

EFFECTS OF SCAFFOLDED READING EXPERIENCE INSTRUCTION
ON ENGLISH READING ABILITY
OF THAI STUDENTS IN PHYSICAL EDUCATION PROGRAM

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งานวิจัยนี้ ทำขึ้นเพื่อศึกษาผลของการสอนประสบการณ์การอ่านโดยใช้วิธีเสริมการเรียนรู้ (SREI) ที่มีต่อความสามารถในการอ่านภาษาอังกฤษของผู้เรียนไทยในสาขาวิชาพลศึกษา และความคิดเห็นของผู้เรียนที่มีต่อการสอนดังกล่าว กลุ่มตัวอย่างประกอบด้วยนักศึกษาชั้นปีที่ 1 ในสาขาวิชาพลศึกษาจำนวน 25 คน ซึ่งถือเป็นตัวแทนกลุ่มผู้เรียนไทยที่มีศักยภาพทางด้านภาษาอังกฤษต่ำ แต่ต้องการทักษะการอ่านภาษาอังกฤษเพื่อเพิ่มพูนความรู้ระดับสากลในวิชาชีพของตน การทดลองใช้เวลาทั้งสิ้น 10 สัปดาห์ โดยใช้ Paired sample t-test เพื่อวิเคราะห์หาค่าทางสถิติของความต่างระหว่างความสามารถในการอ่านภาษาอังกฤษของผู้เรียนก่อนและหลังการทดลอง และใช้ semi-structured interview เพื่อห้ยังความคิดเห็นของผู้เรียนที่มีต่อรูปแบบการสอนดังกล่าว

ผลของการวิจัยพบว่าคะแนนเฉลี่ยจากแบบทดสอบความสามารถในการอ่านภาษาอังกฤษ (ERA test) ของผู้เรียนในสาขาวิชาพลศึกษาก่อนและหลังทดลองมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ความคิดเห็นของผู้เรียน โดยพิจารณาจากการให้สัมภาษณ์พบว่าผู้เรียนมีทัศนคติที่ดีต่อการสอน โดยรูปแบบนี้และเห็นด้วยว่า SREI สามารถช่วยพัฒนาความสามารถในการอ่านภาษาอังกฤษให้กับผู้เรียน

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This study investigated the effects of scaffolded reading experience instruction (SREI) on English reading ability of Thai students in physical education program and explored the students' opinions towards the instruction. The participants were 25 first-year students in a physical education program. They represented Thai students with low English proficiency, but needed English reading skills to acquire world knowledge according to their profession. The experiment lasts 10 weeks. Paired sample t-test was applied to examine the differences between students' mean scores from the pre and post English reading ability (ERA) test, whereas semi-structured interview was employed to measure the student's opinions towards the instruction.

The findings revealed that there was a statistically significant difference between the mean scores the students received from the pretest and posttest at a significance level of 0.05. The students' opinions towards the instruction were positive and they agreed that SREI can help improve their English reading ability.

Field of Study English as an International Language Student's Signature _____
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CHAPTER I

INTRODUCTION

1.1 Background and Statement of the Problems

Reading in English is a key to the outside world. Most of the input comes in English (Anderson, 2008). According to Grabe (2009), English which is widely perceived as a global language has had a major impact on educational systems and the demands for reading in a second language all around the world. Reading becomes a foundational skill for learning, personal growth, and enjoyment. The degree to which ones can comprehend and acquire knowledge from texts according to their English reading abilities is a key indicator of their opportunities for success—both in school and at work (American Association of School Librarians, 2007). Through English reading, they can learn and gain newer, wider and deeper information according to their interests, academic goals, target situation and so forth. Additionally, as cited in Anderson (2008), English reading can strengthen other areas of learning namely writing, listening, and speaking. If ones read well, they tend to have something to talk and to write about. Also, they will be able to listen to other talks about the topic. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understanding (AASL, 2007).

Institute of Physical Education (IPE) is an academic place whose primary mission is to educate tertiary students in the field of physical education, sports, sports science, health science, recreation, and other fields of relevance. The students are trained to be sport players, coaches or referees inside the country as well as outside the country. With regarding to the diverse roles, each year, the students will have chances to join sport events both around Thailand and overseas. The international sport events include SEA Game and Asian Game. In order to catch up with the world's current information and strengthen their knowledge to make self-confidence and compete well in the international stages, wide reading according to sport fields and relevance is necessary. On that account, ability to read in English is important for the students. In addition, as cited by Anderson (2008), "Regardless of where one lives in the world, input for reading is more easily accessible today than at any other point

in the history of language teaching and learning. We (*teachers*) should look for opportunities to capitalize on this benefit (p.22)”; and that it is the responsibility over the teachers and educators of IPE to offer the opportunity for their students to become skilled readers particularly in English language.

To help students enhance their English reading ability so as to access more of the information available in the present world, Anderson (2008) suggests that the teacher must establish a culture of English reading. Nevertheless, in Thailand, it is believed that people who are keen on physical skills tend not to be fond of reading. In addition, according to the National Statistical Office survey (2008), 33.7 percent of Thais or approximately 20 million do not read. Comparing to the last survey in 2005 reporting the result at 30.9 percent, it reveals that Thai people read less up to 2.8 percent. This can be implied that Thai students, including IPE students, tend to be those with limited background, supported opportunity and experience in reading particularly in the field of their profession.

In addition, besides being an academic place specified for students with sport talents, IPE is an open institute offering to be a choice for students who failed the entrance examinations and/or missed other institute. Without testing, most of IPE students are those whose cumulative grade point average or GPAX, especially for English language courses from their secondary level are low. According to the recent student database of IPE (Office of Registrar, IPE—Krabi, 2010), only 7.53% of 329 first-year students gained GPAX for English language from 3.0 to 4.0. On the other hand, up to 63.60 of the students gained 1.00 and lower. In addition, the result of final examination of Communicative English course in semester 1, academic 2010 revealed that up to 91.78 % of 73 first-year students in a faculty of IPE—Krabi Campus received the scores below the average score. Moreover, 79.10 % of those low-scored students gained the scores lower than a quarter of the average score. It is undeniable that reading is the skill used most frequently in doing any English test. Without English reading skill, students might not understand the questions or respond well in the test. The students’ low scores, accordingly, can indicate that besides lacking reading opportunities the majority of the students of IPE are those whose levels of English language proficiency, particularly reading skill, are limited.

Vlach and Burcie (2010) note that to ensure their success in reading, students with limited reading ability must receive different instruction from those in average or above-average levels. In addition, before engaging with a struggling reader, it is necessary that a teacher believe that every student can learn and can contribute to the learning community (Allington, 2006; Johnston, 2004; Lyons, 2003; Pinnell & Fountas, 2008; Vlach & Burcie, 2010). Moreover, in order to meet the unique academic needs of each student, it is important that teachers value the differences each student brings to the classroom. These include differences in previous literacy experiences, differences in language and communicative practices, and differences in personal passions and interests (Compton-Lilly, 2008).

Comprehension indicates a student's reading ability; also, it is regarded to be the terminal goal of the reading process. Fluency is believed to improve reading comprehension (NRP, 2000), so reading ability and reading fluency are coincidental. Through fluency, readers will perform their ability via reading with an appropriate rate, accuracy and expression which are believed to make the text more comprehensible and memorable to them. Reading fluency prevents students from reading word by word (McCloskey & Stack, 2004) and reading hesitation; so, good readers are those with fluent reading (Anderson, 2008; Grabe, 2009, 2010; Mariotti & Homan, 2010). In addition, Rasinski et al. (2009, cited in Mariotti & Homan, 2010) suggest that "improved fluency is of value to all students but especially to those who experience difficulty in learning to read and comprehend what they read" (p. 175). This indicates that in English classrooms with struggling reading students, teachers are to put reading fluency as a strategy to enhance English reading ability of the students. Eventually, in order to help the students with low English proficiency acquire reading fluency so as to overwhelm some reading difficulties and enhance their reading ability, appropriate instructional approaches or strategies are needed (Compton-Lilly, 2008).

There is a wide variety of instructional strategies to help students with limited English proficiency to accomplish a purpose for reading. More or less, most of those so-called strategies mention about scaffolding—ways to help support students to higher level of their competence. Considering the importance of fluency as well as the need of proper support for students who have difficulties in reading, McCloskey, Orr,

Stack and Kleckova (2010) demonstrate fostering students' reading experiences through a scaffolding strategy called scaffolded reading experience or SRE. The strategy is, specially, designed to assist English language learners in successful reading, understanding, and learning from a particular selection (Fitzgerald & Graves, 2004). It takes the concept of scaffolding and interaction, and incorporates them in a framework for guiding students' reading. So, in the instructional approach, the key concept underlying the SREs is that scaffolding provides support to help students bridge the gap between what they know and can do and the intended goals. Also, it allows teachers to intervene in an environment and provide the cueing, questioning, coaching, corroboration, and plain old information needed to allow students to complete a task before they are able to complete it independently (Pearson, 1996). Finally, the SREI promotes learning through interaction when the students are to participate with the text they are to be engaged, their peers, the teacher, and the community. All the above are through the implementation of pre-, during-, and postreading phases, which is regarded to be important for designing effective reading lessons for EFLs (Farrell, 2009). On that account, in the present study, scaffolded reading experience instruction or SREI was employed as a tool to promote English reading ability of Thai students in physical education program.

Due to research on reading, one underlying principle that guides the development of appropriate reading materials is to understand the reading purpose. Appropriate materials provide both a purpose and an opportunity for readers to practice the skills that will enhance their ability to read with purpose (Evans et al., 2010). Moreover, as reading is believed not the culture of Thai students, choosing content for its relevance to students' lives, interests, and/or academic goals (Brinton, 2003) should be one of the primary factors to be considered. Accordingly, based on the students' level of English proficiency and the relevance to their lives and culture, in the present study, thematic topics regarding sport science were selected.

Reading skills are regarded as the most important skills for life-long learning, especially, in the world of globalization in which reading is everywhere. Limitation in English reading ability causes the restraint in gathering information and knowledge. Whereas, success in school, in employment or for life; all due to success in reading. Hence, the goal of investigation of the effects of scaffolded reading experience

instruction or SREI towards English reading ability of Thai students in physical education program is not only to help them learn and acquire English knowledge more effectively according to reading materials, but with the hope that it would enhance their ability in the three other skills of language learning as well. In addition, the more expectation of the study is to convince and establish the culture of reading to the Thai students. Even though it may not be done within ten weeks of the experiment, to begin the first step is the hope of progress. The scaffolded reading experience instruction is used as a critical planning device in order to make reading become friendly and more accessible, and that Thai struggling English readers would become Thai able English ones.

1.2 Research Questions

In the study, two research questions were explored:

1. To what extent does scaffolded reading experience instruction improve students' English reading ability?
2. What are students' opinions towards scaffolded reading experience instruction?
 - 2.1 What are students' opinions towards themselves as an English reader?
 - 2.2 What are students' opinions towards the effectiveness of scaffolded reading experience instruction?

1.3 Objectives of the Study

The aims of the study were as follows:

1. To investigate the effects of scaffolded reading experience instruction on students' English reading ability.
2. To explore students' opinions towards scaffolded reading experience instruction.
 - 2.1 Self-perception as an English reader
 - 2.2 Effectiveness of scaffolded reading experience instruction

1.4 Statement of Hypothesis

McCloskey and Stack (2004, 2005, 2008) and Fitzgerald and Graves (2004) states that scaffolding for reading is the ways teachers help students to read with success. According to a previous research on scaffolded reading experience instruction by Fournier and Graves (2002), SREs or SREI can increase students' comprehension of reading text. This includes students' attitudes towards all aspects of the reading and to the instruction they received that were more positive when they received an SRE. Consequently, the hypothesis of the study was as followed:

The posttest mean score on English reading ability of Thai students in a program of Institute of Physical Education—Krabi Campus is higher than the pretest mean scores at the significance level of 0.05.

1.5 Scope of the Study

- 1 The population of the study was Thai students in physical education program. The sample of the study was 25 first-year students, Room 1 from Sports Science Program of the faculty of Sports and Health Science; who enrolled in English Skill Development course, semester 1 in the academic year 2011.
- 2 The variables in the study were as follows:
Independent variable was scaffolded reading experience instruction.
Dependent variable was the students' English reading ability.

1.6 Definitions of Terms

Scaffolded reading experience instruction (SREI) is an English reading instruction in which the teaching of language is progressed through exposure to content that promotes students' reading ability. It comprises a set of prereading (Into the reading), during-reading (Through the reading) and postreading (Beyond the reading) activities specifically designed for active learning through supportive interaction between (1) the students and texts, (2) the students and a teacher, (3) the students and peers, and (4) the students and the world community to assist students in successful reading of English, understanding, and learning from a particular selection.

In this study, thematic reading materials relevant to sport science were selected as the content of three units. Each of those was based on the students' level

of English proficiency, authenticity in terms of language use, and alternative choices of interests.

English reading ability refers to the degree of how well a student manipulates an English reading text and the extent to which he/she reads the text with understanding. In the present study, the ability was fostered through the progress of reading fluency focused on word accuracy, comprehension, and reading rate. The term was finally assessed by English reading ability test which would examine the students' English reading ability in two levels: word level and sentence level.

Thai students in physical education program refer to Thai students who study in physical education program, and tend to have two problematic characteristics in learning English language. First, they have limited background, opportunity and experience in reading authentic and appropriate English related to the field of their studies. Second, their levels of English reading skill, noticed from the scores of an English test, are low. In this study, the term focused on first-year students from Sports Science Program of the faculty of Sports and Health Science of Institute of Physical Education—Krabi Campus; who enrolled English Skill Development course, semester 1 in the academic year 2011.

Opinions refer to the points of view that the students have towards (1) themselves as an English reader before and after using scaffolded reading experience instruction and (2) the effectiveness of the scaffolded reading experience instruction on English reading achievement.

1.7 Significance of the Study

Institute of Physical Education is an open academic place whose students contain two main characteristics: 1) students with sport talent who prefer active movement and devote time for practicing and improving their physical skills and 2) students with low language learning competence. Regardless in which group they are, reading especially English reading is unlikely to be an integral part of most IPE students' lives and they tend to be those with limited English proficiency, including English reading skill which is believed to be the indicator of their opportunities for success both in life and school.

In many English classrooms, students with less motivation and low English proficiency are often left behind. Also, English reading skill is perceived not to be easily taught despite its importance for their life-long learning and success at work. This is due to the teachers' perspective that these students are unable to acquire English knowledge and competence. As a result, with no choice, students with deficient English tend not to motivate themselves and become struggle to learn and read English.

Opposing the ideas, this study sought for a pedagogical framework so as to enhance English reading ability of Thai students particularly in physical education program, the program whose students are regarded to be less motivated in learning language. The aim was to develop a reading material serving unique academic needs of the students concerning their differences in previous literacy experiences, English language practices, and interests. The students represented struggling English learners in Thailand who needed English reading skills to acquire world knowledge according to their profession.

Scaffolded reading experience instruction or SREI is regarded to be an approach effective to EFLs, especially those with inability to read skillfully, whereas reading fluency is crucial for able English readers. In this study, SREI proposed by McCloskey and Stack (2004, 2005, 2008) and McCloskey, Orr, Stack and Kleckova (2010) was employed as a framework to prove the expectation. Two key features of SRE classroom were that (1) it served ways for the students to interact with texts, the teacher, peers and world community, and (2) it provided zone of proximal development (ZPD) where higher goals of knowledge and competence were set for the students to reach up through the classroom interaction.

1.8 An Overview of the Study

This study investigated the effects of scaffolded reading experience instruction (SREI) on English reading ability of Thai students in physical education program as well as explored their opinions towards instruction. This chapter informs background and statement of the problem. Research questions, research objectives and statement of hypothesis identify problems, means to deal with and expectation. Scope of the study, definitions of terms, and significance of the study have been identified.

Chapter 2 reviews the literature related to reading ability and scaffolded reading experience instruction.

Chapter 3 concerns research methodology. It details the research design, context, population and sample, research instruments, instructional instruments, instrument validation, data collection and analysis.

Chapter 4 reports the findings according to the two research questions.

Chapter 5 discusses and summarizes the overall study.

CHAPTER II

REVIEW OF LITERATURE

This part of the study explored scaffolded reading experience instruction (SREI) which was the focus of the study. First, reading ability in terms of definition and other relevant component namely reading fluency and comprehension, and lower-level processes of reading ability were described. Then, the framework of SREI and other important concepts relevant to SREI followed by research in SREI were discussed and reviewed.

2.1. Reading Ability

In this section, a definition of reading, reading fluency and reading comprehension that would identify the reading ability of the population in the present study are discussed.

2.1.1 Definition of reading

Reading is as an essential skill for learners of English as a second language and English as a foreign language. It is a skill that language learners use to search for world knowledge, understanding and entertainment. The reader reads the text in order to derive the meaning from it; meanwhile the text provides new experiences and new knowledge for the reader to acquire.

Reading can be defined simply as making meaning from print, and the goal of reading is comprehension (Anderson, 2008). According to Farrell (2009), “Reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation (Anthony et al., 1993, cited in Farrell, 2009, p. 20).

Grabe (2009) cites that “Reading is the process of receiving and interpreting information encoded in language form via the medium of print” (Urquhart & Weir, 1998, cited in Grabe, 2009, p. 14), or, “Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is

already known (Koda, 2005, cited in Grabe, 2009, p. 14). Yet, “When we think of different purposes for reading and varying processes that come into play, it is evident that no single statement is going to capture the complexity of reading” (Grabe, 2009, p. 14).

According to Grabe, 2009, to give more comprehensive definition, it will need to mention the characteristics of reading by fluent readers and answer the three questions: (1) What do fluent readers do when they read?, (2) What processes are used by fluent readers?, and (3) How do these processes work together to build a general notion of reading? In the Table 2.1, it presents the processes to fluency that defines the reading:

Table 2.1: *Processes that define the reading*

-
1. A rapid process
 2. An efficient process
 3. A comprehending process
 4. An interactive process
 5. A strategic process
 6. A flexible process
 7. A purposeful process
 8. An evaluative process
 9. A learning process
 10. A linguistic process
-

(Grabe, 2009, p. 14)

Reading is not passive, as it involves the reader in active interaction with what is presented in the text in order to make sense of what is written (Farrell, 2009). It is the combination of four elements in the process of making meaning from prints namely the reader, the text, reading strategies, and fluency (Anderson, 2008). While reading, readers need to combine information from the text and their own past experience to build the meaning for comprehension. Moreover, reading with appropriate rate, accuracy and expression is believed to make the text more comprehensible and memorable to the readers, so good readers are those with fluent reading (Anderson, 2008; Farrell, 2009; Grabe, 2009, 2010; Mariotti & Homan, 2010). In addition, reading with strategies can help the readers expose to the reading text easier.

Grabe (2009) states that the combination of persons' daily encounters with texts and their needs to read in different ways requires that they read differently depending on the context and their goals and motivation. When ones read for different purposes, they engage in many types of reading, especially in academic settings. According to him, six major purposes in academic reading can be listed as in Table 2.2. The list may not identify every possible purpose of reading.

Table 2.2: *Academic purposes for reading*

-
1. Reading to search for information (scanning and skimming)
 2. Reading for quick understanding (skimming)
 3. Reading to learn
 4. Reading to integrate information
 5. Reading to evaluate, critique, and use information
 6. Reading for general comprehension (in many cases, reading for interest or reading to entertain)
-

(Grabe, 2009, p. 8)

Skimming and scanning are often mentioned in reading processes. The readers skim when they want to determine what a text is about and whether or not they want to spend more time reading it. They skim when they need to work through many texts and want to make decision about which texts to focus more attention on. They also skim when they are under intense time pressure and need to make decision about the usefulness of information in a text. On the other hand, they scan when they want to search for particular answers.

Reading to learn is often carried out in academic and professional settings. Reading students learn when the information in a text is individual as important and when that information will be used for some task or may be needed in the future.

Reading to integrate information requires that the reader synthesize information from multiple texts or bring together information from different parts of a long text.

Reading to evaluate, critique, and use information are often referred to an increased level of demand and more complex interaction of reading processions. Readers are asked to evaluate, critique information from multiple texts or from along text.

Reading for general comprehension is the most common purpose for reading among fluent readers. This is the reading happening when ones read a good novel, an interesting newspaper stories, for feature articles, etc.

2.1.2 Reading fluency and reading comprehension

There is no explicit description or explanation of what reading ability is. However, to assess a person's reading ability or indicate a good reader, much research (e.g., Anderson, 2008; Farrell, 2009; Grabe, 2009; Rasinski, 2004; Rasinski et al., 2009; Schwanenflugel & Ruston, 2008; Taguchi et al., 2006; Yamashita & Ichikawa, 2010) mentions about fluency and comprehension in reading. In the present study, accordingly, reading fluency and reading comprehension were capitalized as the two main characteristics of reading ability.

Reading fluency and reading comprehension are closely related (Farrell, 2009). They are complementary in reading ability process. While comprehension is the goal of reading (Anderson, 2008; Kruidenier, 2002, 2004; National Reading Panel, 2000), fluency is required for comprehension (NRP, 2000). To say it again, comprehension indicates reading ability, whereas fluency facilitates comprehension. In addition, much research addresses that reading comprehension is the consequence of reading fluency, whereas reading fluency cannot be progressed without reading comprehension. According to Farrell (2009), there is general agreement that as decoding becomes more automated or as reading becomes more fluent, readers are able to devote more attention to comprehending what they are reading. This indicates the cohesiveness of comprehension and fluency in reading.

2.1.2.1 Reading fluency

The development of reading fluency has gained increased attention in the recent year (Gorsuch & Taquchi, 2008; Grabe, 2009; Samuels & Farstrup, 2006; Yamashita & Ichikawa, 2010); yet, very few reading materials actually focus on the development of reading fluency (Anderson, 2008; Grabe, 2009). Especially, in the context of a second language where reading fluency can be taught and that reading comprehension increases as fluency increases (Nation Reading Panel, 2000), but less research mention about this topic.

According to Grabe (2009), the most important issue for reading fluency concerns its role in academic settings (secondary and university contexts). Fluency is what binds a reader to the text. If one cannot effortlessly decode a critical mass of words on the page, he/ she cannot engage the text (Shaywitz, 2003, in Grabe, 2009). So, students with low fluency may have difficulty getting the meaning of what they read.

The Report of the National Reading Panel (2000) as well as other research in reading (Kuhn & Stahl, 2000; Rasinski & Hoffman, 2003) have provided a strong push to include a fluency focus in reading instruction. The research also states that reading fluency instruction results in improvements not only in students' reading fluency but also in their overall reading comprehension and achievement.

Schwanenflugel and Ruston (2008) and Pressley, Gaskin and Fingeret (2006) identify component abilities that are crucial to reading fluency: (1) word-reading efficiency, (2) vocabulary development, (3) text-reading ease, (4) reading with comprehension (*and using reading strategies*), and (5) reading with expression.

Farrell (2009) states that reading fluency means the ability to reading accurately, quickly, effortlessly, and with appropriate expression and meaning; similarly to Mariotti and Homan (2010) defines fluency as the ability to read efficiently and accurately while maintaining comprehension. Providing the bridge between word recognition and comprehension, fluency connects to accuracy and automaticity in decoding and connects to comprehension through expressive interpretation (Rasinski, 2004).

Anderson (2008) examines reading fluency through the perspective of both reading rate and comprehension. He uses the term rate as opposed to speed, emphasizing that reading teachers should not focus their attention on developing speed readers; but rather developing readers who know how to adjust their reading rate according to the purpose for reading.

Torgesen (2002) states that to be able to construct meaning from text, students are to have (a) general language comprehension skills and (b) the ability to accurately and fluently indentify the individual words in print; whereas Vellutino and Scanlon (2003) note that "Fluent reading depends heavily on a great deal of practice in

reading, spelling, and writing. It also depends on reading and rereading material at an appropriate level of difficulty (p.60)”.

Field (2006, cited in Evans et al., 2010) addresses reading fluency as an essential element for any program designed to meet the needs of advanced level readers. In addition, Grabe (2009) states that fluent reading is a rapid and efficient process; when ones read, they coordinate rapid and automatic word recognition, syntactic parsing, meaning formation, text-comprehension building, inferring, critical evaluation, and linkages to prior knowledge resources (p.14).

