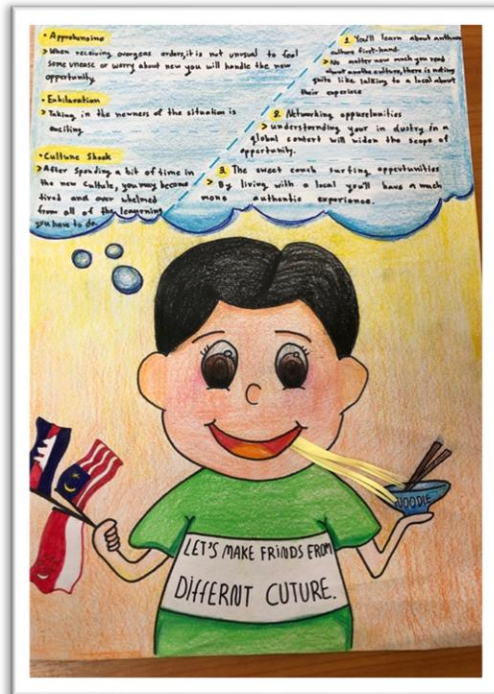
- Verbal bullying - Saying or writing mean things.
- Physical bullying - Hurling person's body.
- Social bullying - Post mean things or hurting someone's relationship with other.
- Cyber bullying - Happens online
 - verbal
 - social



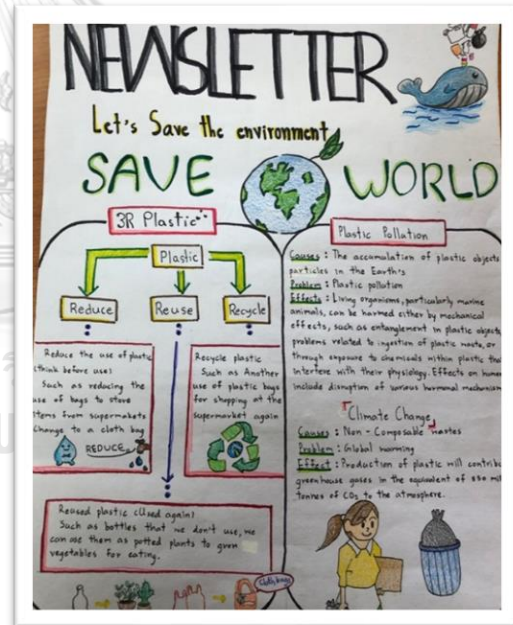
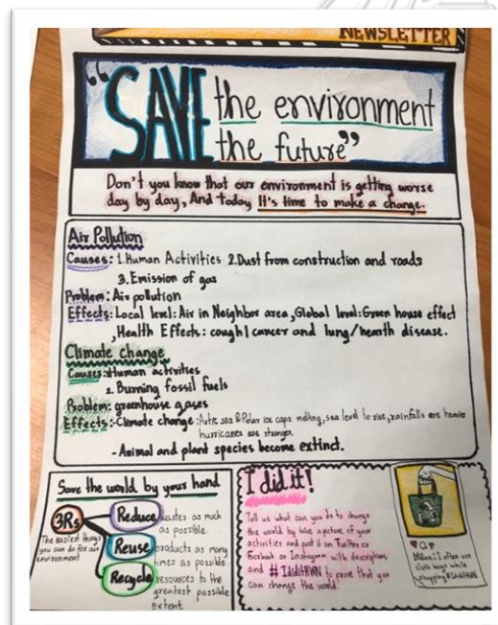
Why we need to stop bullying?
Because bullying will cause the target to become paranoid, fear of socialize and may cause them to be stressed and depressed which can lead to misuse of drugs, committing crimes, or bullying other to be accept.

What can you do?
Negotiate, avoid face to face, pretend that you're fine.
OR Go tell the teacher or adult.

3. Posters promoting living with friends from different cultures (Unit 3)



4. School newsletters for a campaign saving environment. (Unit 4)



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