The idea corresponds to McShane’s (2004) citing that fluent reading is rapid, efficient, and largely free of errors in word identification, and that “Comprehension suffers when poor readers must focus on getting the words off the page and therefore aren’t able to give much attention to the meaning of what they are reading” (p.12). She furthers that fluency is part of the comprehension process because fluent reading involves interpretation: grouping words into phrases and using word knowledge and punctuation to determine pacing, pauses, intonation, and expression.

Like McShane’s (2004), Vellutino and Scanlon (2003) state that reading comprehension is critically dependent on the readers’ fluency in identifying printed words, as reflected in the reader’s accuracy and speed in identifying words in passage as well as in his or her ability to read smoothly with appropriate expression.

Harris and Hodges (1995, cited in Yamashita & Ichikawa, 2010) state that fluent readers read smoothly, without hesitation and with comprehension”. Grouping words into grammatical and meaningful units or chunks is one of the fundamental processes to be automatized for fluent reading (Samuels, 2002 cited in Yamashita & Ichikawa, 2010).

Furthered by Grabe (2009), fluency involves a long incremental learning process, and text comprehension is an expected outcome of fluent reading. Fluency also involves certain assumption about comprehension. Accuracy is perceived as an essential component of reading fluency. As a component of reading fluency, it is most closely associated with word recognition in that fluent word recognition must not only be rapid and automatic; it must also be complete and accurate.

Fluent readers are able to perform multiple tasks at the same time; for example, word recognition and comprehension—they can recognize words while also

comprehending their meaning (Block & Israel, 2005, cited in Farrell, 2009). In addition, recent research in first language reading strongly suggests that each reader has the potential to become more fluent with correct intensive instruction (Farrell, 2009).

Reading fluency and reading competence are linked, and it is important to know a student's reading fluency level, or the extent to which a student can achieve "seemingly effortless recognition of words in connected text" (Good et al., 2001, p.261, cited in Farrell, 2009), because it offers teacher the most reliable indicator's of the student's reading competence (Kame'enui & Simmons, 2001, cited in Farrell, 2009).

Field (2006, cited in Evans et al., 2010) identifies eight critical elements in a program for developing reading fluency, suggesting that these elements are vital for the success of fluent reading. She explains how the elements can be integrated into such a plan which can be presented in Table 2.3.

Table 2.3: *Eight elements for developing reading fluency*

1. Time	A minimum of four months is needed to develop reading fluency, though six months is preferable.
2. Motivation	Both intrinsic and extrinsic motivation play a role in the development of fluency—learners need to see external rewards as well as internal ones.
3. Metacognitive materials	Awareness of reading strategies facilitates reading fluency
4. Appropriate materials	A wide variety of reading materials should be used in class so that readers have practice with different genres.
5. Four-pronged approach to vocabulary study	This comprises (a) bottom-up strategy training; (b) reading at students' language level; (c) collocation study; and (d) narrow-reading exercises.
6. Willingness to change	These four strategies help build a more solid program for vocabulary study; but both teachers and learners need to be willing to adapt to this new program, since fluency instruction is new to both.
7. Confidence in the Program	Once the change has been made, both teachers and their students will have greater confidence in their potential for success.
8. Reading	The best way to improve reading skills is through reading. Teachers should engage the learners in as many reading opportunities as possible.

(Concluded from Evans et al., 2010, p.142)

Fluency allows a reader to experience a much larger amount of second language input, to expand the breadth and the depth of vocabulary knowledge beyond direct instruction, to develop automatic word recognition skills, to read for additional learning, to build reading motivation, and, in universities of second language context, to read the large amount of material that might be assigned every week. Accordingly, fluency is one of the key to second language learning outside the classroom (Grabe, 2009).

It has been suggested that fluent reading is vital if one wants to experience “success” while reading; however, it is also discovered that fluency alone may not be enough to succeed in reading. Especially, when it concerns English language learners that one may read aloud “successfully” but not be able to comprehend what he/ she is reading. When mentioning about reading fluency, accordingly, reading comprehension is the primarily incidental.

2.1.2.2 Reading comprehension

Reading comprehension is the essence of reading, essential not only to in-school academic learning but also to lifelong learning (Mason, 2004). In the educational setting, the goal of reading instruction is to help students acquire the skills that enable learning from, understanding, and enjoyment of written language. It is to provide the students with the skill necessary to construct, or comprehend the meaning of texts (Torgesen, 2002).

In context where English is seen as a second or foreign language, reading comprehension is basically the English language learners’ ability to construct meaning from the text through a combination of prior knowledge and previous experience with the topic, the information in the text, and the stance the reader takes in relationship to the text. Readers vary in the type and amount of (1) knowledge and (2) skills they have; however, both knowledge and skills are very important when readers attempt to comprehend a text (Farrell, 2009).

Knowledge

Knowledge includes background knowledge about the content and the text itself. Koda (2005) has noted that there have been considerable efforts recently to

“uncloak the mysteries of comprehension” for readers of second/subsequent language. The most important characteristics of knowledge for English language learners is the extent of their world knowledge and how they are able to connect it, in order to make sense of it, with the text being read. This is achieved through a series of networkable connections known as schema, in which people organize their world knowledge into categories and systems that make retrieval easier (Prado, 2004).

Schema theory recognizes that readers have prior knowledge about topic before they read. This prior knowledge can be similar to what they encounter in a new text, and the similarity enables the reader to elaborate on the prior knowledge.

Skills

Skills include such things as basic language ability, decoding skills, and higher level of thinking skills. Reading skills and reading strategies are not the same: Readers use their reading skills subconsciously, but they must consciously use specific reading strategies.

Beginning EFLs mainly use decoding skills while they read, whereas more fluent ELs tend to use different skills, because they interact with the text itself (Koda, 2005).

2.1.2.3 Teaching reading fluency and reading comprehension

To increase reading comprehension levels of reading students, teachers can teach both general and specific skills and also show the students how to apply these skills (Farrell, 2009). Basically, teachers can build up their students’ background knowledge so that the students can process the text they are reading more proficiently. One effective way is providing a prereading summary of the text that introduces the story and outlines some of the vocabulary the students will encounter. If a student’s background knowledge of a topic is lacking, then reading teacher may have to preteach vocabulary specific to the text the students are reading. Table 2.4 presents Graves’ (1987, Cited in Farrell, 2009) suggestion about four ways teachers can select vocabulary specific to a student’s knowledge of the text or topic.

Table 2.4: *Four ways to select vocabulary specific to a student's knowledge*

1. Type 1 words	words that are in the students' oral vocabulary but they cannot read
2. Type 2 words	new meaning for words that are already in the students' reading vocabulary with one or more other meanings
3. Type 3 words	words that are in neither the students' oral vocabulary nor their reading vocabulary and for which they do not have an available concept but for which a concept can be easily built
4. Type 4 words	words that are in neither the students' oral vocabulary nor their reading vocabulary and for which they do not have an available concept or for which a concept cannot be easily built

(Adapted from Farrell, 2009, p.29)

2.1.3 Components of reading ability

Reading requires complex processes and that the specific contexts for reading may differ widely among individuals or classes. Such contexts could involve variations in proficiency level, age, motivation, learning ability, and reading propose, including mastery of a particular content, general language development, or improvement of specific reading skills (Evans et al., 2010).

Grabe and Stoller (2002) concluded the way that reading comprehension processes are likely to work for good readers by dividing the reading ability into two different processes: lower-level processes and higher-level processes. For lower-level processes, they represent the more automatic processes and are typically perceived as more skilled-oriented. For higher-leveled processes, they represent comprehension, involving interpretation of the texts, combination of reading strategies, making inferences and drawing extensively on background knowledge (Grabe, 1999).

2.1.3.1 Lower-level processes of reading ability

According to Grabe, (2002, 2009) the fluent reading process is vital to recognize the role played by lower-level process. The processes include word recognition, syntactic parsing, and semantic-proposition encoding. They are carried out as parts of knowledge memory in which cognitive process and knowledge resources are integrated for comprehension. Comprehension cannot be taken placed without the operation of these processes: (1) word recognition, (2) syntactic parsing (word integration), (3) semantic-proposition encoding, and (4) working memory.

(1) Word recognition

Word recognition is now perceived by researchers as one of the most important processes contributing to reading comprehension. It has been demonstrated through studies over past twenty years that word recognition is a major predictor of later reading ability (Perfetti, 2007; Perfetti, et al., 2005; Grabe, 2009). Even though there has never been any researchers stating that reading comprehension is word recognition (Stanovich, 2000, cited in Grabe, 2009), it is accepted by most researchers that fluent reading comprehension is not possible without rapid, automatic word recognition of a large vocabulary. Also, the researchers say that word recognition represents the part of comprehension that is unique to reading.

In order for fluent word recognition to occur, a reader must recognize the word forms on the page very rapidly, activate links between the graphic form and phonological information, activate appropriate semantic and syntactic resources, recognize morphological affixation in more complex word forms, and access his/ her mental lexicon. Fast and automatic word recognition occurs when visual input from the word on the page activates lexical entries in the reader's lexicon that have well-represented information of all four types: orthographic, phonological, semantic, and syntactic. In cases of word recognition difficulty or encounters with unknown words, the impact of contextual information plays an important role in word recognition (Grabe, 2009, p. 23).

(2) Syntactic parsing (word integration)

Syntactic parsing is accessing meaning information from words and sentence structure. Much of word recognition has been a relatively subconscious process, so has syntactic parsing as it contributes to reading comprehension (Perfetti, 1999; Grabe, 2009). Sentences in any reading text do not rely solely on particular parts of speech; other systems such as tenses, prepositions, articles, modal verbs, etc. are dwelled in. So grammatical information is continuously involved in comprehension, and the process of syntactic parsing is essential to reading (Fender, 2001; Perfetti et al., 2005; Grabe, 2005, 2009).

Syntactic knowledge and processing skills correlate with reading abilities for both grade-appropriate readers and readers with disabilities. In addition,

there are important arguments that the basic meaning structures used in comprehension—semantic proposition units—cannot be found without the syntactic parsing of clauses and sentences.

(3) Semantic-proposition encoding

Semantic-proposition encoding is building clause-level meaning from word meanings and grammatical information. A good way to think of a semantic or meaning proposition is a network of small packets of information linked together in a meaning unit. The packets of meaning and the network linkages are built as the input from the words and structures being read are combined. The number of proposition units appearing in sets of sentences predicts how long it takes to process different sentences even when the number of words and clauses are kept equivalent.

(4) Working memory

Two major components of memory is usually divided into long-term memory and working memory. Long-term memory is the total set of permanent records of one's experiences and efforts to understand things. While long-term memory is a major resource of reading, the key memory concept for reading comprehension is working memory. Working memory includes information that is active for processing operations as well as the processing directions themselves. It is generally described as a limited-capacity system with limited storage, limited linkages to long term memory, and limited abilities to carry out multiple processes simultaneously.

Working memory usually maintains information actively for one or two seconds, but the information can remain active for long periods of time through mental rehearsal and reactivation (Kintsch et al., 1999; O'Brien et al., 1998; Grabe, 2009). With regarding to reading, working memory consists of the full set of information that has been activated and is available for comprehension processing. The set includes (a) information that is open to mental examination through conscious attention and reflection; (b) the more automatic processes that require very little attention; (c) the various processing routines that can be applied to the information.

The role of working memory in lower-level processing for reading is direct. Working memory supports phonological, orthographic and morphological processing for word recognition. It stores and combines words that have been activated, carrying out syntactic and semantic processing at the clause level, and storing the relevant information for the executive control, that suppresses unwanted information quickly and efficiently, without the reader having conscious awareness of the ability (Baddeley, 2006; Friedman & Miyake, 2004; Grabe, 2009; Long et al., 2006).

2.1.3.2 Higher-level processes of reading ability

Higher-level processes more closely represent what readers typically think of as reading comprehension. According to Grabe (2009), the main component abilities of higher-level processes consist of (1) a text model of reader comprehension (2) a situation model of reader interpretation and (3) additional higher-order processing components, which can be described as follows:

(1) A text model of reader comprehension

As cited in Grabe (2009), text comprehension involves the combination of information from the currently formed proposition with the active meaning elements that have already been integrated into a network of ideas already activated from textual input often referred to as a textual model of comprehension. It also requires the use of “bridging” inferences to connect new proposition to the network of already active propositional ideas (Kintsch, 1998; Pressley, 2006, cited in Grabe, 2009), thus maintaining a coherent network of ideas and relationships. As a sentence is read, newly formed propositional elements are maintained actively by reference to some element or idea in the existing network. On that account, the role of new elements or information that sets to a reader while reading could be these ways:

1. directly overlap with already active information, providing a direct connection into the network.
2. represent extensions of existing information and become linked as part of a supporting network.

3. linked by a discourse proposition indicating contrast, example, concession, and so on.

(2) A situation model of reader interpretation

A situation model of reader interpretation refers to the way readers normally bring their information to the processing of a text while reading. According to Grabe (2009), the information includes readers' understanding of (1) the ways discourse is structured, (2) past instances of reading similar types of texts, (3) the specific knowledge they have from the past reading experiences, and (4) their attitudes towards the text, the author, the emerging situation, and the genre. These sources of information build the situation model of interpretation which represents the mental experiences responding to the text, or the interpretation of the text, but not necessarily the specifics of the text model itself. Eight factors which could influence construction of a situation model are as follows:

1. Reader purpose
2. Task expectation
3. Genre activation
4. Similar story instances
5. General background knowledge resources
6. Evaluation of the importance of information, its enjoyment value, its interest value
7. Attitudes (and inferences) towards writer, story, genre, episode
8. Inferences needed for interpretation (of genre, episode, hierarchical organization, purpose)

(3) Additional higher-order processing components

As emphasized in Grabe (2009), additional higher-order processing components refer to a set of reading skills and resources under the command of the exclusive control mechanism in working memory. This includes strategy use, goal setting, metacognitive awareness, and comprehension monitoring.

1. *Strategy use*—The use of reading strategies represents the readers' awareness of a need to alter processing, to respond to the goals that have been set, to

restore comprehension, to understand the possible meaning of new words, or to complete a comprehension task more effectively. Strategy use generally requires some recognition that the text is difficult or that the goals of the reader are not being met.

2. *Goal setting*—Goals provide reasons for action and explanations for what other people are doing or what they want to see done. In academic settings, readers read with a variety of goals and make plans for how to achieve them. For good readers, goal setting is typically raised to a level of conscious awareness which have a positive influence on comprehension.

3. *Metacognitive awareness*—The central defining notion of metacognitive awareness is that the reader can devote attentional resources to determine whether comprehension is occurring, the reading goals are being achieving, and linguistic resources can raise comprehension.

4. *Comprehension monitoring*—Like goal setting and strategic processing, comprehension monitoring is closely associated with a reader's effort to set an appropriate standard of coherence that represents the level of effort to understand a text, taking into account the reading task and reader purpose. Good readers engage attentional processes selectively to ensure appropriate standard of coherence, whereas weaker readers and many L2 readers may have difficulty determining what will be an appropriate standard of coherence that is required to achieve reading goals. On that account, good monitoring comprehension depends on matching reader goals to an appropriate standard of coherence and having the strategic processing capabilities that ensure success in reading.

2.2 Scaffolded Reading Experience Instruction (SREI)

To improve students' reading ability, many studies advocate the employment of reading strategies in remedial instruction such as activating their background knowledge, summarizing the text, and generating questions to capture the main idea of the passage (Yang, 2010). Among studies on the employment of multiple strategies in teaching reading, scaffolded reading experience instruction has emerged as one of the effective approaches.

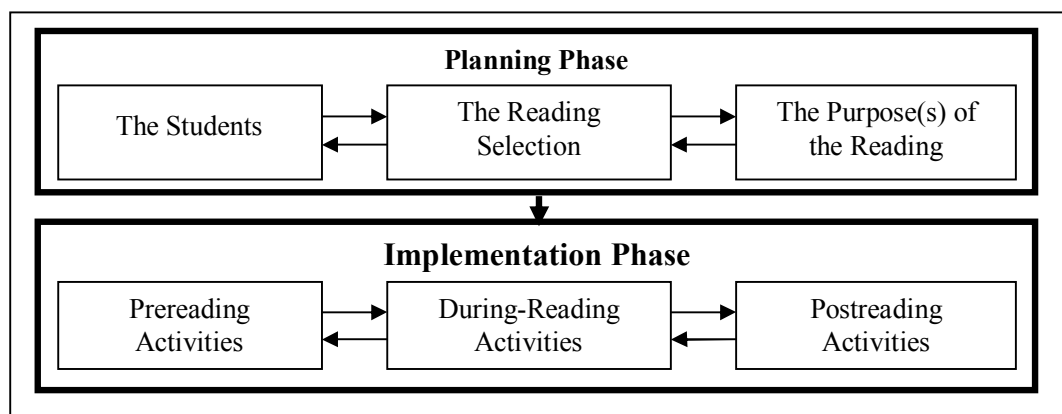
Scaffolded reading experience instruction (SREI) refers to a set of prereading, during-reading, and postreading activities specifically designed to assist a particular group of EFLs in successfully reading, understanding, and learning from a particular selection (Fitzgerald & Graves, 2004). It provides a mechanism that empowers teachers to plan and initiate lessons in ways that enable them to shoulder the main responsibility for students' learning.

2.2.1 Concept of scaffolded reading experience instruction (SREI)

According to Fitzgerald and Graves (2004), scaffolded reading experience instruction or SREI comprises two phases: planning phase and implementation phase.

The planning phase concerns the students, the reading selection, and the purposes of the reading. The teacher needs to make explicit according to the three components before getting into the second phase: implementation. In the implementation phase, the teacher needs to select a set of prereading activities, during reading activities, and postreading activities for a particular reading selection. This is in order to lead students to a successful reading experience. The two phases of SREI is shown in Figure 2.1.

Figure 2.1: *Two phases of scaffolded reading experience instruction (SREI)*



(Fitzgerald & Graves, 2004, p.30)

According to Fournier and Graves (2002), the scaffolded framework is flexible and adaptable. It presents a variety of options through the sets of pre-, during- and postreading activities from which reading teachers can choose those best suited to lead a particular group of students to success:

Prereading activities prepare students to read the upcoming selection. They provide a number of functions, helping students to engage with and comprehend the reading text. These functions help student interest in the text, remind them of relevant knowledge, and preteach aspects of the selection they may find difficult, such as complex concepts and troubled words.

During-reading activities include things that students do as they are reading and things that the teacher would do during that time as to assist them.

Postreading activities serve opportunities for students to synthesize and organize information gained from the text so that they can understand and recall important points. Students may also respond to a text in a variety of ways—reflecting on the meaning of the text, comparing differing texts and ideas, engaging in a variety of activities that will refine and extend their understanding of what they learn from the text, and applying what they have learned to the world beyond the classroom. The suggested options according to the three main activities are shown in Figure 2.2.

Figure 2.2: *Optional activities in scaffolded reading experience instruction*

Prereading activities	<ul style="list-style-type: none"> Motivating Relating the reading to students' lives Building or activating background knowledge Providing text-specific knowledge Preteaching vocabulary Preteaching concepts Prequestioning, predicting, and direction setting Suggesting strategies Using students' native language Involving English-language learner communities, parents, siblings
During-reading activities	<ul style="list-style-type: none"> Silent reading Reading to students supported reading Oral reading by students Modifying the text
Postreading activities	<ul style="list-style-type: none"> Questioning Discussion Writing Drama Artistic, graphic, and nonverbal activities Application and outreach activities Building connection Reteaching

(Fitzgerald & Graves, 2004, p.16)

2.2.2 Into-through-beyond approach

This is the later generation of SREI. The purpose is to help teachers provide scaffolding support for students before, during, and after the reading. Base on the original framework, implementation phase operates the set of pre-, during- and postreading activities. The terms have been alternatively changed: (1) “Into the reading” represents “Prereading activities”; (2) “Through the reading” stands for “During-reading activities”; and (3) “Beyond the reading” is for “Postreading activities.” Similarly to the optional activities posted by Fitzgerald and Graves (2004), the procedures and activities can be presented in Figure 2.3.

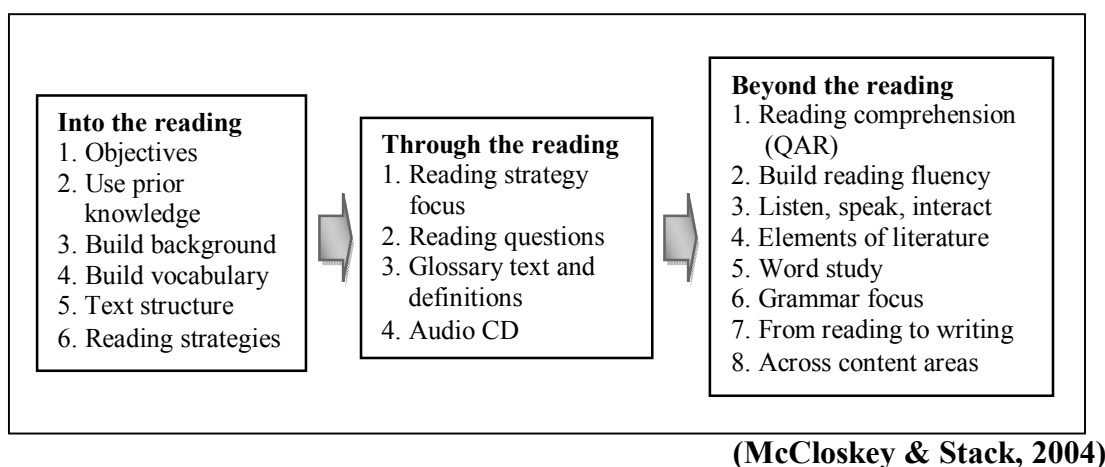
Figure 2.3: *Procedures and activities in “Into-through-beyond approach”*

<p>Into the reading</p> <ul style="list-style-type: none"> a. Connect the topic to learners’ previous experience b. Activate and build background knowledge as needed c. Develop key vocabulary d. Introduce reading strategy to be used when reading the text e. Introduce, explain, and discuss text structure or schema <p>Through the reading</p> <ul style="list-style-type: none"> a. Guide learners to use reading strategy. b. Provide vocabulary support as needed (e.g., glossary, dictionary, word wall). c. Provide alternatives to access the text as appropriate for learner level, e.g., read aloud, audio recording, jigsaw, choral reading, reciprocal teaching <p>Beyond the reading</p> <ul style="list-style-type: none"> a. Help learners review, discuss, evaluate text with discussion strategies. b. Review vocabulary and develop word solving skills around important words in the text. c. Use language of text as model for grammar, writing conventions. d. Use the text to learn about literature: genre, literary devices, rhetoric, etc. e. Use the genre of the text as a model for writing and other expression

(McCloskey & Stack, 2010)

Visions: Language, Literature, Content is a set of grade-level textbooks constructed by McCloskey and Stack (2004) via “Into-through-beyond approach.” Focused on language, literacy, and content, the activities with respect to the textbooks are as shown in Figure 2.4.

Figure 2.4: *Activities employed in Vision: Language, Literature, Content*



2.2.2.1 Effective approaches for scaffolding the reading text with EFLs

McCloskey, Orr, Stack and Kleckova (2010) have suggested four effective approaches for scaffolding the reading text with EFLs namely: (1) choose accessible texts that students can connect to and provide important content, (2) identify prerequisite background information that EFLs may not have, (3) analyze vocabulary to determine important terms that EFLs may not know, and (4) plan ways for learners to interact with the teacher, one another and the text.

(1) Choose accessible texts that students can connect to and provide important content

To choose appropriate texts, it can be done by considering four criteria for selection (McCloskey et al., 2010):

Accessible—Students can read the text with support. Choose texts that are accessible, with regards to grammar, vocabulary, rhetorical structures, and background knowledge expectations.

Culturally relevant and affirming—Choices should include texts that represent the cultures of students in the class as well as important cultural groups, and that view these cultures positively. According to McCloskey and Stack (2008), culture can be sub-divided into three aspects:

1. Culture as outward differences and behaviors Culture is considered as static, unchanging and usually thought of terms of other groups.

This is superficial understandings and can be tourist level of experience.

2. Culture as unseen larger social forces The forces can be economy, history, politics, ideologies.
3. Culture as ways of seeing, understanding and living life This is dynamic, constantly changing, continuous recycling of old ways of doing and thinking and merging with new influences like digital literacies, contact with other groups, globalization, etc.

Important—EFLs cannot read as quickly and therefore as much as native speakers. The teacher should select works that will make a difference in their education.

Well illustrated— Look for illustrations that contribute meaning to the text and are closely parallel.

(2) Identify prerequisite background information that EFLs may not have

Students may lack essential skills and knowledge to understand the text. In addition, cultural information presented in a text and culture-based rhetorical structures can affect text comprehension (Sharp, 2003; Snow, 2000, cited in McCloskey & Stack, 2008). As a result, scaffolding strategies can help to pre-assess students' knowledge and provide focus for teaching needed background.

In order to develop students' background knowledge, the teacher may analyze the reading selection for background knowledge requirements by considering the following means:

1. Assessing and developing background knowledge
2. Building background knowledge
3. Linking to students' past experiences
4. Developing necessary content knowledge
5. Learning academic and related vocabulary

(3) Analyze vocabulary to determine important terms that EFLs may not know

To ascertain that important terms the students may not know but need to know would not be neglected and overlooked, McCloskey and Stack (2005; 2008) suggest that English teacher should use a tool such as a free online vocabulary profiler, academic word list, etc. to identify key academic words that a) may be challenging for students, and b) are useful academic terms, likely to be used across various content areas.

(4) Plan ways for learners to interact with the teacher, one another and the text

McCloskey and Stack (2005; 2008) suggest that one of the two ways to promote literary analysis is that teachers plan ways for students to interact with them, one another, and the text. Effective strategies for planning could be anticipation guides (Herber, 1978), reciprocal teaching (Palenscar & Brown, 1986), question-answer relationships (QAR) (Raphael, 1986; Raphael & Au, 2005; Gibbons, 2002). However, in their study, the focused strategy is QAR.

2.2.2.2 Question-Answer Relationships (QAR)

In order to scaffold reading comprehension with the students, appropriate strategies are sometimes effective. Question-answer relationships or QAR is a strategic tool developed for clarifying how students can approach the task of reading texts and answering questions. It helps the students realize the need to consider both information in the text and information from their own background knowledge. Students without QAR instruction often indicated a lack of strategic behavior when reading and answering questions (Raphael, 1986).

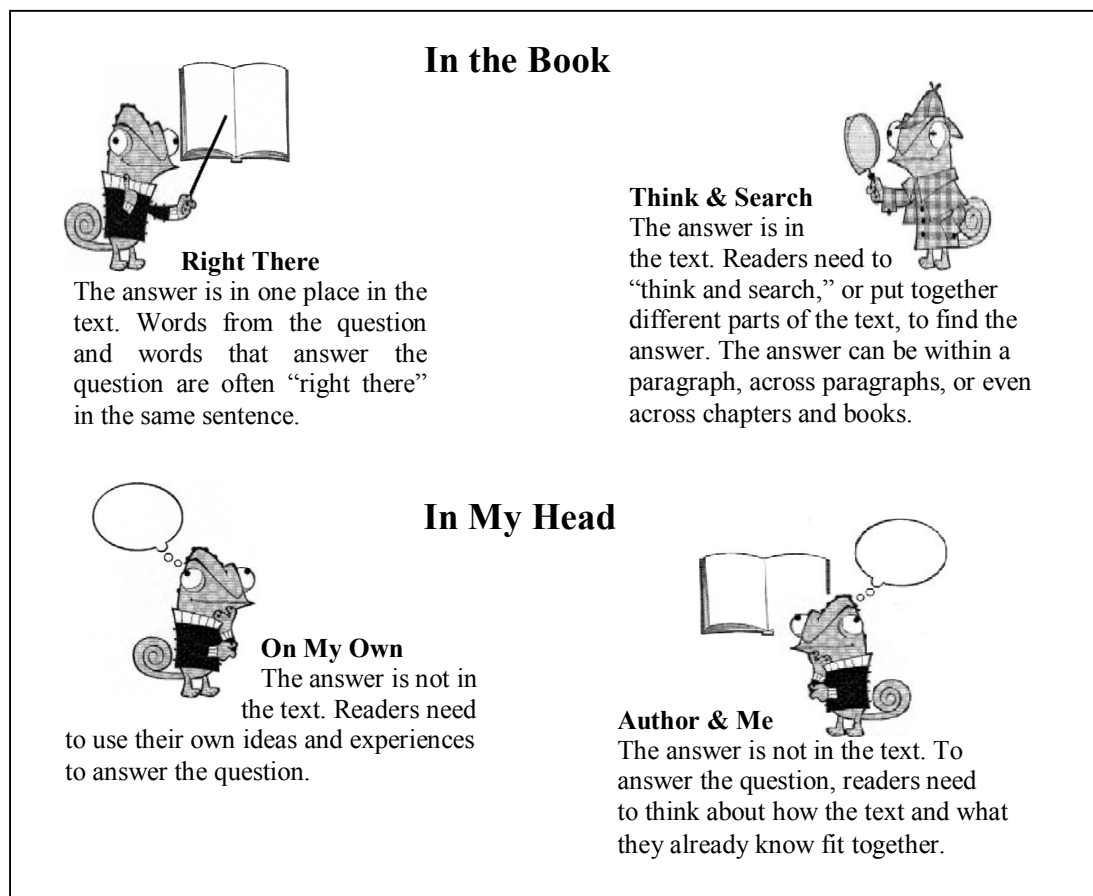
The strategy explicitly shows the relationships between questions and answers; categorizes different types and levels of questions; helps student to analyze, comprehend and respond to text concepts; and helps refute the common misconception held by students that the text has all the answers. Two primary sources of information for answering questions are categorized namely (1) “In the book” and

(2) “In my head.” Most students can easily make this distinction after participating in a brief discussion using a short text with one or two related questions.

The “In the book” category is expanded to include two types of situations (1) ‘Right there’—when the answer to the question is stated explicitly in the text, within a single sentence of text, and (2) ‘Think and search’ or ‘Putting it together’—when the answer to the question is available from the text but requires the reader to put together information from different parts.

The “In my head” category can also be divided into two types, once students have a clear understanding that their background knowledge is a relevant source of information for answering questions. The two categories are (1) ‘Author and me (you)’ and (2) ‘On (your) my own.’ In Figure 2.5, the relationships between the two categories and four types of situations are illustrated.

Figure 2.5: *The core question-answer relationships*



(Raphael and Au, 2001, p.4-5, in Raphael and Au, 2005)

QARs can be useful both as a teacher tool for conceptualizing and developing comprehension questions and as a student tool for locating information and making decisions about use of the text and background knowledge. As a tool for teachers, the QAR categorization creates a way of thinking about the types of questions that are most appropriate for different points in guiding students through a reading text. As a tool for students, QAR instruction can provide the basis for three comprehension strategies: locating information, determining text structures and how these structures may convey information, and determining when an inference would be required. It initially helps the children understand that information from both texts and their knowledge base and experiences is important to consider when answering questions. It helps students search for key words and phrases to locate the appropriate information for answering questions. Finally, QARs help students recognize whether or not information is present in the text and, if not, that it is necessary to read “between or beyond the lines” to answer the question.

2.3 Research in Scaffolded Reading Experience Instruction

Fournier and Graves (2002) investigated the effects of SREI in a classroom study, using short stories as the content area. The course stresses the importance of both internal and external validity, presents quantitative and qualitative approaches as valuable and often complementary methods, and extols the value of generalizability. At the same time, the course emphasizes that generalizability is an elusive and often only partially realized goal. In keeping with this position, they view the results of this study as validation for SREI, an indication of what SREI can achieve, and a suggestion of what they may accomplish in other contexts.

Participants in this study were 50 students from two seventh-grade English classes in L1 context. One class consisted of 25 students of high scholastic achievement, the other of 25 students of low to moderate scholastic achievement.

The study extended over two weeks. Students in the two classes read two short stories during the two weeks. The SRE treatments were counterbalanced across the stories; that is, one class received SREI for the first story, and the other received SREI for the second one. The dependent measures were a multiple-choice comprehension test for each story and a Likert scale probing students’ attitudes toward the stories and

SREI. Each SRE lasted four days. The fifth day of each week was used for the test and attitude survey.

When reading the story without an SRE, each class read silently on the first day and completed the comprehension questions and attitude survey on the second day. During the remainder of the week, they received a lesson on poetic concepts, worked in pairs responding in writing to a poem that illustrated these concepts, and shared their responses with the class.

The result reveals that students scored higher on comprehension for both stories when receiving SREI and also, therefore, when the scores are averaged across both stories. A two-way analysis of variance with treatment and story as independent variables show that SREI had a significant positive effect on students' comprehension of both stories.

As the two stories ranged in difficulty, and because each class received SRE with different story, Fournier and Graves standardized the students' comprehension scores; in order to compare the effect of SREI for the two classes. They did this by converting the students' raw scores to z-scores, and then compare the z-scores of students in the two classes to get an accurate picture of the effects of SREI.

This comparison showed that 21 of the 25 students in the high scholastic achievement class scored better when they received SRE and 19 of the 25 students in the low to average scholastic achievement class scored better when they received SRE. Thus, while SRE helped a few more students in the high scholastic achievement class, it obviously helped the majority of students in both classes.

In reporting the results of the attitude survey, students responded more positively to every question when receiving SREI. With SREI, students' responses indicated that they liked the story more, were more likely to recommend the story to friends, found the language of the story easier to understand, understood the main event and conflict better, considered the story itself easier to comprehend, and strongly endorsed the use of SRE activities.

In addition, when they received a SRE, nearly two thirds of the students believed that it helped them understand the story.

It is clear from the result of the study that SREI can increase students' comprehension of short stories. Averaged across the two stories, students'

comprehension with an SREI was 19% higher than without an SREI. Similarly, students' attitudes toward all aspects of the story and to the instruction they received were more positive when they received an SREI. Yet, Fournier and Graves state that using SREI has costs as well as benefits. In their case, the most serious cost is the amount of time required by robust SREI. The SRE treatments required significantly more time than the control treatments. Two arguments, however, suggest that the increased time required for SREs is sometimes justified.

First, Perkins (1992), Newmann (1996), Wiggins and McTighe (1998), and Pressley (2001) have argued that "all too frequently we fail to take the time to teach for true understanding, that is, to teach in such a way that learners understand what they read, remember important information, and use what they learn in the world outside of school.

Teaching for understanding takes time, and we must be willing to spend that time to foster deep understanding." The second argument to justify the time spent on SRE activities comes from Fournier and Graves' consideration of the nature of the activities. Many of them engage students in the sorts of higher level, constructivist, open-ended experiences that lead them to become the creative problem solvers required in the 21st century. Hence, Fournier and Graves suggest that while teachers admit the SREI, it is both necessary and desirable to take the time.

Massey and Heafner (2004) employ SREI framework as to make an important distinction between what the reader does to comprehend text and what the teacher does to enhance reading comprehension. The study prescribes six reader strategies to promote reader independence in the social studies. To accomplish the goal of reader independence in strategy use, they shared six teacher techniques to facilitate students' use of comprehension strategies. The reader strategies and teacher techniques were selected for their ease of use by teachers and potential for independent use by students, and also meet the most current research criteria for best practices in comprehension instruction. The strategies and techniques include using knowledge of text structures, creating summaries, generating questions, and drawing inferences between texts (Smolkin & Donovan, 2002).

In a classroom of social studies, students are expected to read primary sources, some written hundreds of years ago in a variety of language styles by well-educated

and less well-educated authors. Such wide reading demands teacher techniques that can be applied across reading texts. It also demands strategies, or plans, that even struggling readers can implement with ease and confidence. Accordingly, the teaching techniques and the reader strategies selected are used across the social studies genres—textbooks, primary sources, fictional texts, or a combination. This allows the teacher and students to establish routines for reading, regardless of the type of text used. After teachers become familiar with comprehension instruction, they may wish to add other teaching techniques to their repertoire as students become independent users of each strategy.

Teacher techniques are used not only for the activity value although most students do find the following activities engaging. The suggested teaching techniques are tools that teachers use as they teach reading and content. In addition, the teacher techniques and reader strategies employed in the study are not new; but their application is perceived as ease of use for students who may struggle to read and in the social studies content. Accordingly, in order to help teachers organize their own instruction, the teaching techniques are placed within a framework of SREI—prereading, during-reading, and postreading strategies.

2.4 Chapter Summary

This chapter has reviewed related literature which covers three topics contending (1) reading ability (definition, reading fluency and comprehension, and lower-level processes of reading ability), (2) scaffolded reading experience instruction (instructional concept, framework, and other important concepts relevant to SREI), and (3) research in SREI.

Reading ability has been emphasized as a crucial indicator of success for a person's life both inside and outside the school. If students fully understand what they read, learn from their reading, realize that they have successfully understood and learned from what they read, and enjoy reading, the better their chances will be to become the sort of competent lifelong readers and learners the times require (Graves et al., 2001, cited in Fournier & Graves, 2002).

Comprehension is regarded as the ultimate goal of reading; yet it cannot be met unless readers read with adequate fluency. Whether the term is perceived through

reading rate, reading accuracy, prosody, expression, etc., fluency leads the readers to the comprehension in reading. Lower-level processes of reading ability are believed to play an important role in fluency process, whereas higher-level processes of reading ability more closely represent what a reader typically thinks of as reading comprehension.

Instructional concepts and framework of Scaffolded Reading Experience Instruction both by Fitzgerald and Graves (2004) and McCloskey and Stack (2004, 2005, 2008) as well as other important concepts relevant to SREI have been reviewed.

In order to underline the important and usefulness of SREI in the classroom of students with low reading ability, two research of SREI has been reviewed. One is about scaffolding adolescents' comprehension of short stories through the framework of SREI; the other is about adapting the concept of pre-, during-, and postreading process for sets of teacher techniques and reader strategies to promote reading comprehension in social studies.

In this study, a scaffolded reading experience instruction has been applied with the aim to enhance English reading ability of Thai students in physical education program. The framework has been applied with respect to the students' levels of English proficiency, theories and research as mentioned. In the next chapter, research methodology will be presented.

CHAPTER III

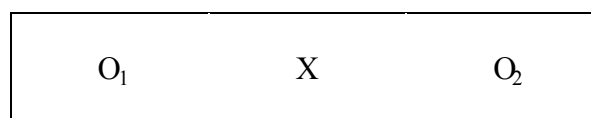
RESEARCH METHODOLOGY

This research was conducted with the aim to investigate the effects of scaffolded reading experience instruction (SREI) on English reading ability of Thai students in physical education program, and to explore their opinions towards the instruction. In this chapter, the following topics are described: research design, context, population and samples, research instruments, instructional instruments, data collection, and data analysis.

3.1 Research Design

As the primary research objective was to foster students' English reading ability through the implementation of scaffolded reading experience instruction (SREI), one-group pretest-posttest research design was used as to evaluate the implementation. English reading ability (ERA) test was used to measure the students' English reading ability. The procedures of the research design were the administering of the pretest, exposing subjects to the treatment, and administering the posttest. According to Cohen and Manion (1985), the procedures of the design can be illustrated as follows:

Figure 3.1: *One-group pretest-posttest research design*



- O₁ represents ERA pretest
- X represents SREI treatment
- O₂ represents ERA posttest

3.2 Context of the Study

Institute of Physical Education (IPE) is a public institute under the Ministry of Tourism and Sports. Its primary mission is to educate tertiary students in the field of

physical education, sports, sports science, health science, recreation, and other fields of relevance. The institute consists of seventeen campuses namely Ang Thong, Bangkok, Chaiyaphum, Chiang Mai, Chon Buri, Chumphon, Krabi, Lampang, Maha Sarakham, Phetchabun, Samut Sakhon, Si Sa Ket, Sukhothai, Suphan Buri, Trang, Udon Thani, and Yala; and sixteen sports schools all around Thailand. However, in the study, the context means the seventeen campuses.

The students of IPE can be mainly categorized into two groups. One is those who come to the institute with sport talent. These students are often known as “Quota Students”—they are not supposed to pay for tuition fee; but are expected to train well and hard for sport competitions both inside and outside the country. The other group is those who gained low GPAX from their secondary school but would like to further their education, failed the entrance examinations, and/or missed other institute. These students, especially those who end up their secondary school with low GPAX, tend to have low grade in English language. In addition, it is believed that people who are skillful in the field of physical education are likely to have less motivation in learning language. Accordingly, no matter what leads them to the IPE in any campuses, what the majority of the students have in common is that their English proficiency is low.

Reading is believed to be a fundamental skill for life-long learning, personal growth, and enjoyment (Garbe, 2009)—this is especially reading in English language for its global use. To capitalize on the benefits of reading (Anderson, 2008), accordingly, the teachers and the educators of IPE should offer the opportunities for their students to become more skillful in reading particularly in English language.

It is agreed that the readings which are more accessible to the readers, especially to those with limited English proficiency, are the reading that most related to the students’ lives, profession and interest. Unfortunately, in Thailand, there has seldom been authentic and appropriate English reading material and instruction that properly serves the needs of the students in the field of physical education. Additionally, to help improve the students with low English proficiency, the teachers must arrange different instruction from those in average or above-average levels. As a result, this study took the chance to support ways to serve that needs.

3.3 Population and Sample

The population of the study was Thai students in physical education program. The sample of the study was 25 first-year students, Room 1 from Sports Science Program of the faculty of Sports and Health Science, Institute of Physical Education—Krabi Campus, semester 1 in the academic year 2011. The sample was purposively selected. First-year students of the program were chosen because they were to enroll in English Skill Development Course which was the first English language course of the students in the program. Since the aim of study was to develop materials using the framework of SREI to improve students' English reading ability which was believed to be deficient but crucial among them, the course and the year of the students were considered as the most appropriate.

3.4 Research Instruments

Two instruments employed in the study were English reading ability test or ERA test and semi-structured interview. The instruments were conducted so as to answer the two research questions: (1) To what extent does scaffolded reading experience instruction improve students' English reading ability?, and (2) What are students' opinions towards scaffolded reading experience instruction?.

3.4.1 English reading ability test (ERA test)

3.4.1.1 Description

English reading ability test or ERA test was designed by the researcher to determine the current reading ability level of the students in PE program. Long paragraphs or passages were modified shorten, so that the students read less; yet answered most. The length of each shortened selection was between 40-120 words, depending on the completion of the information (See Appendix A).

Based on the thematic instruction of sports and recreation, two reading passages were selected: one was about the triathlon, one of three sports for reading topics in the SRE classroom; the other was about sports in general. So, the test consisted of two selections; with 30 questions. The students were allowed to complete

the test for one hour. The test was administered to the students twice; in June for pretest and in August for posttest.

Regarding the test takers and the aim of the present study, the test was conducted due to the primary level of reading ability. All items of the test measured the students' reading ability in two levels: word levels and sentence levels, with four aspects which are (1) determining the meaning of the words by context clues, (2) identifying directly stated facts, (3) identifying reference and (4) identifying facts in the content. Reading constructs and the test items can be presented in Table 3.1.

Table 3.1: *Reading constructs and the test items*

Passage	Comprehension levels	Reading constructs	Item no.
1. Getting Ready for the "Ironman"	<u>Word levels</u>	- determining the meaning of the words by context clues	6, 7, 8, 14
	<u>Sentence levels:</u>	- identifying directly stated facts	1, 2, 4, 5, 11
		- identifying reference	3
		- identifying facts in the content	9, 10, 12, 13
2. Who Invented That Sport?	<u>Word levels</u>	- determining the meaning of the words by context clues	15,16, 20, 22, 24, 25, 26, 29, 30
	<u>Sentence levels:</u>	- identifying directly stated facts	17, 21, 26
		- identifying reference	19
		- identifying facts in the content	18, 23, 27, 28

3.4.1.2 Validity of ERA test

In order to ascertain validity, the test was first sent to three experts in the field of language test. The experts were asked to evaluate the test content using the evaluation form provided (See Appendix B). Based on the Item-Objective Congruence (IOC) Index, each item was rated on the three point scale: Congruent = 1, Questionable = 0 and Incongruent = -1. Scores rated by the experts were calculated; items with index lower than 0.5 should be revised (Tirakanon, 2003). The value of IOC for each test item was illustrated in Appendix C. The results indicated that 76.66% of the items were rated higher than 0.5 of the IOC index, meaning that all

items were acceptably congruent with the objectives and the reading ability aspects. Six items were to be revised. According to the experts' suggestion, the items adjusted were presented in Table 3.2.

Table 3.2: *Item modification*

Item	Original	Modified
1.	<i>The language in the question is not appropriate, so it was changed.</i> 1. What sports does not “combine” in the triathlon?	1. Which sports is not included in the triathlon?
12.	<i>The question is confusing and not clear, so it was changed.</i> 12. What does not cost money to compete the triathlon?	12. From the passage, what does not cost money?
18	<i>Choice a, b and c cannot be found in the text; it does not mean that they are not true.</i> a. Few Scottish people like playing golf. b. Every country has its own national sport. c. American people do not like playing golf.	a. Few American people plays baseball. b. Baseball was invented by American people. c. Both golf and baseball are never been developed
23	<i>Choice a cannot be found in the text. Choice b and c were testing the world knowledge, not reading ability. So the whole item was changed.</i> 23. Which is not true? a. Japanese people like to play baseball. b. Nicaragua is a country in Latin America. c. Venezuela is the neighboring counties of America. d. Some people believe that baseball came to Mexico by sailors.	23. According to the text, who did not bring baseball to Latin America? a. sailors b. marine c. oil workers d. missionaries
26	<i>Choice a and c were not appropriate. All choices were changed and re-ordered.</i> a. 1744 b. Edinburgh c. 1400s d. town of St. Andrews	a. Edinburgh b. St. Andrews Links c. town of St. Andrews d. It is not mentioned
27	<i>Choice b, c and d cannot be found in the text. They were changed.</i> b. St. Andrews used to play golf. c. golf hole is developed from rabbit hole. d. You can learn to play golf at St. Andrews Link.	b. The rules of golfing were formed in 1744. c. Rabbit holes used to be used as golf holes. d. St. Andrews Links is a place for famous golfers.

The test was administered to 25 first year students Room 1, from the faculty of Sports and Health Science of Institute of Physical Education—Krabai Campus; once at the end of June as a pretest, and second at the end of August as a posttest.

3.4.2 Semi-structured interview

3.4.2.1 Description

In this study, semi-structured interview (See Appendix D) was used to explore students' opinions towards the scaffolded reading experience instruction. Five students from the main study were randomly chosen for the interview to determine the effects of SREI on English reading ability of Thai students in physical education program.

The questions comprised two aspects: (1) self-perception as an English reader, which will indicate and reveal their reading background, provide information for them when comparing their reading competent before, during and/or after the treatment in order to judge the value of SREI, (2) effectiveness of SREI in the light of contents, design, activities and usefulness. The questions were adapted from some questions in "Managing My Own Learning" by Riley and Harsch (2007 cited in Anderson, 2008), in "Evaluating task" of "Diagnostic teaching" by Valencia and Wixson (1991). Some were based on the five criteria of text accessibility from "Effective approaches for scaffolding the reading text with EFLs" by McCloskey, Orr, Stack and Kleckova (2010), and some were according to the researcher's inquiry. The questions and the aspects can be presented in Table 3.3.

Table 3.3: *Aspects of questions for semi-structured interview*

Aspects	Items
1. Self-perception as an English reader	
a. Before receiving SREI	1. Please identify your problem(s) in reading English texts. 2. Before taking this course, how did you think or feel about English reading?
b. During (After) receiving SREI	3. After taking the course for a while, how are your thoughts or feelings changed? 4. How do you think English reading important to your life's learning/goals? Why/ Why not?
2. Effectiveness of SREI	
a. Contents	5. How do you think about the reading selections? Are the grammar and vocabulary too difficult for scaffolding reading? 6. Are the topics and content interesting and relevant to your life and profession?
b. Design	7. What in reading materials do you like and dislike? Why? Why not? 8. Are there any things in reading materials you want to change or add? What are they?
c. Activities	9. Which activity do you like the most or help you in your reading the most? Why? 10. Which activity do you not like? Why not?
d. Usefulness	11. What strategy/ strategies do you often use in "Readings in Real World" activities? 12. What problems do you face while reading on your own or with your partner/group? How do you cope with them? 13. What do you think or feel about the overall course (atmosphere, activities, etc.)? What do you think about your friends?

The interview was carried out in August, 2011 during the middle stage of the implementation. Each interview session lasted approximately 15-20 minutes. Tape-recorder was used to record students' responses. The content of the interview was, finally, analyzed and descriptively reported.

3.4.2.2 Validity of semi-structured interview

Whether the content was appropriate and led the interview to the objective of the study, the question items were sent to three experts in the field of instruction. The experts were asked to evaluate the interview content using the evaluation form provided (See Appendix E). Based on the Item-Objective Congruence (IOC) Index, each item was rated on the three point scale: Congruent = 1, Questionable = 0 and Incongruent = -1. Scores rated by the experts were calculated; items with index lower than 0.5 were expected to be revised. The value of IOC for each item was illustrated in Appendix F. The results indicated that 100% of the items were rated at 1.00 of the IOC index, meaning that they were highly congruent with the objectives. The experts agreed that the questions were good in order to have further in-depth information from the research participants. One of the experts, however, commented that the interview questions seemed to be very structured for a semi-structured interview and the researcher should prepare some probing questions to elicit information in case the interviewees might not supply clear answers as the researcher expected. Additionally, there was some wording in some items suggested to be revised. The items adjusted were as follows:

Item 8: Is there anything in reading materials you want to change or add up?

Is there anything in reading materials you want to change or add?

Item 9: Which activity do you like best or help you in your reading the most?

Which activity do you like the most or help you in your reading the most?

Item 13: How do you think or feel about the overall course (atmosphere, activities, etc.)? How do you think your friends do?

How do you think or feel about the overall course (atmosphere, activities, etc.)? What do you think about your friends?

3.5 The Development of Scaffolded Reading Experience Instruction (SREI)

The development of SREI involved exploration of related documents, instructional framework, needs assessment (importance of the learning topics), construction of SREI, and experts' validation.

3.5.1 Exploration of related documents

In order to develop an English reading instruction best appropriate for Thai students with low English reading ability, the concepts and related theories were explored and reviewed. The SRE framework proposed by McCloskey and Stack, (2004, 2005, 2008) and McCloskey, Orr, Stack and Kleckova (2010) was adopted and applied. Following Fitzgerald and Graves (2004), the framework consisted of two main phases: "Planning phase" and "Implementation phase".

3.5.1.1 Planning phase

During this phase teachers were to consider and make explicit teaching according to four approaches for scaffolding the reading text: (1) choose appropriate texts that students can connect to and that provide important content, (2) identify prerequisite background information that EFLs may not have, (3) analyze vocabulary to determine important terms that EFLs may not know, and (4) plan ways for learners to interact with the teacher, one another, the text, and world community. The procedure through this phase can be described and illustrated as follows:

(1) Choose accessible texts that students can connect to and that provide important content

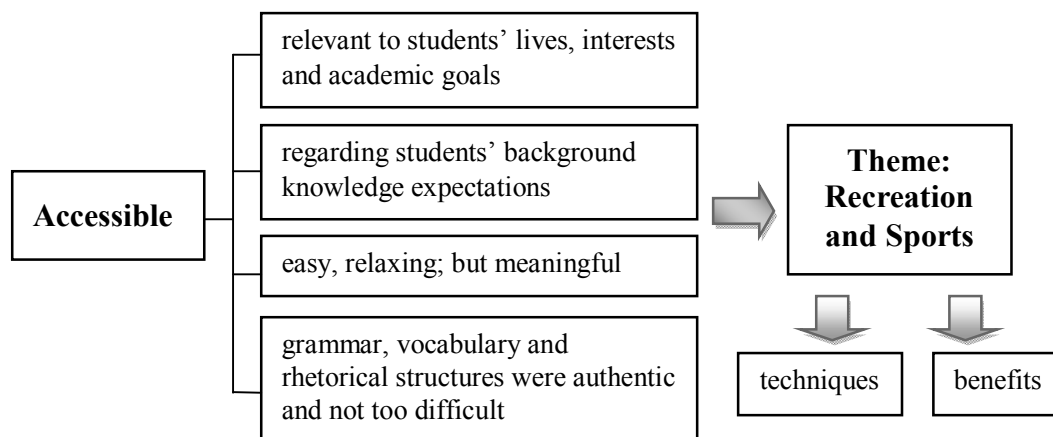
In order to choose appropriate texts, four criteria for selection (McCloskey et al., 2010) have been considered.

Accessible—Brinton (2003) states that the selected content for reading should be of those most relevant to students' lives, interests and academic goals. Based on accessibility (McCloskey & Stack, 2005), the texts should be chosen regarding to students' background knowledge expectations. In this context,

consequently, the thematic content of sports was the most appropriate and accessible to the students.

Since the purpose of the implementation in this study was to teach students to read English materials; not to teach sports, the reading texts were expected to be easy, relaxing; but meaningful. In addition, grammar, vocabulary and rhetorical structures should be authentic and not too difficult for the students to understand. The focus, accordingly, was on sports as games and recreation—techniques and benefits. “Recreation and Sports” was chosen as the theme of the content areas for reading as can be presented in Figure 3.2.

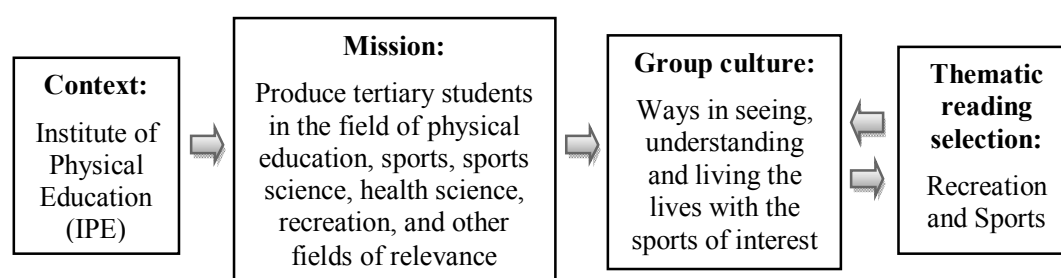
Figure 3.2: *Criterion 1 for choosing accessible texts: Accessible*



Culturally relevant and affirming—As the population of the study was the students in physical education program which aims to enhance total human development and performance through movement and the experience of physical activities within an educational setting, one of the interests they are likely to have in common is sports and relevance. Moreover, the curriculum of Sports Science Program of the faculty of Sports and Health Science where the samples of the study were situated focuses attention on sports and training. The students of the program are to be able to referee in sport games, teach, coach or advice people concerning the area of physical education. There are more than twenty elective courses about sports and more than twenty elective courses about recreation (Educational manual, IPE—Krab Campus, 2012). On that account, “Recreation and Sports” was the thematic content best relevant ways students see, understand and live their lives with the sports of

interest (McCloskey & Stack, 2008), as well as affirming the culture of the students in the class and physical education's cultural group. Figure 3.3 presents how the texts are relevant to and affirming with the students' culture.

Figure 3.3: *Criterion 2 for choosing accessible texts: Culturally relevant and affirming*



Important—As students with low English reading ability cannot read quickly and much, the reading selection should make a difference in their education (McCloskey & Stack, 2008; McCloskey et al., 2010). In this study, the difference was focused attention on accessibility and cultural relevance. So, three sports—*football*, *swimming*, and *triathlon*—were chosen as the thematic content of English learning.

Triathlon is a recent sport combining swimming, bicycling and running into one; and becomes increasingly popular among sport lovers around the world. In Thailand, there is Thai Triathlon Association sponsored by Sports Authority Thailand and Tourism Authority of Thailand. This indicates that the sport is also interesting among Thai people and can be more popular through the cooperation of the two associations. As students with sport talent who are supposed to carry on in sport field, it is beneficial to acquire updating information of world's current trends.

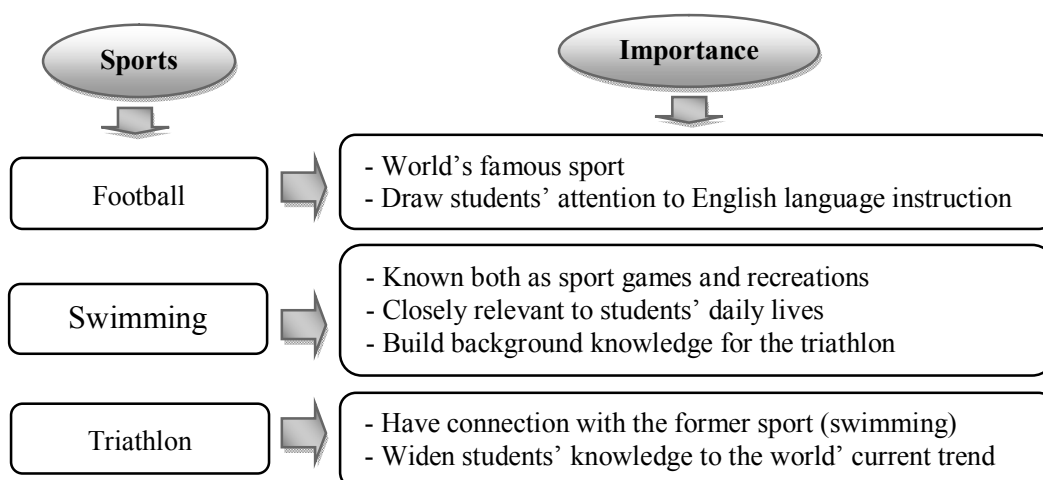
Swimming, besides being a part of the triathlon competition, is both sport and recreation closely relevant to students' daily lives. In addition, the sport is like activating some background knowledge of the triathlon.

Football is the sport game leading the phenomenon of sport fever all around the world. An article by Ryan Kent-Temple compares the similarity between practicing football and thinking in English which is engaging and motivating for English instructional classroom. As a result, in the study, *football*, *swimming*, and *triathlon* were the complementing instructional content. They were for students to

learn English language, enhance reading experience and widen their professional knowledge.

Needs assessment— In addition, to ascertain that the topics met most students' needs or corresponded to their interest, needs analysis was employed. Informal survey asking about sport preference for English learning topics was conducted and distributed to 50 first-year students of IPE—Krabi in February, 2011 (See Appendix G). The result indicated that 64% of the participants were satisfied with the topics sequenced by the researcher; and 36% preferred to choose their own topics. The participants in the later group, however, chose football and/or swimming to be one of their interesting topics in the satisfying percentile (66.67% and 55.56% of the group, respectively). This could be implied that the three sports were appropriate for the English class of SREI. Figure 3.4 presents the three sports and their importance for learning.

Figure 3.4: *Criterion 3 for choosing accessible texts: Important*



Well illustrated—In order to make the texts more enjoyable and accessible, the reading selections were reorganized by separating each full reading version into shorter parts. Each shortened part consisted of 2-3 short paragraphs. Visual pictures closely apparel to the content were attached in order to contribute the meaning to the texts. Figure 3.5 presents sample of how texts are designed and illustrated.

Figure 3.5: Criterion 4 for choosing accessible texts: Well illustrated

Sample from Unit 1

A picture of a boy with the phrase “*thinking in English*” in a bubble and a picture of a Thai football player with his ball and the phrase “*practicing football*” in a bubble were used to illustrate the main idea of the reading paragraph.

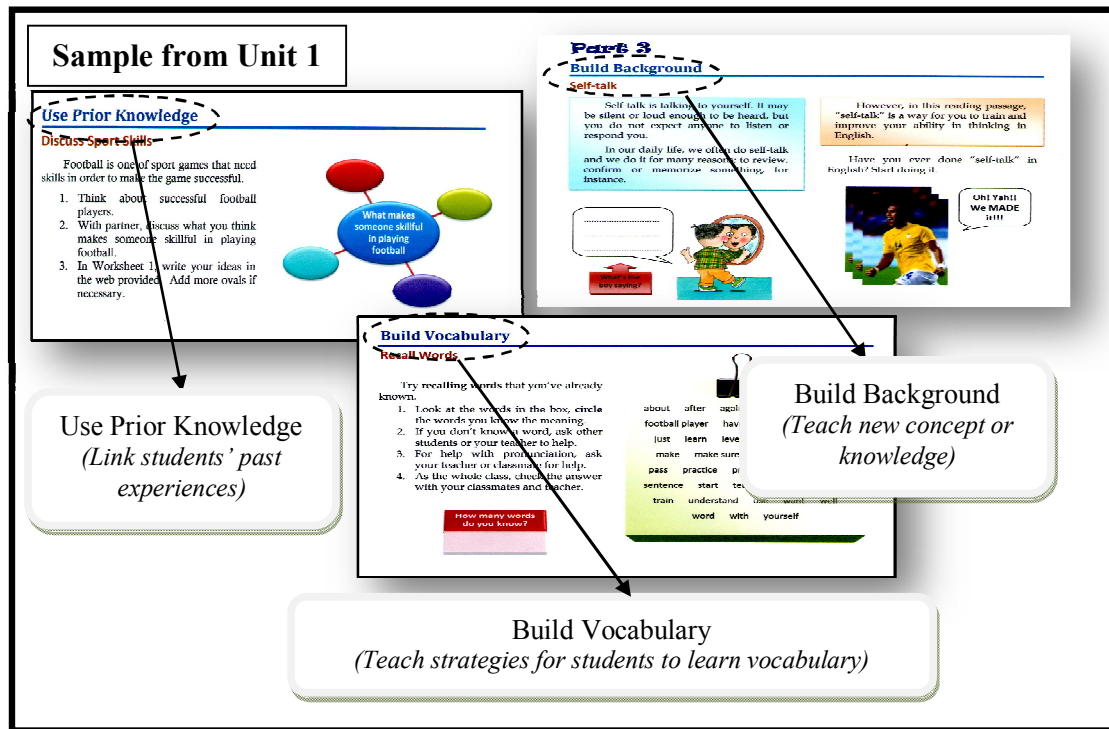
Sample from Unit 2

Visual pictures were used to sum up understanding. The pictures of swimming styles were attached with a blank for students to fill in the correct response of swimming style.

(2) Identify prerequisite background information that EFLs may not have

To set the stage for learning and ensure every student starts with some knowledge of the topic, the reading selection was assessed for background knowledge requirements. The requirements was divided into three components (1) students’ past experience, (2) new concept or knowledge according to the content, and (3) academic and related vocabulary. In this procedure, the selection was reviewed. Academic and related vocabulary and phrase were figured out and analyzed. Based on Graves’ (1984, in Farrell, 2009) suggestion about 4 ways teachers can select vocabulary specific to a student’s knowledge of the text or topic, key and interesting words or concepts were judged whether it should be students’ past experience to focus on or would be text-specific knowledge to be built. Then the rest of words and phrases that were expected to be new or unknown to the students are sorted as the vocabulary to be learned or to give the definition. As such, in the stage of pre-reading of each lesson plan of the three units, activities namely “Use prior knowledge”, “Build background” and “Build vocabulary” were repeated to prepare the students for the upcoming reading. The sample of the activities can be illustrated in Figure 3.6.

Figure 3.6: Sample of identifying prerequisite background information



(3) Analyze vocabulary to determine important terms that EFLs may not have

As the target group of the present study was the students with English deficiency, English words suspected as unknown with definition in easy English were available for them at the bottom of each reading page. In addition, to ensure that important terms the students may not know but need to know would not be neglected and overlooked, a six-book series, 4000 Essential English Words, by Nation (2009) was utilized as a tool to analyze the vocabulary in the texts. In this study, the vocabulary according to Nation's essential English words was marked red with an asterisk which can be presented in Figure 3.7.

Figure 3.7: Sample of analyzed important English words

Sample from Unit 1

Thinking In English VS Practicing Football

How do you think in English? You have to train yourself to think in English. It's like a football player who practices every day. That practice is what makes him able to perform well in the game. During practice the football player will pass the ball to his teammates over and over again. During a game he won't have to think about passing the ball, he will just do it. In order to train yourself to think in English, you will have to start practicing like the football player.

1. What does "that" in line 3 refer to?
 2. What will the football player do during practice?
 3. How will he pass the football to his teammates?
 4. Does he have to think about passing the ball during the game?

able
 perform*
 during

can do
 can do throughout the period of time

pass more and over again and again
 over and over again and again

Essential English words by Nation (2009) are identified and marked red with an asterisk at the end of the reading page.

able
 perform*
 during

can do
 can do throughout the period of time

(4) Plan ways for students to interact with the text, one another, the teacher, and world community

For students to interact with the teacher, one other, the text, and world community, the main strategy employed was question-answer relationships or QAR (Raphael, 1986; Raphael & Au, 2005; Cortese, 2003; Gibbons, 2002; McCloskey & Stack, 2004, 2005, 2008). After the reading task, four types of QAR— “Right there” questions, “Think and search” questions, “Author and you” questions, and “On your own” questions—were operated for the students to practice those different types of questions and analyze text with their friends and teacher. In addition, most of the activities in each unit’s strand provided opportunities for students to work with the text in pairs and small groups, whereas the teacher was supposed to be the facilitator and intervener throughout the class’s interaction. Finally, “Readings in real world” was a mean for the students to interact with the texts in the real situation, and promote extensive reading which was believed to strengthen reading fluency and establish reading culture. Figure 3.8 presents the how activities provide the interaction in SRE classroom.

Figure 3.8: *Activities and the interaction of SRE classroom*

Stage	Activity	Interaction (with)
Into the Reading	Use Prior Knowledge - discuss and share their past experiences and opinions relevant to the upcoming reading	Peers
	Build Background - provide and describe some new word or concept or to the students to bridge the gap between their background knowledge and the text	Texts Peers Teacher
	Build Vocabulary - develop key vocabulary through strategies	Texts Peers Teacher
	Build Reading Fluency - develop reading fluency through strategies	Texts Peers Teacher
Through the Reading	Interventional activities - After-a-paragraph questions - Glossary text and definitions	Texts Peers Teacher
	Optional activities - Silent reading, reading to students, oral reading by students	Texts Peers Teacher
Beyond the Reading	Build reading accuracy - more opportunities for students to practice and improve their reading fluency in terms of accuracy through word stress and final sounds pronouncing	Texts Peers Teacher
	Vocabulary focus - strengthen students' lexical knowledge and vocabulary awareness	Teacher
	Reading comprehension - Question-answer, relationships - Content review	Texts Peers Teacher
	Readings in real world. - get the students to expose to the current knowledge in the world community, promote their reading habit, and enhance their reading fluency by having them do some more reading out of classroom	Texts Peers World community

3.5.1.2 Implementation phase

In this phase, the four approaches mentioned above were modified and integrated into three stages. The purpose of this phase was to teach reading through scaffolding in order to lead students to a successful reading experience. During this phase, the teacher was to select and operate the set of prereading, during-reading, and

postreading activities that would be called “Into the reading”, “Through the reading”, and “Beyond the reading”, respectively.

Thai language which is the native language of the students was used, especially, at the beginning of the implementation when “the gulf between students’ proficiency in English and the task posed by the reading becomes wide and deep” (Fitzgerald & Graves, 2004, p. 20).

(1) Into the reading

The purpose of the activities was to prepare the students for the upcoming reading. The set of activities used in this step (See Figure 3.15, p.61) are as follows:

Use prior knowledge—In this activity, the students were encouraged to discuss and share their past experiences and opinions relevant to the upcoming reading. Graphic organizer was the strategic tool to help them set and arrange the ideas. The sample of “Use prior knowledge” can be illustrated in Figure 3.9.

Figure 3.9: Illustration of how “Use prior knowledge” activity proceeded

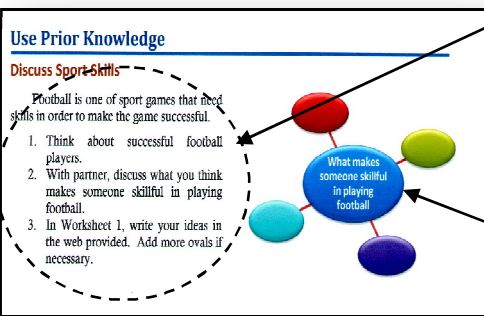
Sample from Unit 1

Use Prior Knowledge

Discuss Sport Skills

Football is one of sport games that need skills in order to make the game successful.

1. Think about successful football players.
2. With partner, discuss what you think makes someone skillful in playing football.
3. In Worksheet 1, write your ideas in the web provided. Add more ovals if necessary.



The topic the students were to discuss was “sport skills”. Teacher had them think about successful football players they knew. With partner, they discussed what they thought made someone skillful in playing football.

Students used web to help them set and arrange the ideas.

Build background—Sometimes the reading selection may contain unknown word of which meaning alone cannot make the explicit perception or it may need to be introduced to affirm its importance. In this activity, some new word,

concept or text-specific knowledge were provided and described to the students in order to bridge the gap between their background knowledge and the text. Figure 3.10 illustrates how the activity proceeds.

Figure 3.10: Illustration of how “Build background” activity proceeded

Sample from Unit 1

Build Background

Thinking in English

Thinking in English is ability in thinking in words, phrases or sentences in the English instead of Thai. To tell that you are able to think in English, the words, phrases or sentences you think should be sensible or understandable for English speaking people.

To improve your English, many English learners around the world talk about "how to think in English". Here are the examples of questions posted and answered on blogs on the internet.

Nowal "How do I start thinking in English? Many books I read say that you should start thinking in English. To improve your English you should start thinking in English."

Rizq "People say that I should think in English in order to learn it. How could I think in English when my mother tongue is not English? Can anybody tell me?"

Mai "Gosh, that's tremendously difficult. How can I think in English with a Spanish mind?"

Questions

1. Do you agree with this idea? Which idea agrees with you?
2. How can you think in English when your native language is Thai?
3. How can you make yourself think in English?

Share your idea with your classmate.

"Thinking in English" was the key concept of the chapter, which was worth mentioned once before the reading task.

Build vocabulary—This activity was not teaching students vocabularies. It was to prepare the students for learning and acquiring new words while reading through suggested strategies. The strategies to build vocabulary employed in the present study were (1) Recall words (assess students' prior vocabulary knowledge), (2) Use context to understand the meaning, (3) Identify words according to the reading text, (4) Identify parts of speech and use a dictionary to find definitions, and (5) Identify root words to find the meaning.

Build reading fluency—Reading fluency is regarded as one of the problems most students with low English reading ability encounter while reading (Rasinski et al., 2009). When mentioning about reading fluency, four main components often referred as parts of the definition are reading rate, reading with comprehension, reading with accuracy, and reading with expression. According to McShane (2004), most beginning readers are those who are struggling to read words, so adult beginning readers need work on fluency. Regarding to McShane's (2004) perspective: "Fluent reader knows how to group words into phrases, where to pause, and what to emphasize", as well as Grabe's (2009) posted that "Fluency in reading is the ability to read rapidly with ease and accuracy, and to read with appropriate

expression and phrasing”, the term “fluency” in the present study, focused on the four components: word accuracy, expression, comprehension and reading rate.

In addition, it is to say that none speaks word by word. Thus, to help improve the students’ reading fluency, practicing reading chunks with expression is better than reading word by word without feelings of understanding. One starting point helping readers chunk groups of words properly is to affirm their ability in identifying subjects, verbs, objects, and adverbs in the reading sentences. Then, the students would practice chunking appropriate groups of words, reading with linking and reducing grammatical words to pave a way for reading with intonation, expression and rate. Table 3.4 presents the four strategies used in the present study to build the students’ reading fluency.

Table 3.4: *Strategies to build reading fluency*

Strategies	Aims
1. Identify subjects, verb, objects, adjectives and adverbs	To assess and build knowledge about basic English language structure which can be the fundamental for chunking groups of words
2. Chunk group of words	To foster grouping words with meaning, which is the basis for reading comprehension
3. Read with linking	To enhance reading naturally, and improve reading rate
4. Reduce words of articles and prepositions	To enhance reading naturally, and improve reading rate
5. Read with Rate	To assess chunking with meaning and reading naturally; to improve and assess reading rate

(2) Through the reading

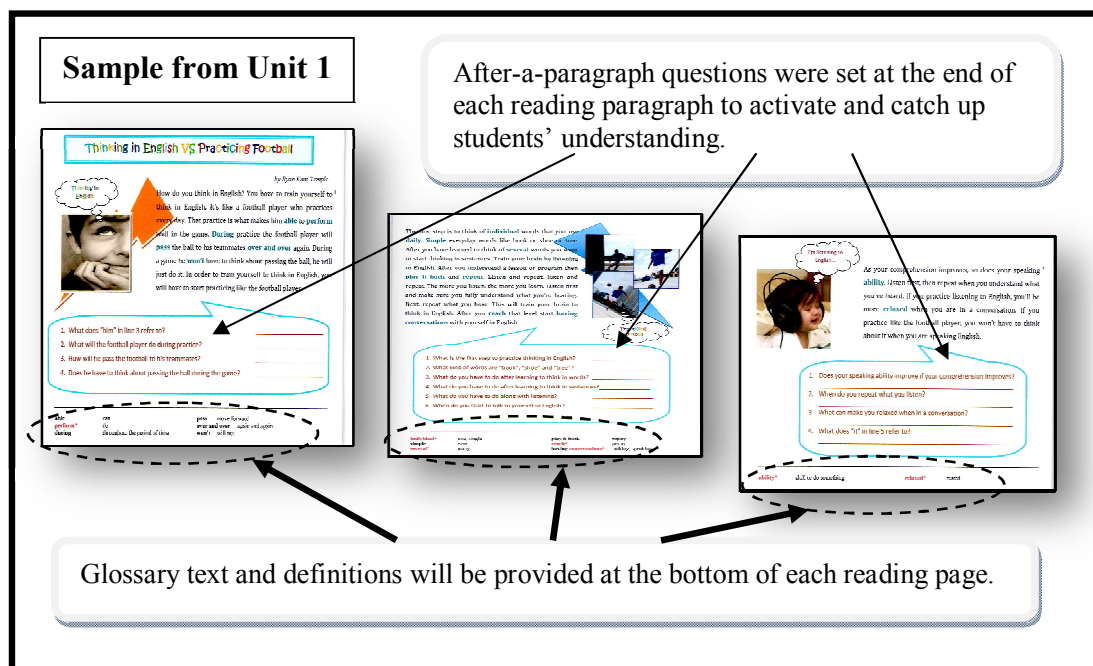
This was the second step of the implementation phase. It included things that the students do as well as the things their teacher might do to help (scaffold) them in their reading. The step consisted of two types of activities: interventional activities and optional activities.

a. Interventional activities

After-a-paragraph questions—This activity was a mean for supported reading. It was used to focus students’ attention on particular aspects of the text as they read. Through reading, questions were set at the end of each reading paragraph. The purposes were to follow up students’ reading comprehension, to engage them to the reading task, to check their reading problems and to help them overwhelm difficulties they may encounter while reading.

Glossary and definitions—Teaching new vocabulary is sometimes time-consuming. Following the idea of McCloskey and Stack (2004), accordingly, students would have a chance to learn strategy from the former step, “Build vocabulary”, in order to get the meaning of the unknown words while reading. Then, glossary text and definitions were available at the bottom of each reading page for students to check the correct meaning. Or in case that the students might not be able to apply the strategy, with no dictionary, the glossary text and definition could comfort their feelings and facilitate their reading. The definitions were in easy English language. This was to comfort, scaffold and challenge them. The way interventional activities were operated in a unit can be illustrated in Figure 3.11.

Figure 3.11: Illustration of how interventional activities were operated



b. Optional activities

The activities would not be explicitly illustrated in the reading material; however they were employed and clarified in the lesson plans.

Silent reading—This activity was done the most frequent during “through the reading” activity. In classroom, the students were supposed to read the text silently at the beginning of reading stage to practice the strategy introduced in “Build reading fluency” activity. In Unit 1, for instance, they were to indentify subjects, verbs, objects and adverbs silently before discussing and sharing ideas with their friends. As well as in Unit 2, they were to read and chunk group of words silently before checking it with their friends and teacher.

Reading to students—This activity was one other activity to draw students’ attention to the reading. Reading aloud to the students was to show the teacher’s enthusiasm for the information, ideas, and language in the text. It made the text more accessible and provides a model of expressive reading.

Oral reading by students—This activity was very helpful in many aspects; one of which was for diagnosing students’ reading proficiency. In addition, the more chances the students have in practicing oral reading, the more improvement of reading ability they tend to acquire. Hence, after a few weeks of the instruction when the students were accustomed to a sum of reading strategies, they were expected to frequently practice reading orally.

(3) Beyond the reading

The purpose of the step was for students to respond to the text in a variety of ways. The step provided opportunities for the students to synthesize and organize information according to the reading text, and to understand and recall important points and details. Or it provided opportunities for them to reflect on the meaning of the text, to compare different texts and ideas, and so forth. In the study, the set of activities of this step were as followed:

Build reading accuracy—This activity was to provide more opportunities for the students to practice and improve their reading fluency in terms of accuracy. Word stress and final sounds pronouncing which were perceived as the

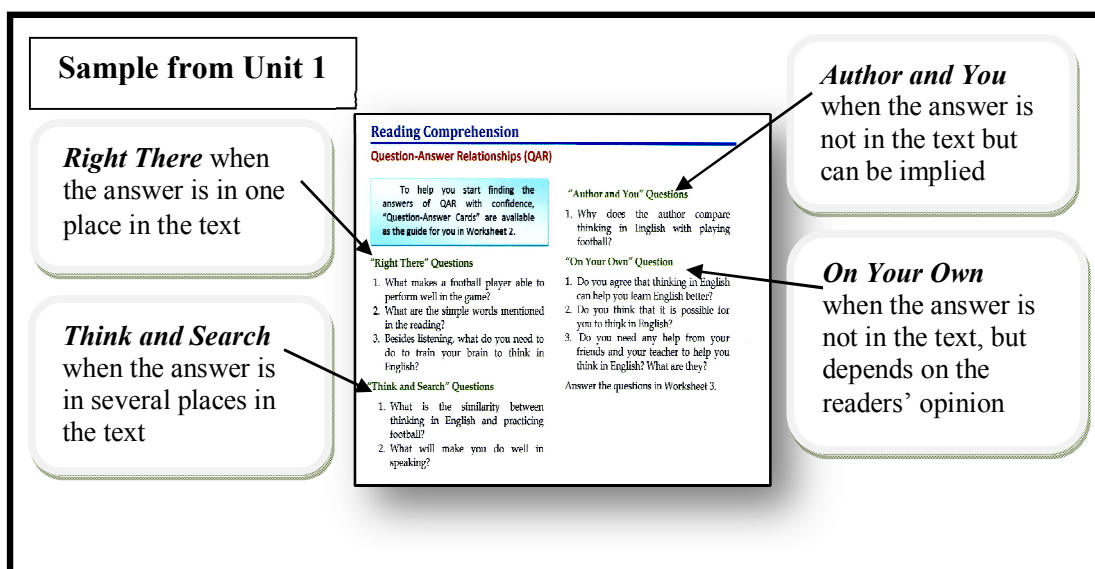
problems most affect Thai students in speaking and reading English language were emphasized.

Vocabulary focus—Knowing more and more vocabulary is a way to increase reading ability. After the students were built vocabulary and reading fluency, this activity was another chance for them to strengthen their lexical knowledge and fluency (vocabulary awareness). It was to help students remember new vocabulary coming each week of learning. Vocabulary both in the week and from the former weeks was reviewed.

Reading comprehension—This activity was to check students' understanding in the reading text. It provided two sub-activities: Question-answer relationships and Content review.

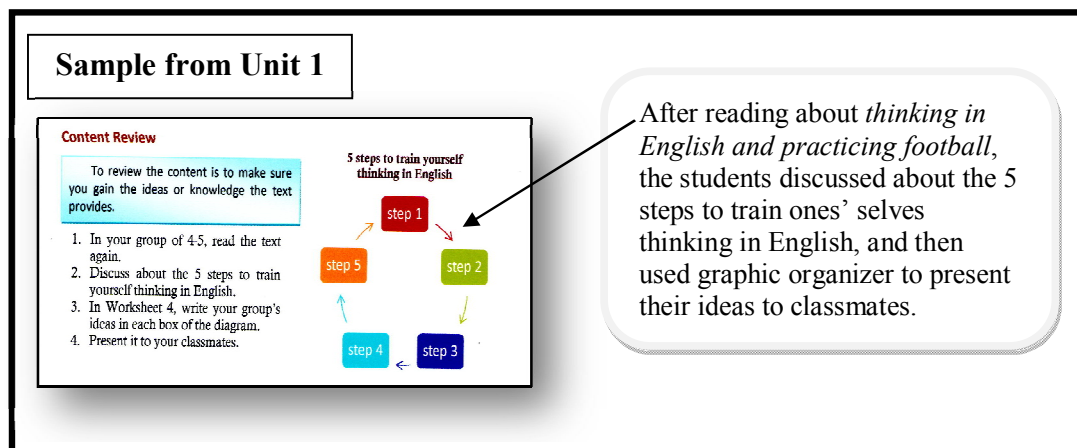
- *Question-answer relationships (QAR)* was a tool for conceptualizing and developing comprehension questions. The four types of QAR namely “Right there”, “Think and search”, “Author and you” and “On your own” can be illustrated in Figure 3.12.

Figure 3.12: Illustration of “Question-answer relationships” activity



- *Content review* was the consequence of the four types of QAR. The purpose of the activity was to make sure students gain the overall ideas or knowledge the text provides, and able to present it by using the graphic organizer. Figure 3.13 illustrates the sample of “Content review” activity.

Figure 3.13: Illustration of “Content review” activity



Readings in the real world—This was to support the idea that reading ability can lead readers to the wider world of knowledge and to promote students' lifelong learning. At the end of each unit, the students were expected to do some more reading outside the classroom. This was to get the students to expose to the current knowledge in the world community, promote their reading habit, and enhance their reading fluency (Farrell, 2009). The main source for out-of-class reading was online readings. The topics assigned to read were relevant to class's reading selection. Sample of the activity is as illustrated in Figure 3.14.

Figure 3.14: Illustration of “Readings in the real world” activity


Sample from Unit 1

Readings in Real World

Read People's Opinions

In the world of globalization, wide readings are abundant and easy to be found. Besides reading in the classroom, you can gain deeper and wider information relevant to the topic of the class reading by experiencing more with the reading media available in the real world.

1. Go google search, and search for “thinking in English”. You will see many websites talking about this.
2. Go to either of these websites:
www.englishforums.com/English/ginEnglish/cbdi/post.htm or
www.english-les1.net/forum/topic4855.html
3. Read the blog and see what people share about how to think in English.
4. In a group of 4-5, note down at least 5 ideas to help you improve thinking in English. Share this with your classmate.



At the end of the chapter, “*Thinking in English VS Practicing Football*”, students were assigned to read online blog discussing about how to think in English.

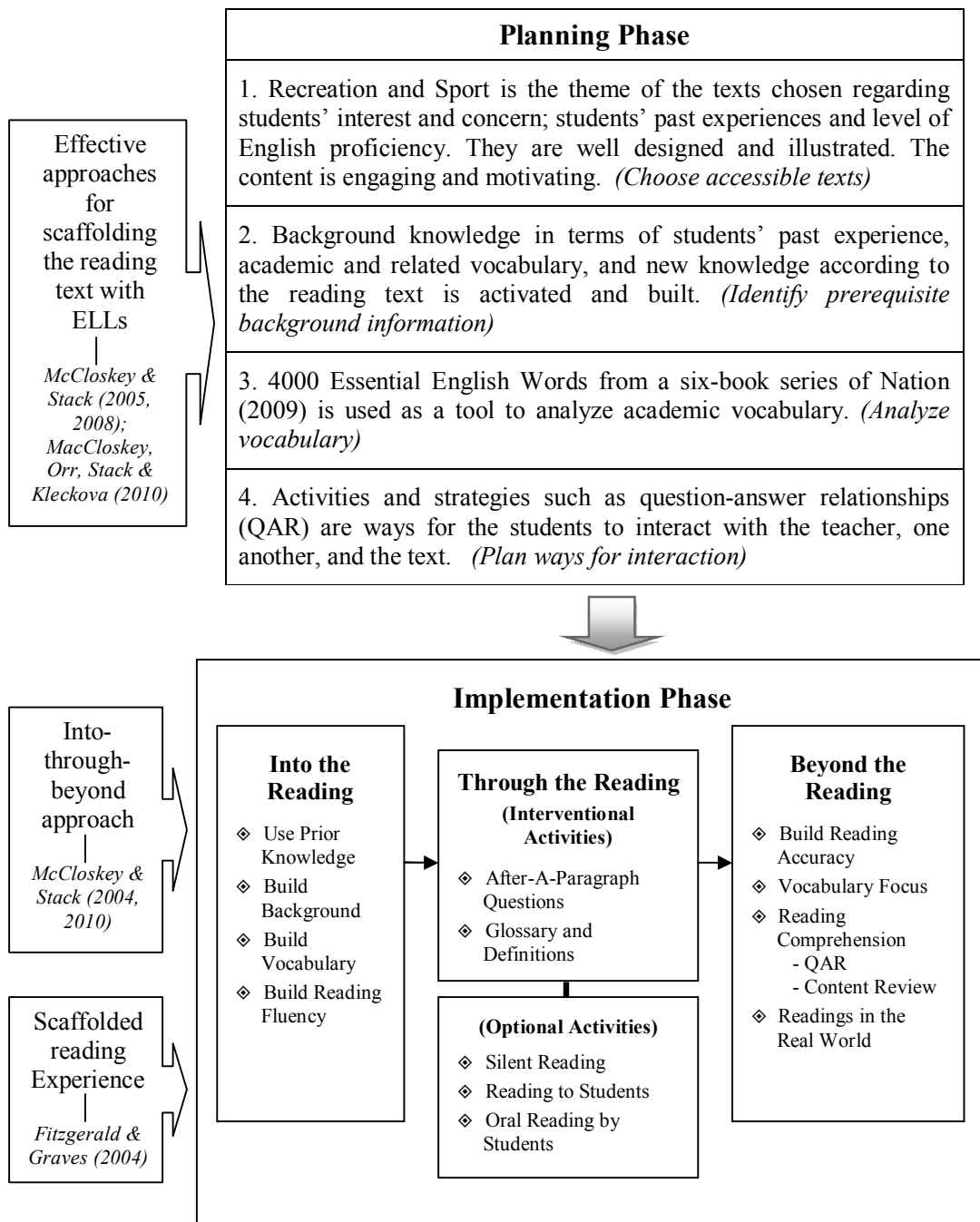
Two websites were suggested.

Students were supposed to share their reading experience with classmates.

3.5.2 Framework of SREI

The information presented in the former step was compiled and became a theoretical framework for the development of SREI. The aim was to foster reading ability to students with low English proficiency. Adopted from the SRE framework of McCloskey and Stack (2004; 2005; 2008), McCloskey, Orr, Stack and Kleckova (2010) and Fitzgerald and Graves (2004), the proposed instructional framework in the present study can be illustrated as in Figure 3.15.

Figure 3.15: *The proposed framework of scaffolded reading experience instruction*



3.5.3 Construction of SREI

3.5.3.1 Instructional manual

The instructional manual was conducted so as to introduce the reading material. It provided overview information with regard to rationale of the instruction, the teacher's role, students' role, classroom environment based on the instructional concept in the framework of SREI, unit structure, learning content, and scope and sequence (See Appendix H).

3.5.3.2 Lesson plans

SREI lesson plans contained the title of the unit, content objectives, materials, language focus, learning focus, and procedure of the three steps of instruction: "Into the reading", "Through the reading" and "Beyond the reading". Seven lesson plans from three units were developed regarding the scope and sequence and reading material design.

Based on the reading materials which were already designed to fit instructional duration of the English classroom and SREI procedure, lesson plans represented set of SREs allowed in each separated part of reading of an individual unit. Following the components of unit illustrated in Figure 3.16, the lesson plans comprised three steps of "Into the reading", "Through the reading" and "Beyond the reading" with the various activities presented in scope and sequence (See Figure 3.18). The descriptive procedure and the aims each activities of "Into the reading" and "Beyond the reading" were detailed. In "Through the reading", optional reading activities namely silent reading, reading to students, supported reading and oral reading by students were introduced. These activities were employed in order to scaffold students for the reading. They may not be mentioned in the reading materials; but would be described in the lesson plans (See Appendix H).

3.5.3.3 Reading materials

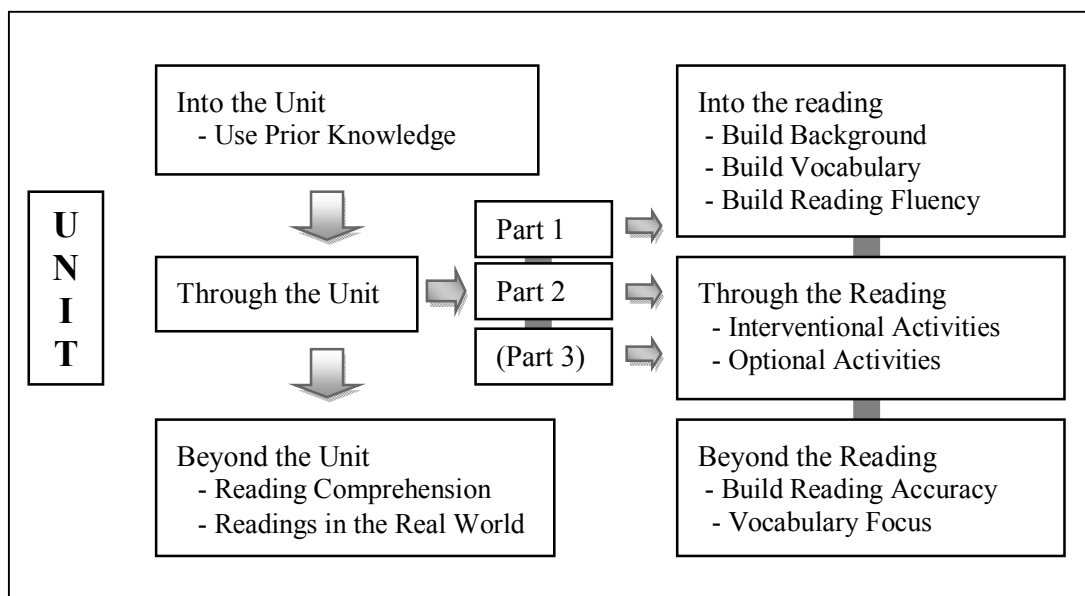
Reading materials were conducted based on the framework of SREI, which would be described in two aspects: materials design and content and activities.

(1) Materials Design

According to McCloskey (2005), in order to make the ideas more accessible and language more memorable, visual supports such as pictures and graphic organizers were perceived important. As illustrated earlier, pictures relevant to the content were presented so as to contribute the meaning to the texts. The materials were organized with colorful pages, visual illustrations, and easy-to-read font sizes and features. Various features, sizes and colors of the fonts were also utilized as to signal importance and functions. In addition, to make it more accessible for students with low English reading ability, the reading selections were separated into shorter parts. Each shortened reading part independently contained a set of SRE activities due to “Into the reading”, “Through the reading” and “Beyond the reading”. Accordingly, in a unit, there could be 2-3 sets of the activities depending on the length of the full passage.

“Use prior knowledge” activity was used once as the prereading activity of the whole unit, whereas “Reading comprehension” and “Readings in the real world” were put as the postreading activities of the whole unit. In this study, “Into the unit” and “Beyond the unit” were, respectively, used to represent the pre- and post-reading activities of the whole unit. The overview components of a unit are presented in Figure 3.16.

Figure 3.16: *Overview components of a unit in the reading materials*



(2) Contents and activities

Selection of the content topics and activities was the consequence of the two phases of SREI framework: planning phase and implementation phase. Through the planning phase, it revealed explicit and important information about (1) “*the students*” in terms of their interest, culture, levels of English proficiency, (2) “*the reading selection*” that served the students’ needs, and (3) “*the purposes of the reading*” which was to improve their reading ability (Fournier & Graves, 2002; Fitzgerald & Graves, 2004). On that account, in the present study, the instructional approach was designed to meet the students’ needs regarding their unique problems in learning English and culture. The content topics were chosen on their interest and academic goal.

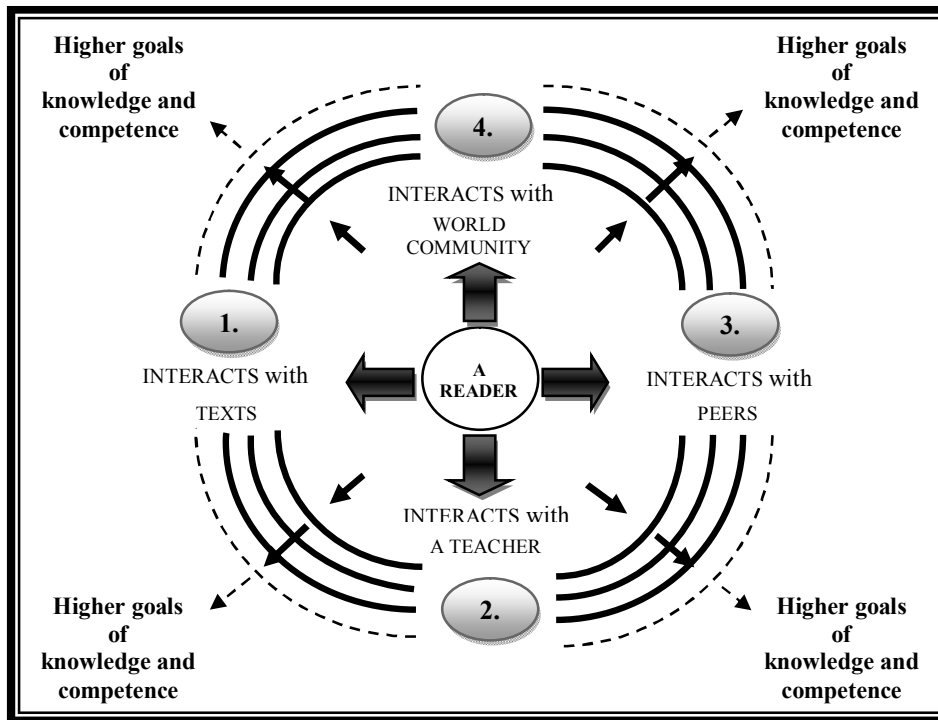
Since English reading ability in this study was defined regarding the progress of reading fluency, ability in reading regarding word accuracy, expression, comprehension (word and sentence levels), and reading rate was the ultimate goal of the instruction. Accordingly, in the implementation phase, the activities were divided into three stages. The first stage—“Into the reading”—was to prepare students for the reading text, whereas a strategy for reading fluency was introduced. The second stage—“Through the reading”—was a chance for the students practice the strategy as well as reading comprehension through questions under each reading paragraph. The third stage—“Beyond the reading”—was for the students to practice more about reading fluency due to the four components of reading fluency as well as to promote reading outside the classroom.

Supportive interaction was the core of an SRE classroom. Through learning, with the three stages of activities, students were put in various situations where they were to reach to a higher level of knowledge and competence; but where support (scaffolding) from their peers and/or from the teacher was also available. The activities provide four types of interaction when the students were to interact with (1) the text they were engaged, (2) their teacher, (3) their peers, and (4) the world community.

Regarding the purpose of the material design that was to help improve students’ English reading ability, every higher level of learning was set as the goal of every new unit through the progress of reading fluency. The strategic activities to

build reading fluency started from a very basic level of English reading skills to higher levels. In one particular unit, with two or three lessons, students would practice one particular “Build reading fluency” activity so as to build their confidence and prepare them for the next progress to the ultimate goal. Figure 3.17 below reviews an overall environment of an SRE classroom. It illustrates and describes the relationship between the four types of interaction and the higher goals of knowledge and competence coming up in every next unit.

Figure 3.17: *Environment of an SRE classroom*



The activities embedded in the sets of SREI were adapted and applied mainly from Vision: Language, Literature, Content (McCloskey & Stack, 2004), Practical English Language Teaching: Reading (Anderson, 2008), Active Skills for Reading: Book 2 (Anderson, 2009), and Teaching Reading to English Language Learners: A Reflective Guide (Farrell, 2009). The content topics and activities can be illustrated in the scope and sequence presented below in Figure 3.18.

Figure 3.18: *Scope and sequence of scaffolded reading experience instruction*

Unit & Title	Use Prior Knowledge	Build Background	Build Vocabulary	Build Reading Fluency	Build Reading Accuracy	Vocabulary Focus	Reading Comprehension	Readings in Real World
1. Football: <i>Thinking in English VS Practicing Football</i>	Discuss sport skills	- Thinking in English - Mental pictures - Self-talk	Recall words	- Identify subjects, verbs, objects, adjective and adverbs ----- - Build reading Rate	Word stress	- Practicing football - Training thinking in English	- QAR - Content Review <i>Review 5 Steps to train one's self thinking in English</i>	Read people's opinions
2. Swimming: <i>Learning What It Takes to Swim</i>	Discuss swimming experience	- Stroke and swimming strokes - Healthy	- Use context to understand the meaning - Identify words about parts of the body	- Chunk group of words ----- - Build reading Rate	- Ended sounds of <i>verb-ed</i> - Sounds of -s in plural nouns and verbs of present tense	- Swimming styles - Swimming action	- QAR - Content Review <i>Give reasons why swimming is important</i>	On your interest about swimming
3. Triathlon: <i>What is a Triathlon?</i>	Discuss competition	- Athletic competitions - Cross-Training	- Identify parts of speech and use a dictionary to find definitions - Indentify root words to find the meaning	- Read with linking - Reduce words of articles and prepositions ----- - Build reading Rate	- Stress in words with 3 & 4 syllables - Stress in words ended with -tion	- Types of triathlons - How to's in Transition	- QAR - Content Review <i>Identify important points about triathlons and triathletes</i>	People's first experience in triathlon

3.5.4 Validation of SREI

To ascertain construct and content validity, the reading material (instructional manual, reading materials and lesson plans) for SREI was examined by three experts in the field of language instruction. The experts were asked to evaluate the test content using the evaluation form provided. The whole evaluation form consists of 26 items with three aspects (See Appendix I). Based on the Item Objective Congruence (IOC) Index, each item was rated on the three point scale: Congruent = 1, Questionable = 0 and Incongruent = -1. Scores rated by the experts were calculated; items with index lower than 0.5 were revised. The value of IOC for each test item was illustrated in Appendix J. The results indicated that 95.13% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptable for the study. Only one item about “time allocation in each activity” was supposed to be revised. Comments and suggestions from the experts (See Appendix L) were as follows.

Expert D commented that the plan for the SREI was quite an interesting set of learning materials, well designed and organized. However, it was suggested that the instructional manual needed some literature about schema concepts needed in order to teach reading and emphasize the importance of introducing the scaffolded reading materials and activities.

Expert F commented that the rationale, materials design, and lesson plans were outlined in a comprehensive way. However, time operating activities may be a constraint. In the real situation of classroom where students were different both in knowledge background and ability, the researcher should spend some time for elaborating and guiding them to the introduced activities.

Expert E suggested that some activities might be too difficult for some students, and time allocated should be longer. All the rest, however, were very good.

3.6 Pilot Study

Before the main study was taken place, the pilot study had been carried out to validate the research instruments (ERA test and the interview), and instructional instruments (instructional manual, reading materials and lesson plans). Apart of the instructional instruments, three lesson plans were conducted based on the component of Unit 1. The result form the pilot study indicated and formed unit features of the rest

of the reading materials and the teaching procedures for other lessons. The samples of the pilot study were 25 first-year students, Room 2 from Sports Science Program of the faculty of Sports and Health Science of Institute of Physical Education—Krabai Campus in June, 2011.

3.6.1 English reading ability test (ERA test)

After the alteration, the test was pilot tested with the twenty-five students. After the administration of the test, all test items was analyzed for difficulty index and discrimination index of the test. The reliability of the test calculated by Kuder-Richardson-20 formula (KR-20) was 0.78, which can be interpreted that the test had “*high*” reliability. According to the criteria for the difficulty index and the discrimination index cited in Sukamolson (1995), the difficulty indices of the test should be between 0.20 and 0.80, and the discrimination indices should be from 0.20 to higher. Since the difficulty indices of ERA test were from 0.24 - 0.74, and the discrimination indices were from 0.285 and above, all 30 items of the test were satisfactory (See Appendix K).

3.6.2 Semi-structured interview

Semi-structured interview was validated by five students who had been treated with three lessons of SREI for four weeks (fourteen hours). The students were able to respond to the thirteen questions very well. However, in the second aspect (see p.43) which focused on the effectiveness of SREI, there were some questions needing information from more lessons. For instance, the students could not respond well for the question: “What strategy (strategies) do you often use in “Reading in Real World” activities?”. This could be because one unit with three lessons might not contain enough strategies to respond the question.

3.6.3 Materials

After the revision, the reading materials of SREI with three lesson plans were pilot studied with the students for four weeks. The study indicated that the materials in terms of activities and design were understandable and enjoyable. However, since the students were those with low English proficiency, in the reading activity, it

revealed that all the activities needed more time so that the students could complete it well. So, it was crucial that in the real study the researcher provides time that was more flexible for all the activities.

3.7 Data Collection

The data collection was done in two phases: before and after the experimental study. The whole experiment lasted ten weeks. ERA test was distributed to first-year students Room 1, from Sports Science Program of the faculty of Sports and Health Science of Institute of Physical Education—Krabai Campus; this was in order to assess their English reading ability. Before participating in the instruction, the students were given an overview of the course. Then they were set to participate in SREI for eight weeks. During the instruction, at week 7, five students were randomly chosen to participate in the semi-structured interview in order to explore their opinions towards the instruction. After that, at the end of the instruction, the students were posttested with ERA test. The scores from pretest and posttest were compared in order to evaluate the students' reading achievement. The procedure of data collection can be summarized as in Table 3.5.

Table 3.5: *Summary of data collection*

Before the implementation
<ul style="list-style-type: none"> ➤ Instructional instruments and research instruments were distributed to the experts. ➤ Suggestion from the experts provided basis for adjusting the reading materials, the test and the questions for semi-structured interview.
During the implementation
<p>Week 1: ERA test was distributed to first-year students, Room 1 from Sports Science Program. The students were given an overview of the course.</p> <p>Week 1 – 2: Students were participated in pre-teaching weeks (to bridge the gap between their English background and the lessons.</p> <p>Week 3 – 9: Students participated in the English class of three units</p> <ul style="list-style-type: none"> ➤ Week 3-5: Unit 1 “Thinking in English VS Practicing Football” ➤ Week 6-7: Unit 2 “Learning What It takes to Swim” : Semi-structured interview was operated to five students (Randomly chosen) ➤ Week 8-9: Unit 3 “What is a Triathlon?”
After the implementation
Week 10: ERA test was distributed to the students.

3.8 Data Analysis

3.8.1 Data analysis for research question 1: *To what extent does scaffolded reading experience instruction improve students' English reading ability?*

Research question 1 was concerned with the effects of SREI on English reading ability of the first-year students in physical education program, using pre- and post-English reading ability (ERA) test to investigate the test's group mean scores of the students' before and after receiving the treatment. The independent variable (IV) was SREI. The dependent variable (DV) was the group's mean scores on ERA test. To analyze the data, a paired sample t-test was conducted to determine the differences between ERA pretest and posttest mean scores of the students.

3.8.2 Data analysis for research question 2: *What are students' opinions towards scaffolded reading experience instruction?*

Research question 2 focused attention on students' opinions towards SREI. The data analyzed for the questions came from semi-structured interview which was administered and operated with five students of the main study. With content analysis method, the students' answers were first transcribed. Then, the transcription was categorized regarding the similarities and differences of the responses.

To conclude, the two main instruments employed in the research were English reading ability (ERA) test and semi-structured interview. The instruments, objectives regarding the two research questions, time of distribution and means for data analysis are presented in Table 3.6.

Table 3.6: *Summary of research instruments*

Instrument	Objectives	Distribution	Data analysis
English reading ability test	1. To investigate the effectiveness of scaffolded reading experience instruction on the students' reading ability	Before and after the treatment	1. Mean (\bar{X}), S.D. 2. Paired-sample t-test
Semi-structured interview	2. To explore the students' opinions towards the implementation	During the Treatment	Content analysis

3.9 Chapter Summary

The study was conducted with the aim to determine whether scaffolded reading experience instruction (SREI) improve English reading ability of Thai students in physical education program and their opinion towards the instruction. Instructional instruments and research instruments were developed and validated by experts. Pilot study was carried out to verify the practicality of the instructional instruments and the validity of the research instruments.

Twenty-five first-year students, Room 1 from Sports Science Program of the faculty of Sports and Health Science, Institute of Physical Education were put in the experimental study for ten weeks. During the treatment, the students participated in the classroom of SREI, where activities led the students to interact with (1) the text they were engaged in, (2) their teacher, (3) their peers, and (4) the world community; and every higher level of learning was set as the goal of every new unit through the progress of reading fluency to help improve students' English reading ability.

Based on one-group pretest-posttest research design, the mean scores of the pre- and posttest were used to indicate the effects of SREI. Finally, semi-structured interview was the other mean to affirm the indication via the opinions of the students towards the questions provided.

In the next chapter, the results of this study according to the two research questions are reported. The first one investigates the effects of the scaffolded reading experience instruction on students' English reading ability. The second one explores students' opinions towards the instruction.

CHAPTER IV

RESULTS

This research was conducted with the attempt to investigate the effects of scaffolded reading experience instruction on English reading ability of Thai students in physical education program. The findings were examined according to the two research questions:

1. To what extent does scaffolded reading experience instruction improve students' English reading ability?
2. What are students' opinions towards scaffolded reading experience instruction?
 - 2.1 What are students' opinions towards themselves as an English reader?
 - 2.2 What are students' opinions towards the effectiveness of scaffolded reading experience instruction?

On that account, in this chapter, the findings from data analysis will be sequentially reported based on the research questions.

4.1 Results of Research Question 1

Research question 1: *To what extent does scaffolded reading experience instruction improve students' English reading ability?*

Hypothesis : *The posttest mean scores on English reading ability of Thai students in a program of Institute of Physical Education—Krabi Campus are higher than the pretest mean scores at the significant level of 0.05.*

This research question aimed to explore the effects of scaffolded reading experience instruction (SREI) on English reading ability of Thai students in physical education program, whose English language proficiency is regarded to be low, by examining the English reading ability (ERA) test scores. The test was used to examine

the students' English reading ability in two levels: word level and sentence level. Table 4.1 presents the pre- and posttest mean scores, standard deviations, and t-values of 25 first-year students, in Physical Education Program.

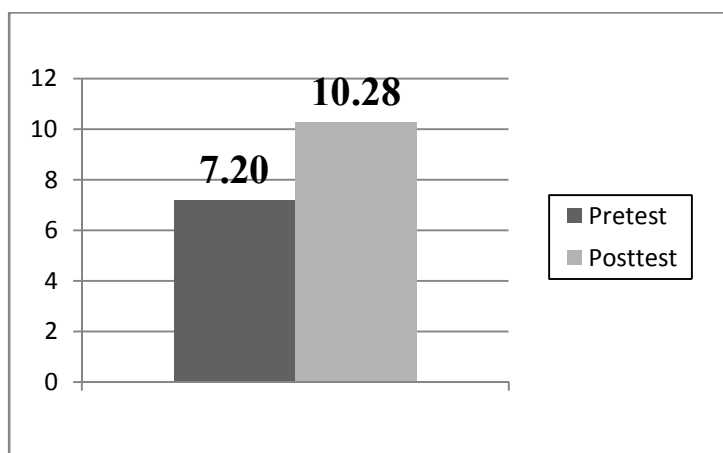
Table 4.1: Means, standard deviations, t-values, and the significance of the pre- and post English reading ability (ERA) test of the students in Physical Education Program

	N	\bar{X}	Mean Differences	S.D	T	df	Sig.
Pretest	25	7.20	3.08	2.22	6.67	24	.00*
Posttest		10.28		2.72			

*P<.05

The results from Table 4.1 showed that the posttest mean score of English reading ability (ERA) test of the students from Sports Science Program of the faculty of Sports and Health Science, Institute of Physical Education—Krabi Campus was higher than the pretest mean score. The mean difference was 3.08, whereas the t-value was 6.67 with a degree of freedom of 24 (n=25). It is evident that there was a significant difference between the pretest and posttest mean scores of English reading ability (ERA) test at a significant level ($p < 0.05$).

Figure 4.1: Pretest and posttest mean scores of English reading ability (ERA) test



The results of the pretest and posttest mean scores of the students in Sport Science Program in Figure 4.1 indicated that the posttest mean score of the students ($\bar{X} = 7.2$, S.D. = 2.22) was higher than the pretest mean score ($\bar{X} = 10.28$, S.D. = 2.72). As a result, it indicates that the students improved their reading ability after receiving scaffolded reading experience instruction (SREI).

4.2 Results of Research Question 2

Research question 2: *What are students' opinions towards scaffolded reading experience instruction?*

To answer research question 2, in the middle stage of the implementation, semi-structured interview was operated with five students from the experimental group. The students were randomly chosen to convey their opinions on SREI in two aspects: effectiveness of SREI and self-perception as an English reader.

4.2.1 Effectiveness of SREI

This section was to present evidence of how the students justified the effectiveness of the instruction in the light of topics and contents, design, activities and usefulness. It was to draw students' opinions towards the materials whether they were accessible, interesting, culturally relevant and affirming, well illustrated (McCloskey et al., 2010), and towards the instruction whether it was useful and help the students improve their English reading ability.

4.2.1.1 Topics and contents

The focus for topics and contents were on the exploration whether (1) both topics and contents in the materials were interested and relevant to the students' lives and profession, and (2) the vocabulary and grammars were appropriate to the students' level of English proficiency.

(1) Interesting and relevant

Students responded in agreement that since they were the students in the field of sports science, both topics and contents were interesting and relevant to their lives and profession. In addition, learning English texts about what they have already had background in Thai language help reading in English easier (more accessible). Here are the students' responses:

Students' responses

- S 1:** *“Football is world’s sport, and it’s interesting. Swimming is my favorite sport, and I’m training it hard. Triathlon is new to me, and I think it’s good for students in the field of sports and recreation to know the world’s current trends”.*
- S 2:** *“I’m a student in the field of sport science; everything about sports is definitely interesting and relevant to my life. The idea of thinking in English is very interesting”.*
- S 3:** *“I think they’re interesting and relevant to my life. If I have choices to choose, they should be ones of my choices. Moreover, I like the way you (the teacher) teach us about thinking in English”.*
- S 4:** *“I’m learning in the field of sports. Topics of sports are directly relevant to my life. If I have rights to choose the topics, they should be ones of those I’ll choose. This is because they are the topics I have already had knowledge in Thai; it’s easier to read and understand them in English”.*
- S 5:** *“Football is the favorite sports of many people around the world. Swimming is also my favorite sport. I don’t know anything about triathlon; but as it consists of three sports that I*

know well, I think it must be very interesting to know this new sport

(2) Appropriateness in vocabulary and grammar use

The students' expressions reflected their opinions towards the instruction in terms of vocabulary and grammars revealing that most of them thought they were not too difficult, and appropriate for scaffolding English reading; yet some basic grammars (e.g., compound sentences) needed more emphasis. However, the reflection from some students who perceived themselves as a student with limited English knowledge background indicated that both vocabulary and grammar were rather difficult to them. The students' responses are as follows:

Students' responses

- S 1:** *“If I have some good background of English language, I think, it might not be too difficult. For me, I just know vocabulary and grammar taught in this class, and that's all”.*
- S 2:** *“Not too difficult, but not easy. I think it's appropriate for scaffolding. However, some basic grammars need more emphasis, since they're very important to understand long (compound) sentences”.*
- S 3:** *“Since I don't have much background of English knowledge, both vocabulary and grammars are rather difficult to me”.*
- S 4:** *“Not too difficult. There're many words I'm familiar with. Grammars are also not much complicated, save they're in long (compound) sentences”.*
- S 5:** *“Not too difficult, but not easy. It's appropriate for scaffolding reading”.*

4.2.1.2 Materials design

In the light of materials design, the students were questioned to convey their opinions whether they were well illustrated to make the texts more enjoyable and accessible (McCloskey et al., 2010). The students' responses revealed their satisfaction and enthusiasm for the SRE materials, which could be evident that the materials were well designed and appropriate for students in physical education program. Here are some examples of the students' responses:

Students' responses

- S 1:** *"I like everything in the material. I think they're new and engaging to me. I have never learned this way, and think it's interesting, colorful and full of fun".*
- S 2:** *"I like everything in the material. Every page is full of interesting things, and not too much. No activity needs cutting off. Prereading activities help prepare the students for upcoming reading, and they are very important".*
- S 3:** *"I think it's interesting, but I feel uncomfortable with some activities such as chunking groups of words, because I don't read well".*
- S 4:** *"I think this material is appropriate for tertiary students like my friends and I. And I like the way you use the pictures of Thai football players. I think it's interesting and different (from other books)."*
- S 5:** *"I think separating the reading texts into shorter parts makes reading not too much in class. Having questions under each reading page help check students' understanding"*

4.2.1.3 Activities

To elicit the activities that were effective for SRE classroom, the students were encouraged to identify their favorite activities from pre-, during-, and post-reading sections. The students' responses indicated five effective activities among the students namely "Recall words", "Word stress", "Chunk groups of words", "Use flashcards to recall words" and "Build reading rate". In addition, three of those activities that the students frequently replied were "Use flashcards to recall words", "Word stress" and "Chunk groups of words".

The findings also revealed the students' opinions that using flashcards helped reviewed word stress, increase their vocabulary very fast and full of fun. For word stress, it helped them speak English more naturally and the activity was enjoyable. For chunking, it helped improve their reading comprehension. The students' responses are as follows:

Students' responses

- S 1:** *"- Recall words because it's not difficult and full of fun.*
 - Word stress because it's good to know how to pronounce properly and it's full of fun.
 - Use flashcards to recall words because it's engaging, and helps me memorize words faster".
- S 2:** *"- Build reading rate because it helps improve my reading fluency.*
 - Chunk groups of words because it helps improve my reading comprehension.
 - Use flashcards to recall words because it's full of fun and I can memorize words very fast".
- S 3:** *"- Recall words because it's not too difficult and I can check my vocabulary knowledge.*
 - Word stress because it's fun to pronounce words aloud with friends and teacher.

- *Use flashcards to recall words because it's full of fun and I can memorize words very fast*".

- S 4:** “- *Word stress because it's good to pronounce words properly, and the activity is full of fun.*
- *Chunk groups of words because it's challenging and helps improve my reading comprehension.*
 - *Use flashcards to recall words because it's full of fun. It's reviewing word stress and increasing my vocabulary at the same time.*
 - *Build reading rate because it helps me read more fluently*".

- S 5:** “- *Word stress because it helps us speak English more naturally and with more confidence.*
- *Chunk groups of words because it helps improve my reading comprehension.*
 - *Use flashcards to recall words because it's very engaging, and I can memorize new words very soon*".

4.2.1.4 Usefulness

The usefulness of SREI was measured via the questions concerning with “Readings in real word” activities. It revealed (1) the strategies (effective activities) that the students used while reading on their own (without the teacher's close guidance), and (2) the problems they faced and the way they coped with them.

(1) Effective strategies while reading alone

The strategies that the students most frequently mentioned for their usefulness when they read on their own or with their friends were (1) chunking groups of words and (2) using the dictionary. However, some students preferred not to answer and gave the reason that since their English background was rather limited, in “readings in real world” activities, they let their more knowledgeable friends read and conclude the information; they just helped their group prepare the chart for class

presentation. Here are the students' responses according to reading outside the classroom.

Students' responses

S 1: *"I prefer not to answer the question. I have to confess that I haven't read; just help my friends prepare for class presentation".*

S 2: *"Chunking groups of words and using a dictionary".*

S 3: *"I have no answer, because there are friends in my group that read better. We let them do it. I just help them prepare for class presentation".*

S 4: *"Chunking groups of words and using a dictionary".*

S 5: *"Chunking groups of words and using a dictionary".*

(2) Problems and ways of solving while reading alone

The problems that the students frequently cited were that (1) they did not read well, and (2) could not understand long (compound) sentences. All the students replied in agreement that they solve the problems by (1) using the dictionary and (2) waiting to ask the teacher. The followings are the students' responses:

Students' responses

S 1: *"Can't read. Don't know the meaning of the words. We solve the problems by using a dictionary and waiting to ask the teacher".*

S 2: *"Can read words, but don't understand the meaning. Can't understand long (compound) sentences. We solve the problems by using a dictionary and waiting to ask the teacher".*

S 3: *“Can’t read. Don’t know the meaning of the words. We solve the problems by using a dictionary and waiting to ask the teacher”.*

S 4: *“Can read words, but don’t understand the meaning. We solve the problems by using a dictionary and waiting to ask the teacher”.*

S 5: *“Can’t understand long (compound) sentences. We solve the problems by using a dictionary and waiting to ask the teacher”.*

In summary of effectiveness of SREI, the findings from the interview revealed that the students were satisfied and enthusiastic with SRE materials and instruction. They found that the topics and contents were interesting and relevant to their lives and profession. In addition, the materials were well illustrated and designed, and all activities were interesting and engaging. More students agreed that vocabulary and grammars were appropriate; save some students who perceived themselves as those with low English proficiency that saw both vocabulary and grammars too difficult for them.

4.2.2 Self-perception as an English reader

The section presented evidence of ways the students perceived themselves as an English reader, which would indicate their reading background, provide information for them when comparing their reading competence before and after the treatment in order to judge the value of SREI. The questions and students’ responses can be categorized and presented as follows:

4.2.2.1 Problems in reading English before receiving SREI

The student’s responses indicated that the problems most of the students had in reading English before receiving SREI were that they (1) could not understand long (compound) sentences and (2) could not read or know the meaning of words with many syllables.

These responses reflected the students' self-perception as an English reader. Despite the randomness with the small number of sample, the data indicated that the students saw themselves as those with the serious lack of English background knowledge or with some English background knowledge, yet not sufficient to succeed in reading. Here are the students' responses:

Students' responses

- S 1:** *“My knowledge background of English language is very limited. I just know a few words in English, and I cannot read well”.*
- S 2:** *“I can read words with fewer syllables or words that I am familiar with. I can read sentences, but I don't understand them”.*
- S 3:** *“I have limited background of English language. I just can read simple words in English.”*
- S 4:** *“I can read words, but I don't know the meaning (most of the words). I can read sentences, but I can't understand them if they are long (compound sentences)”.*
- S 5:** *“I can't read words with many syllables. I can't understand long (compound) sentences”.*

4.2.2.2 Attitudes towards English reading before receiving SREI

When asking about the students' attitudes towards reading English language before attending the course, three outstanding answers were that it was (1) practicable and interesting, (2) difficult and far from the reach, and (3) they feared and had bias about learning and reading English language. The responses exhibited the students' opinions towards English reading before being exposed to SREI which could indicate

both positive and negative attitudes about English reading among the students. Students' responses are as follows:

Students' responses

S 1: *"I feared reading English language. I think it was difficult and hard to understand"*.

S 2: *"Reading words in sentences was practicable, but reading for understanding or comprehending was difficult"*.

S 3: *"I had a bias about learning English and thought that reading English language was far beyond my reach"*.

S 4: *"It was practicable and interesting"*.

S 5: *"It wasn't too difficult to practice, but it needed much more practice"*.

4.2.2.3 Attitudes towards English reading after receiving SREI

After being exposed to SREI for a while, the students agreed that they were changed in some positive ways. They did not fear to attend the class though their reading skill was still less improved. This was because they had fun with many other activities the teacher prepared for them. They had positive attitude towards English reading, but needed more guidance. Additionally, they replied that they could read better and learned more words. Their understanding in reading long sentences was improved and they thought "Chunk group of words" activities were very helpful; and that, they dared more to read English text. The followings are the students' responses:

Students' responses

S 1: *"I'm changing in the positive way. I don't fear to attend the class though I still can't read well, because I have fun with many activities you (the teacher) have prepared for us. I have*

positive attitude towards English reading, but need more guidance”.

S 2: *“I think I can read better. My understanding in reading long sentences is improved. I think “Chunk groups of words” activities are very helpful”.*

S 3: *“I feel better in learning and reading English, though my reading ability has still been little improved”.*

S 4: *“I like chunking groups of words. It helps improve my reading comprehension. I dare more to read English texts”.*

S 5: *“I feel better in reading English. My reading is more fluent. I know and remember more words. My understanding in reading English language is much improved”.*

4.2.2.4 Importance of English reading

The last question in this aspect revealed that students agreed that reading could help improve other language skills and widen the knowledge of their interest. It was the skill to acquire more knowledge and competence, since English was a global language and there were numerous books written in English all around the world. So if one could read English well, s/he would know more than others and gained more advantage in life. As reflected from the responses, it indicated that the students realized of the importance of English reading and agreed that English reading ability was beneficial both in school and at work. The followings are their responses:

Students’ responses

S 1: *“Reading can help improve other language skills. Reading English can improve your English speaking and widen the world’s knowledge”.*

- S 2:** *“English language plays very important role in the life of working. Those who read much will know much more than those who don’t. Reading can improve speaking skills. In the field of sport, there’re numerous books written in English. So, to gain more knowledge available in the world, it’s very important to have good English reading skills”.*
- S 3:** *“It’s very important for studying in higher level of education and in work. It’s the skill for us to acquire more knowledge and competence, since English is a global language and there’re English readings all around the world”.*
- S 4:** *“Reading in English help widen the knowledge of our interest, because it’s a global language”.*
- S 5:** *“English language is very important for a job. English reading can help improve English speaking skill. If you can read English well, you will know more than others and gain more advantage in life”.*

In summary of students’ self-perception as an English reader, before being engaged to SREI, there were both positive and negative attitudes in English reading. Some students thought that English reading was not too difficult to practice and interesting, whereas some other students began with fear and bias to read in English language. However, SREI helped delete negative attitudes and even increase positive attitudes. The students’ responses about their feelings after receiving SREI indicated their learning growth both in terms of attitude change and reading improvement. All of them agreed that English reading and ability to read English language were important to their lives both in school and at work.

4.3 Chapter Summary

This chapter reported on the research findings and the interpretations of the study in respond to two research questions: (1) To what extent does scaffolded reading experience instruction improve students' English reading ability?, and (2) What are students' opinions towards scaffolded reading experience instruction?.

The findings of research question 1, derived from statistical analysis, revealed that the posttest mean score of English reading ability (ERA) test of the students in was significantly higher than the pretest mean score. It corresponded to the hypothesis stating that the posttest meaning score on English reading ability of the students in physical education program was higher than the pretest mean scores at the significant level. This indicated that scaffolded reading experience instruction (SREI) is an approach which promotes the students' reading ability.

The findings of research question 2, derived from semi-structured interview, revealed that the students perceived themselves as those with the lack of English knowledge background or those with some English knowledge background, yet not sufficient to succeed in reading. However, it was discovered that SREI was effective to grow the students' positive attitudes towards learning and reading English language and help them improve their English reading ability.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter concludes the present study. It reviews the overall picture of the study, consisting of a brief summary of the research methodology, research findings and discussions, suggestion of implementations drawn from the findings and recommendations for further studies.

5.1 Summary

English is widely perceived as a global language and has had a major impact on educational systems and demands for reading in a second language all around the world (Grabe, 2009). On that account, English reading is the crucial skill for life-long learning, which can enhance other language skills (writing, listening and speaking) as well. However, in Thailand, students who are keen on physical skills tend to be less motivated in learning English language and their English proficiency is often found in low levels.

Scaffolded reading experience instruction (SREI) is regarded to be an approach effective to English learners, especially, those with reading disability. This study, accordingly, aimed to investigate the effects of SREI on English reading ability of Thai students in physical education program as well as explore their opinions towards the instruction in two aspects: effectiveness of the instruction and self-perception as an English reader.

The participants in the study were 25 first-year students, Room 1 from Sports Science Program of the faculty of Sports and Health Science, Institute of Physical Education—Krabi Campus, semester 1 in the academic year 2011.

The research utilized one-group pretest-posttest research design. The students' test scores from pretest and posttest were compared to measure the effectiveness of the implementation. Additionally, the students' opinions elicited through the interview were analyzed to determine their attitude towards the instructional framework and material design.

The research procedures consisted of three phases. The first phase concerned the development of SREI involving (1) exploration of related documents and instructional framework, (2) construction of reading materials, lesson plans and research instruments, (3) experts' validation and (4) pilot study.

The second phase concerned the implementation of SREI and data collection involving (1) administering the pretest, (2) exposing the subjects to the treatment, and (3) administering the posttest. This phase included semi-structured interview in the middle stage of the implementation.

The third phase concerned the evaluation of the effects of SREI. Paired-sample t-test was employed to analyze the mean differences of pre- and posttest score of English reading ability. Meanwhile, content analysis was applied to determine the students' opinions towards the instruction and the reading materials.

5.2 Findings

The research findings were executed from the two research question. Question 1 involved the effects of scaffolded reading experience instruction (SREI) on English reading ability of Thai students who study in the field of physical education. Question 2 focused on the students' opinions towards the instruction and the reading materials of SREI.

5.2.1 Effects of scaffolded reading experience instruction on English reading ability

The effects of scaffolded reading experience instruction (SREI) on English reading ability of Thai students in physical education program were investigated by the mean of English reading ability (ERA) test. Pair-sampled t-test was applied to compare the mean scores ERA pretest and posttest. Results according to the statistics demonstrated students' improvement of English reading ability, since the mean score of the posttest was higher than that of the pretest at the significant level of 0.05.

5.2.2 Students' opinions towards scaffolded reading experience instruction

The exploration of students' opinions towards scaffolded reading experience instruction (SREI) was executed by the mean of semi-structured interview to enhance

the authenticity of the reading assessment (Farrell, 2009). Comprising two aspects of interactive questions, findings from the interview manifested the students' positive attitudes towards the instruction and the designed materials, and they found their English reading improved according to SREI.

5.3 Discussion

After scaffolded reading experience instruction (SREI) was conducted specially to Thai students in physical education program, the instructional impacts were found. Based on the research questions, the findings were discussed on two aspects: the students' improvement of English reading ability and their opinions towards the instruction.

5.3.1 Students' improvement of English reading ability

Based on the comparison of the mean scores from English reading ability (ERA) pre- and posttest, it revealed that the students statistically improved their English reading ability. The result was consistent with other studies claiming that scaffolded reading experience instruction (SREI) or resembling pedagogical framework comprising pre-, during- and postreading (e.g. Through-into-beyond approach by McCloskey & Stack, 2004, 2005, 2008; McCloskey et al., 2010) was effective in assisting EFLs for successful reading (Clark & Graves, 2005; Farrell, 2009; Fitzgerald & Graves, 2004; Fournier & Graves, 2002; Gibbons, 2002; Herber, 1978; McCloskey & Stack, 2005, 2008; McCloskey et al., 2010), especially those who were struggling in English language reading. The students' improvement in their reading ability could be due to the following reasons.

First, the instruction was developed based on the pedagogical framework and concepts of scaffolded reading experience instruction (SREI) explaining that to separate a lesson into before-, during-, and after-reading activities is beneficial to English language learners, since it provides a mean for breaking down the complexity of the reading task (Fitzgerald & Graves, 2004). In addition, the instruction provides a mechanism that empowers teachers to plan the lesson in ways that enable them to push the main responsibility for students' learning. Moreover, based on the scaffolding theory (Fitzgerald & Graves, 2004), in a classroom with less proficient

students, students are to be put in situations where they are to gradually reach to a higher level of knowledge and competence, but where support (scaffolding) from their peers or from the teacher is also available. As a result, in the thread of three units of the reading materials, the tasks for a particular activity began from the most basic level to higher ones. In “Build vocabulary” activities in unit 1, for instance, a number of basic English words from the reading text were provided, then the students were to recall words by circling words they knew. This was to measure the students’ capacity of English vocabulary and prepare them for the upcoming activity regarding vocabulary enhancement in other units. Additionally, the reading selection in a unit was separated into shorter parts. Each shortened part independently contained a set of SRE activities: “Into the reading”, “Through the reading” and “Beyond the reading”. This was in order to make reading more accessible for students with low English reading ability.

Second, with regard to much research and many books about reading in both L1 and L2 (e.g., Anderson, 2009; Farrell, 2009; Grabe, 2009; Rasinski, 2004; Rasinski et al., 2009; Schwanenflugel & Ruston, 2008; Taguchi et al., 2006; Yamashita & Ichikawa, 2010), the term English reading ability in the present study was defined according to the two characteristics of a good reader: (1) reading with comprehension and (2) reading with fluency. On that account, all activities forming the feature of a unit in the reading materials were in order to promote reading comprehension and reading fluency—through the key concept of scaffolding that the students were to be taught from their present levels to the higher ones.

Next, as cited by Anderson (2008), in order to teach reading to beginning readers (in this case, the term stands for Thai students in physical education program), the instruction should provide both intensive reading and extensive reading. For intensive reading, it is in order that a teacher can teach a particular reading skill and give direct practice in that skill. For extensive reading, it provides the students with an opportunity to read longer, which can help increase both reading fluency and reading comprehension. Accordingly, besides scaffolding reading in the class, at the end of each unit, the students would have a chance to check and strengthen their reading ability (fluency and comprehension) through activity outside the classroom.

Finally, based on the Vygotskian's theory and effective approaches for scaffolding the reading text with English language learners (McCloskey & Stack, 2005; 2008), it is emphatic that learning grows through the interaction within and gradually yonder the students' actual development level (Vygotsky, 1978) and that the teacher is to plan ways for students' interaction. Accordingly, throughout the sets of pre-, during- and postreading activities, the students were to interact with (1) the text they were engaged in, (2) their teacher, (3) their peers, and (4) the world community. All of those, as previously mentioned, were "through the key concept of scaffolding that the students were to be engaged to the task from their potential levels to the higher ones".

5.3.2 Students' opinions towards scaffolded reading experience instruction

The other evidence to support the effects of SREI is the students' responses in the semi-structured interview, which can be discussed in two aspects: effectiveness of SREI and self-perception as an English reader.

5.3.2.1 Effectiveness of SREI

Though some students, once expressing that they used to fear and have a bias in learning English language, but after being exposed to the SREI for a while, their attitudes were changed. Here are some examples of the experience that the students shared:

"I feel better in learning and reading English, though my ability has still been little improved".

"I am changing in a positive way. I don't fear to attend the class though I still can't read, because I have fun with many activities you (the teacher) have prepared for us. I have positive attitude towards English reading, but need more guidance".

Likewise, other students agreed that the SRE instruction and materials helped them improve their English reading ability and enhance their confidence to read English language. One of the students said that:

“My reading is more fluent. I know and remember more words. My understanding in reading English language is much improved”.

All the above indicated that the students’ opinions towards SREI were corresponded to the result of ERA test scores confirming that SREI is an effective pedagogy to help improve Thai students’ English reading ability.

5.3.2.2 Self-perception as an English reader

It is important to mention about the students’ self-perception as an English reader, since it could identify their reading self-efficacy which have relationships with their enjoyment in reading and their reading achievement (Munns & Woodward, 2006; Smith, Smith, Gilmore & Jameson, 2012).

The interview showed that the students possessed an amount of English language background, yet it was not in a satisfactory level that help them *“read text with sufficient speed and rhythm in order to (a) enjoy reading, (b) concentrate on meaning, and (c) complete reading assignment in a reasonable amount of time”* (Morris & Gaffney, 2011). However, their responses revealed that with the amount of English knowledge they had, though not much, they were enthusiastic to improve their English reading ability and were confident that they could definitely do it.

5.4 Pedagogical implications

The findings of the study has proved that scaffolded reading experience instruction (SREI) is effective in improving English reading ability of Thai students in physical education program, who are likely to have limited English proficiency due to their unique characteristic and interest. Also, it can erase the bias the students might have towards learning and reading English language and enhance their positive attitudes towards them. The followings are the implications of the study.

First, the pedagogical framework of SREI in the present study was developed based on the conceptual frameworks of scaffolded reading experiences (SREs) by Fitzgerald and Graves (2004) and Into-Through-Beyond approach by McCloskey and Stack (2004, 2005, 2008) and McCloskey, Orr, Stack and Kleckova (2010). The aim was to develop reading materials serving unique academic needs of students in

physical education program with primary concern of their differences in previous literacy experiences, English language practices and interests. Meanwhile, the students in the program were purposively chosen to represent struggling English language learners in Thailand who need English reading skills to acquire world knowledge and strengthen their competency according to their profession. As reflected from the findings of the study, consequently, the framework is valuable, and that it is adaptable and can be applied to English learning process in any EAP contexts or in any classroom of reading including L1 reading.

Second, in a class of reading with less proficient students, it is important that the teachers provide pre-, during- and postreading stages of learning ((Fitzgerald & Graves, 2004; Hedgcock & Ferris, 2009; McCloskey & Stack, 2004, 2005, 2008; McCloskey et al., 2010). In prereading stage, the teachers should supply activities preparing the students for the up-coming reading, for instance, building background and building vocabulary. Moreover, in postreading stage, it is necessary that the students are emphasized with what they have learned from the former stages, for example, reviewing reading comprehension and reviewing vocabulary. All of those are in order to make English reading more accessible for students with low proficiency.

Next, to improve students' reading ability, it is beneficial to focus attention on reading fluency and reading comprehension, since the terms are closely related (Farrell, 2009) and complementary in reading ability process. While comprehension is the final goal of reading (Anderson, 2008; Kruidenier, 2002, 2004; National Reading Panel, 2000), fluency is required for comprehension (NRP, 2000). Additionally, much research about reading addresses that reading comprehension is the result of reading fluency, whereas reading fluency cannot be progressed without reading comprehension. In the light of reading fluency, the findings reveal that students with some background of English language agreed that chunking groups of words was effective to their English reading ability, where as other students were fond of lexical activities such as recalling basic English words and word stress. As for drilling vocabulary with flashcards, it revealed that the students found the activity was helpful to increase their vocabulary. As a result, it could imply that the activities can be employed to enhance reading fluency for students with low English proficiency.

Finally, to successfully scaffold students to read English text, it is vital that the teachers of SREI practice the mind of scaffolding to support the students. Understanding, patience and belief in the students' potential are the key characteristics of SRE teachers. Close attention and supportive expressions are meaningful. They are to be adaptable, flexible, and know how and when scaffolding should be upheld or released.

5.5 Recommendations for Further Studies

This study was carried out with the aim to investigate the effects of scaffolded reading experience instruction on English reading ability of Thai students with low English proficiency. The findings from this study produced some recommendations for further studies.

First, it is recommended that the instructional framework should be applied and investigated the impact in other fields of English for academic purposes (EAP) or other classes of English reading.

Second, it is recommended that besides quantitative measurement of an English test, some qualitative instrument like interview is considerable. However, it is advisable that the interviewees should be in larger groups. In addition, in order to acquire in-depth and various aspects of the study, the research should employ multiple kinds of instruments such as questionnaires, classroom observation, learning logs, students' report and teachers' reflection in the main study.

Next, in this study, the interview session was operated in the middle stage of the implementation, and the findings revealed that some students didn't notice their improvement in English reading ability, despite their higher scores in ERA test. Hence, it could be implied that interview at the middle stage could affect the students' responses. On that account, it is recommended that in order to gain more accurate information about students' opinions towards their improvement in English reading, future research should operate the interview at the end of the implementation.

Last, it is recommended that to help enhance students' reading ability, reading fluency should be closer focused. In other words, in a study, one particular strategy of reading fluency should be concentrated. Additionally, time allocated in the study should be long enough; four months is needed to enhance reading fluency, though six

mounts is preferable (Field, 2006, in Evans et al., 2010). This is in order to gain findings in-depth about strategies for reading fluency that are effective in Thai context.

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APPENDICES

Appendix A

Sample of English Reading Ability Test

I. Statement of Problems

English reading ability test or ERA test is conducted with the aim to determine the current reading ability level of Thai students in physical education program. Preferring active movement, this group of students is perceived to have less motivation in learning English language. Their English proficiency, particularly reading ability is limited; and they have less successful English reading experience. Additionally, several studies have agreed that students' perceptions of themselves as poor or deficient readers can potentially influence the ways they choose to engage with texts (Dillion & Moje, 1998; McCarthy, 1998; McCarthy, 2002 cited in Hough, 2005). Moreover, according to McCloskey et al., 2010, ELLs with low reading ability cannot read quickly and much. So, to make the test more accessible and reduce the students' resistance in reading text and questions, the test is designed simply; but purposively. Long paragraphs or passages are re-arranged to be shortened, so that the students read less; yet answered most.

II. Specifications

1. Purpose of the test

As an instrument of a study in the area of English reading, the test will be employed twice with different purposes. Once, as a pretest, it will be used to measure the current level of English reading ability of Thai students in physical education program. Then, it will be employed again as a posttest to evaluate the students' achievement of English reading ability.

2. Description of test takers

The test takers are a number of Thai students in a program of physical education in Institute of Physical Education–Krabi Campus. They are perceived to have limited background and experience in reading English, and their levels of English proficiency, particularly reading skill are low.

English Reading Ability (ERA) Test

Objective of the test

The English reading ability test aims to measure students' ability in reading English. The main focus is on word recognition and reading comprehension particularly within sentence levels.

Directions:

1. The reading ability test is for first-year students of Institute of Physical Education—Krabi Campus.
2. The test consists of 2 sections. Each section comprises sub-reading parts with 15 multiple-choice questions altogether. The whole test has 30 questions.

Section 1	Getting Ready for the “Ironman”	15 questions
Section 2	Who Invented That Sport?	15 questions
3. Students mark X on the correct answers in the answer sheet.
4. Time allocation is 1 hour.

Section I: Getting Ready for the “Ironman”

Part 2

This sport is a real challenge. First, it takes time and stamina to train for competitions. Some people spend up to 8 months training for the **race**. The training demands a lot of physical energy and strength. During training, the athletes will bike 320 km, swim 10 km, and run 56 km every week. Second, it takes money to compete. The equipment is not cheap. Bicycles for this event can cost up to \$10,000. Top-quality swimming gear and running shoes are expensive. Athletes have to pay to enter the race. Some individuals estimate that they spend more than half of their **incomes** on training. Third, athletes must have strong minds. It takes willpower to push themselves to keep training to reach their goal.

7. What is needed in training?
 - a. time
 - b. energy
 - c. money
 - d. all of the above
8. Which word has the same meaning as “race” in line 2?
 - a. energy
 - b. stamina
 - c. equipment
 - d. competition
9. What does “income” in line 8 refer to?
 - a. The money you gain in a month.
 - b. The good thing that comes into your life.
 - c. An equipment that is used during the training.
 - d. The time that you need to use for sport training.
10. What is **not** the reason which makes the sport a real challenge?
 - a. The sport demands money.
 - b. The competitors need strong minds.
 - c. The competition takes time and stamina for training.
 - d. The competitors have to solve a lot of problems during the events.
11. What is true about the equipments used in the triathlon?
 - a. All equipments are costly.
 - b. Any kinds of bikes can be used in the race.
 - c. Quality running shoes are not necessary.
 - d. There is no equipment for swimming event.
12. What does **not** cost money?
 - a. equipment
 - b. taking the race.
 - c. training
 - d. willpower

Appendix B

English Reading Ability Test Evaluation Form

Please rate these following items according to your opinions by ticking (√) in the box.

1 = Congruent 0 = Questionable -1 = Incongruent

Items	Reading ability aspects	1	0	-1	Comments
Passage 1					
The item evaluates:					
1	-determining the meaning of the words by context clues -identifying facts in the content				
2	-identifying facts in the content				
3	-identifying facts in the content				
4	-identifying directly stated facts				
5	-identifying directly stated facts				
6	-determining the meaning of the words by context clues				
7	-determining the meaning of the words by context clues				
8	-determining the meaning of the words by context clues				
9	-identifying facts in the content				
10	-identifying facts in the content				
11	-identifying directly stated facts				
12	-identifying facts in the content				
13	-identifying facts in the content				
14	-determining the meaning of the words by context clues				
15	-determining the meaning of the words by context clues				
Passage 2					
The item evaluates:					
16	-determining the meaning of the words by context clues				
17	-determining the meaning of the words by context clues				
18	-identifying directly stated facts				
19	-identifying facts in the content				
20	-determining the meaning of the words by context clues				
21	-identifying directly stated facts				
22	-determining the meaning of the words by context clues				

Appendix C

The Item Objective Congruence Index of English Reading Ability Test

Item	Expert			Total	Meaning
	A	B	C		
1	-1	-1	+1	-0.33	Modified
2	+1	-1	+1	0.33	Modified
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	+1	+1	+1	1.00	Reserved
6	+1	+1	+1	1.00	Reserved
7	+1	+1	+1	1.00	Reserved
8	0	+1	+1	0.66	Reserved
9	0	+1	+1	0.66	Reserved
10	0	+1	+1	0.66	Reserved
11	+1	0	+1	0.66	Reserved
12	-1	+1	+1	0.33	Modified
13	+1	+1	+1	1.00	Reserved
14	0	+1	+1	0.66	Reserved
15	+1	+1	+1	1.00	Reserved
16	+1	+1	+1	1.00	Reserved
17	+1	+1	+1	1.00	Reserved
18	+1	-1	+1	0.33	Modified
19	+1	+1	+1	1.00	Reserved
20	+1	+1	+1	1.00	Reserved
21	+1	+1	+1	1.00	Reserved
22	+1	+1	+1	1.00	Reserved
23	+1	-1	+1	0.33	Modified
24	+1	+1	+1	1.00	Reserved
25	0	+1	+1	0.66	Reserved
26	-1	-1	+1	-0.33	Modified
27	+1	-1	+1	0.33	Modified
28	0	+1	+1	0.66	Reserved
29	+1	+1	+1	1.00	Reserved
30	0	+1	+1	0.66	Reserved

Appendix D

Semi-Structured Interview

Objectives of the interview

Semi-structured interview is to explore the opinions of the students towards scaffolded reading experience instruction. The questions are as followed:

No.	Questions
1	<p>ลองบอกปัญหาในการอ่านภาษาอังกฤษของนักเรียนว่ามีอะไรบ้าง</p> <p>Please identify your problem(s) in reading English texts.</p>
2	<p>ก่อนเข้าเรียนวิชานี้ นักเรียนคิดหรือรู้สึกอย่างไรกับการอ่านภาษาอังกฤษ?</p> <p>Before taking this course, how did you think or feel about English reading?</p>
3	<p>หลังจากเรียนวิชานี้มาระยะหนึ่ง นักเรียนคิดหรือรู้สึกแตกต่างไปอย่างไรบ้าง?</p> <p>After taking the course for a while, how are your thoughts or feelings changed?</p>
4	<p>นักเรียนคิดว่าการอ่านภาษาอังกฤษสำคัญกับการเรียนและเป้าหมายของชีวิตอย่างไรบ้าง? ทำไม?</p> <p>How do you think English reading important to your life's learning/goals? Why/ Why not?</p>
5	<p>นักเรียนคิดอย่างไรกับบทความที่เลือกมาใช้เป็นแบบเรียนในการอ่าน? ไวยากรณ์และคำศัพท์ยากเกินไปสำหรับการพัฒนาการอ่านโดยวิธีเสริมการเรียนรู้หรือไม่?</p> <p>How do you think about the reading selections? Are the grammar and vocabulary too difficult for scaffolding reading?</p>
6	<p>หัวข้อและเนื้อหาที่อ่านน่าสนใจและข้องเกี่ยวกับชีวิตและวิชาชีพของนักเรียนหรือไม่?</p> <p>Are the topics and content interesting and relevant to your life and profession?</p>
7	<p>มีอะไรในสื่อการอ่าน (แบบเรียน) ที่นักเรียนชอบและไม่ชอบบ้าง? ทำไม?</p> <p>What in reading materials do you like and dislike? Why? Why not?</p>
8	<p>มีอะไรในสื่อการอ่าน (แบบเรียน) ที่นักเรียนต้องการให้เปลี่ยนหรือเพิ่มเติมบ้าง?</p> <p>Are there any things in reading materials you want to change or add? What are they?</p>
9	<p>มีกิจกรรมไหนที่นักเรียนชอบที่สุดและช่วยในการอ่านของนักเรียนมากที่สุด? ทำไม?</p> <p>Which activity do you like the most or help you in your reading the most? Why?</p>

No.	Questions
10	<p>มีกิจกรรมไหนที่นักเรียนไม่ชอบ? ทำไม? Which activity do you not like? Why not?</p>
11	<p>(จากที่ได้เรียน) กลยุทธ์ใดที่นักเรียนใช้ในกิจกรรม “Readings in Real World” บ่อยที่สุด What strategy/ strategies do you often use in “Readings in Real World” activities?</p>
12	<p>ปัญหาอะไรบ้างที่นักเรียนพบในระหว่างการอ่านโดยลำพังหรือกับเพื่อนๆ (โดยไม่มีครูคอยช่วย)? นักเรียนแก้ปัญหาเหล่านั้นอย่างไร? What problems do you face while reading on your own or with your partner/group? How do you cope with them?</p>
13	<p>โดยภาพรวมนักเรียนมีความคิดเห็นหรือรู้สึกอย่างไรกับการเรียน-สอนที่เพิ่งจบไปบ้าง (บรรยากาศ, กิจกรรม, อื่นๆ) และคิดว่าเพื่อนๆ คิดอย่างไร? What do you think or feel about the overall course (atmosphere, activities, etc.)? What do you think about your friends?</p>

Appendix E

Semi-Structured Interview Evaluation Form

Please rate these following items according to your opinions by ticking (√) in the box.

1 = Congruent 0 = Questionable -1 = Incongruent

ITEMS	1	0	-1	COMMENTS
SELF-PERCEPTION AS AN ENGLISH READER				
1. Please identify your problem(s) in reading English texts. ลองบอกปัญหาในการอ่านภาษาอังกฤษของนักเรียน				
2. Before taking this course, how did you think or feel about English reading? ก่อนเข้าเรียนวิชานี้ นักเรียนคิดหรือรู้สึกอย่างไรกับการอ่านภาษาอังกฤษ				
3. After taking the course for a while, how are your thoughts or feelings changed? หลังจากเรียนวิชานี้มาระยะหนึ่ง นักเรียนคิดหรือรู้สึกแตกต่างไปอย่างไรบ้าง?				
4. How do you think English reading important to your life's learning/goals? Why/ Why not? นักเรียนคิดว่า การอ่านภาษาอังกฤษสำคัญกับการเรียนและเป้าหมายของชีวิตอย่างไรบ้าง? ทำไม?				
EFFECTIVENESS OF THE SREI				
5. How do you think about the reading selections? Are the grammar and vocabulary too difficult for scaffolding reading? นักเรียนคิดอย่างไรกับบทความที่เลือกมาใช้เป็นแบบเรียนในการอ่าน? ไวยากรณ์และคำศัพท์ยากเกินไปสำหรับการพัฒนาการอ่าน โดยวิธีเสริมการเรียนรู้หรือไม่?				
6. Are the topics and content interesting and relevant to your life and profession? หัวข้อและเนื้อหาที่อ่านน่าสนใจและข้องเกี่ยวกับชีวิตและวิชาชีพของนักเรียนหรือไม่?				
7. What in the reading material do you like and dislike? Why? Why not? มีอะไรในสื่อการอ่าน (แบบเรียน) ที่นักเรียนชอบและไม่ชอบบ้าง? ทำไม?				

Appendix F

The Item-Objective Congruence Index of Semi-Structured Interview

Item	Expert			Total	Meaning
	D	E	F		
1	+1	+1	+1	1.00	Reserved
2	+1	+1	+1	1.00	Reserved
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	+1	+1	+1	1.00	Reserved
6	+1	+1	+1	1.00	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	+1	+1	+1	1.00	Reserved
10	+1	+1	+1	1.00	Reserved
11	+1	+1	+1	1.00	Reserved
12	+1	+1	+1	1.00	Reserved
13	+1	+1	+1	1.00	Reserved

Appendix G

Survey of English Learning Topics

คำชี้แจง:

แบบสอบถามนี้ทำขึ้นเพื่อสำรวจความคิดเห็นของนักศึกษาเกี่ยวกับชนิดกีฬาที่เหมาะสมแก่การนำมาเป็นเนื้อหาในการเรียน-การสอนวิชาภาษาอังกฤษ คำถามแบ่งเป็น 2 ส่วน ดังต่อไปนี้



ส่วนที่ 1: 3 หัวข้อต่อไปนี้ เป็นหัวข้อเกี่ยวกับกีฬาที่คาดว่าจะนำมาใช้ในสร้างแบบเรียนภาษาอังกฤษให้นักศึกษาใส่เครื่องหมายกากบาท x ลงในช่อง ที่ตรงกับความคิดเห็นของตนเอง

1. ฟุตบอล
2. วายน้ำ
3. ไตรกีฬา (กีฬาที่ประกอบด้วยการว่ายน้ำ, การปั่นจักรยานและการวิ่ง)

- เห็นด้วยที่จะนำมาใช้เป็นหัวข้อในการเรียน-การสอนภาษาอังกฤษ
- เห็นด้วยกับบางหัวข้อ (ทำต่อส่วนที่ 2)
- ไม่เห็นด้วยกับหัวข้อดังกล่าว (ทำต่อส่วนที่ 2)



ส่วนที่ 2: ให้นักศึกษาใส่ตัวเลข 1-3 ลงในช่องว่างหน้ากีฬา 3 ชนิด ที่อยากให้เป็นหัวข้อในการเรียน-การสอนวิชาภาษาอังกฤษ (เฉพาะคนที่ไม่เห็นด้วยหรือเห็นด้วยกับบางหัวข้อ)

___ ฟุตบอล	___ วายน้ำ	___ ปั่นจักรยาน	___ วิ่ง
___ ไตรกีฬา	___ ลีลาศ	___ บาสเกตบอล	___ เทนนิส
___ กอล์ฟ	___ ตะกร้อ	___ มวยไทย	___ อื่นๆ.....

😊ขอบคุณสำหรับความร่วมมือค่ะ😊

Appendix H

Sample of Reading Materials

a. Instructional Manual

Scaffolded Reading Experience Instruction (SREI)

Rationale

Reading is regarded as a door to the world of knowledge. Especially, reading in English is believed to be the key to open the door to the wider world. This is because most of the input comes in the format of print which mostly comes in English (Anderson, 2008). The degree to which ones can comprehend and acquire knowledge from texts according to their English reading abilities is a key indicator of their opportunities for success—both in school and at work (American Association of School Librarians, 2007). Through English reading, students can learn and gain newer, wider and deeper information according to their interests, academic goals, target situation and so forth. In many English classrooms, however, students with less motivation and low English proficiency are often left behind. Also, English reading skill is perceived not easy to be taught despite its importance for their life-long learning and success at work. As a result, with no choice, most students with deficient English have less motivation and find themselves struggling in learning and reading English.

Vlach & Burcie (2010) noted that to ensure their success in reading, students with low English proficiency must receive different instruction than students of average and above-average students. In addition, before engaging with a struggling English language learner, it is necessary that a teacher believe that every student can learn and can contribute to the learning community (Allington, 2006; Johnston, 2004; Lyons, 2003; Pinnell & Fountas, 2008; Vlach & Burcie, 2010). Moreover, in order to meet the unique academic needs of each student, it is important that teachers value the differences each student brings to the classroom. These include differences in previous literacy experiences, differences in language and communicative practices, and differences in personal passions and interests (Compton-Lilly, 2008).

Comprehension indicates a reader's reading ability; also, it is regarded to be the terminal goal of the reading process. Fluency is believed to improve reading comprehension (NRP, 2000), so reading ability and reading fluency are coincidental. Through fluency, readers will perform their ability through reading with an appropriate rate, accuracy and expression which are believed to make the text more comprehensible and memorable to them. Reading fluency prevents students from reading word by word (McCloskey & Stack, 2004) and reading hesitation; so, good readers are those with fluent reading (Anderson, 2008; Grabe, 2009 & 2010; Mariotti & Homan, 2010). In addition, Rasinski et al. (2009, cited in Mariotti & Homan, 2010) suggest that "Improved fluency is of value to all students but especially to those who experience difficulty in learning to read and comprehend what they read" (p. 175). This indicates that in English classrooms with struggling English reading students, teachers are to put reading fluency as a strategy to enhance English reading ability of the students.

McCloskey & Stack (2004, 2005, & 2008), considering the importance of fluency as well as the need for proper support for students who have difficulties in reading, demonstrate fostering students' reading experiences through a scaffolding strategy called scaffolded reading experience or SRE. The strategy takes the concept of scaffolding and incorporates it in a framework for guiding and assisting students in successful reading, understanding, and learning from a particular selection (Fitzgerald & Graves, 2004). So, in the instructional approach, the key concept underlying the SREs is that scaffolding provides support to help learners bridge the gap between what they know and can do and the intended goals. Also, it allows teachers to intervene in an environment and provide the cueing, questioning, coaching, corroboration, and plain old information needed to allow students to complete a task before they are able to complete it independently (Pearson, 1996). All the above are through the implementation of pre-, during-, and postreading phases, which is regarded to be important for designing effective reading lessons for ELLs (Farrell, 2009).

Teacher's role

The teacher of SREI is to manage an active teaching environment. Brophy (1986) noted that “Teachers who engage in active teaching are the instructional leaders of the classroom; they are fully knowledgeable about the content and purposes of the instruction they present, and about the instructional goals they wish to accomplish.”

Besides, based on the scaffolding theory, in a classroom with less proficient students, more difficult selections, and more challenging purposes, more scaffolding is needed. Conversely, with more proficient students, less difficult selections, and less challenging purposes, less scaffolding is needed. Accordingly, as a leader of the classroom, the teacher is to be adaptable, flexible, and know how and when scaffolding should be given or upheld.

Students' role

The idea of SREI is that all learning is the result of active and constructive process. Brophy & Good (2003) state that “*Just as it is vital that the teacher be actively involved in teaching, it is also vital that the learner be actively involved in learning.*” Learners must do something with the material they are studying if they are truly to learn from it. According to Vygotsky (1978), all students have two levels of development: an actual development level (the level at which learners are able to solve problems by themselves) and a potential development level (the level at which learners need help from an expert or a more knowledgeable partner). Students can push themselves from the actual development level to the potential level or learn beyond their actual development level with explicit scaffolding through social interaction until they internalize the strategies (Rosenshine & Meister, 1994).

The roles of the teacher and students in a classroom of SREI are as explained by the “gradual release of responsibility model” reflecting the progression in which students gradually assume increased responsibility for their learning. The model can be presented as follows:

b. Reading materials

UNIT 1

Thinking in English VS Practicing Football

From This Unit

You will be able to:


1. Compare the similarity between “thinking in English” and “practicing football”,
2. Describe the steps of “thinking in English”,
3. Identify “subjects”, “verbs”, “objects” and “adverbs” in the sentences,
4. Build up the reading rate
5. Recall the vocabulary according to the reading text.

Use Prior Knowledge


Discuss Sport Skills

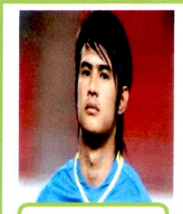
Football is one of sport games that need skills in order to make the game successful.


1. Think about successful football players.
2. With your partner, discuss what you think makes someone skillful in playing football.
3. In Worksheet 1, write your ideas in the web provided. Add more ovals if necessary.

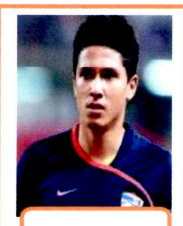


Who's who?







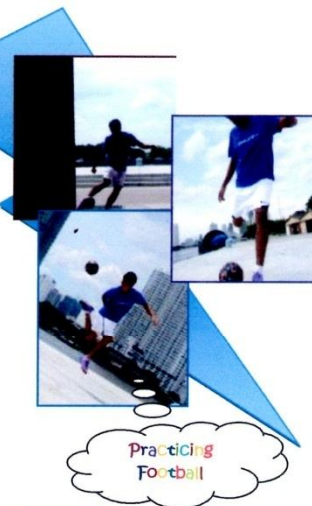


INTO THE UNIT

2 UNIT 1: FOOTBALL

Through the Reading

²The first step is to think of **individual** words that you use daily. **Simple** everyday words like a book or a shoe or a tree. After you have learned to think of **several** words you want to start thinking in sentences. Train your brain by listening to English. After you understand a lesson or program then **play it back** and repeat. Listen and repeat, listen and repeat. The more you listen, the more you learn. Listen first and make sure you fully understand what you're hearing. Next, repeat what you hear. This will train your brain to think in English. After you **reach** that level start **having conversations** with yourself in English.



1. What is the first step to practice thinking in English? _____
2. What kind of words are "a book", "a shoe" and "a tree"? _____
3. What do you have to do after learning to think in words? _____
4. What do you have to do after learning to think in sentences? _____
5. What do you have to do along with listening? _____
6. When do you start to talk to yourself in English? _____

individual*	one; single	play it back	replay
simple	easy	reach*	get to
several*	many	having conversations*	talking; speaking

Your Note:

c. Lesson plans

Unit 1: Football			
Thinking in English VS Practicing Football			

Subject	English Skill Development	Duration	6 hours
Level	First Year	Academic Year	2011; Semester 1

Objectives

Students will be able to:

1. Compare the similarity between “thinking in English” and “practicing football”,
2. Describe the steps of “thinking in English”,
3. Identify “subjects”, “verbs”, “objects” and “adverbs” in the sentences,
4. Recall the vocabulary according to the reading text.

Materials

1. Reading materials Unit 1
2. Flashcards: definition cards and word cards
3. Worksheets

Language Focus


1. Vocabulary/Topic: Football game related terms; words in daily use

Learning Focus

1. Reading fluency: Identifying subjects, verbs and objects; word stress
2. Reading comprehension: Question-answer relationships (QAR); content review

Lesson 1

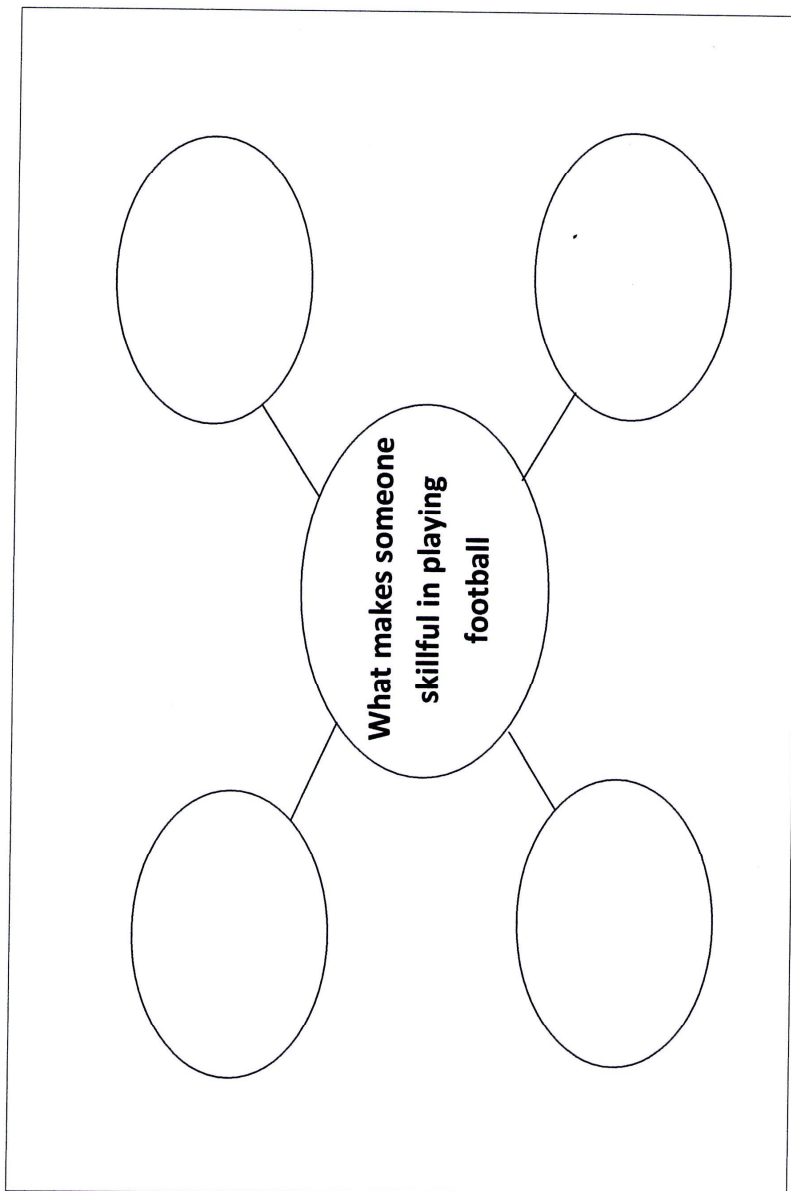
Procedures

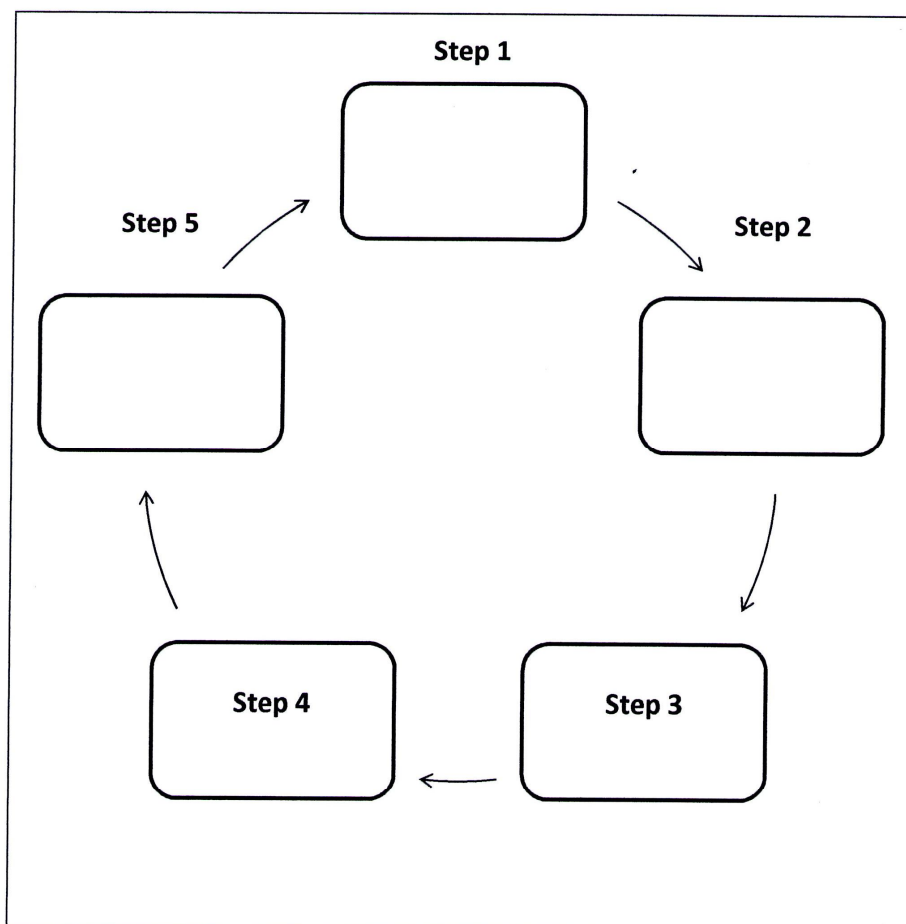
Activity	Procedure	Aims	Time
<p>Into the Reading <u>Use Prior Knowledge</u></p>	<p>Inform students that “Prior knowledge” is something that they already know. It is the basic information for them to understand something new more easily. Then, talk a bit about football as a sport game needing skills in order to make the game players successful.</p> <p>T:</p> <p>Ss: Think about successful football players. With partner, discuss what they think makes someone skillful in playing football. Copy the web on a piece of paper and write their ideas in the web.</p> <div style="text-align: center;">  </div> <p>Ss: With partner, share their idea to the whole class.</p>	<p>1. To get students understand about “Prior knowledge” and its importance in reading process</p> <p>2. To build interaction between students through discussion.</p>	<p>10 mins.</p>

d. Worksheets

WORKSHEET 1

Discuss Sport Skills: Use the web to organize your ideas.



WORKSHEET 4**5 Steps to Train Yourself Thinking in English**

Appendix I

Reading Materials Evaluation Form

Please indicate how you evaluate each of these items by ticking (√) in the box.

(Please feel free to write down your comments for the improvement of reading materials)

1 = Congruent 0 = Questionable -1 = Incongruent

Items	1	0	-1	Comment
Instructional manual				
1. Rationale provides important and clear information for SREI.				
2. Teacher's role is clear and important.				
3. Students' role is clear and important.				
4. Classroom environment is clearly described. It is doable, meaningful, and engaging.				
5. Unit structure is clear and well illustrated.				
6. Learning content (scope and sequence) is clear and interesting.				
Materials design:				
The materials...				
7. are appropriate to the students' English language level.				
8. are appropriate to the students' needs.				
9. provide students with appropriate and enough practice.				
10. present a strategy in a clear and interesting way.				
11. contain a clear and sufficient explanation of the strategy.				
12. contain attractive and meaningful visuals.				
13. have clear and attractive page layout/design.				
14. contain a variety of interesting activities.				
15. are clearly organized.				
16. stress the importance of each strategy and activity.				
17. use visual effectively to support the content.				
18. have clear instructions to all the activities.				
19. use appropriate strategies to have students to interact with the teacher, one another, the text and the world community.				
Lesson plans:				
The objectives...				
20. are clear and concise.				
21. purposeful and direct to enhance English reading ability.				
The activities...				
22. are practical.				
23. consistent with the objectives of the lesson.				
Other aspects...				
24. Teaching procedures are appropriate for the enhancement of English reading ability.				
25. Time allocated in each activity is appropriate.				
26. Language used in lesson plan is appropriate and clear.				

Appendix J

The Item Objective Congruence Index of the Reading Materials

Item	Expert			Total	Meaning
	D	E	F		
1	0	+1	+1	0.66	Reserved
2	+1	+1	+1	1.00	Reserved
3	+1	+1	+1	1.00	Reserved
4	+1	+1	+1	1.00	Reserved
5	+1	+1	+1	1.00	Reserved
6	+1	+1	+1	1.00	Reserved
7	+1	+1	+1	1.00	Reserved
8	+1	+1	+1	1.00	Reserved
9	0	+1	+1	0.66	Reserved
10	+1	+1	+1	1.00	Reserved
11	+1	+1	+1	1.00	Reserved
12	+1	+1	+1	1.00	Reserved
13	+1	+1	+1	1.00	Reserved
14	+1	+1	+1	1.00	Reserved
15	+1	0	+1	0.66	Reserved
16	+1	+1	+1	1.00	Reserved
17	+1	+1	+1	1.00	Reserved
18	+1	+1	+1	1.00	Reserved
19	+1	+1	+1	1.00	Reserved
20	+1	+1	+1	1.00	Reserved
21	+1	+1	+1	1.00	Reserved
22	+1	0	+1	0.66	Reserved
23	+1	+1	+1	1.00	Reserved
24	+1	+1	+1	1.00	Reserved
25	+1	0	0	0.33	Modified
26	0	+1	+1	1.00	Reserved

Appendix K

Item Analysis of the English Reading Ability Test (ERA test)

Item No.	Difficulty Index	Discrimination Index
1	.720	.429
2	.640	.571
3	.240	.714
4	.720	.571
5	.560	.429
6	.520	.285
7	.440	.429
8	.560	.429
9	.480	.285
10	.360	.285
11	.640	.429
12	.320	.429
13	.560	.571
14	.640	.429
15	.520	.285
16	.600	.714
17	.680	.714
18	.600	.714
19	.520	.429
20	.640	.571
21	.680	.857
22	.520	.571
23	.560	.285
24	.600	.429
25	.720	.714
26	.560	.429
27	.480	.429
28	.440	.571
29	.640	.429
30	.560	.571

Appendix L

List of Experts

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A. Experts validating instructional instruments

1. Asst. Prof. Kulaporn Hiranburana, Ph.D.
Chulalongkorn University
2. Bordin Waelateh, Ed.D.
Prince of Songkla University, Pattani Campus
3. Sukol Ariyasajsiskul, Ed.D.
Institute of Physical Education

B. Experts validating research instruments

1. Sutthirak Sapsirin, Ph.D.
Chulalongkorn University
2. Tanyaporn Arya, Ph.D.
Chulalongkorn University
3. Raya Syde Tengku Sulaiman, Ph.D.
Institute of Physical Education—Krabi Campus

BIOGRAPHY

Mrs. Prasani Solihee was born in May 17th, 1979 in Krabi Province. She obtained her BA in English (Second Class Honors) from the faculty of Humanities, Srinakharinwirot University in 2002. In the same year, she began her work as an employed English teacher in a secondary school in Krabi. Though she did not directly graduate from the field of teaching, the experience as an English teacher makes her aware of her love in teaching English language. In 2004, she became a government teacher teaching English language at Muangkrabi School. In 2006, she moved to the Institute of Physical Education – Krabi Campus, and in 2009, she was granted to further her Master’s degree in English as an International Language, Chulalongkorn University. At present, she is an English teacher at Institute of Physical Education— Krabi Campus and an occasional English trainer for some organizations in Krabi.