การพัฒนาสื่อการอ่านเพื่อเสริมสร้างความสามารถในการอ่านภาษาอังกฤษ ของนักเรียนในสามจังหวัดชายแดนใต้ของประเทศไทย

นางสาวโซเฟีย อาแว

วิทยาพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต

สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตร และการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2556

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)

เป็นแฟ้มข้อมูลของนิสิตเจ้าของวิทยานิพนธ์ที่ส่งผ่านทางบัณฑิตวิทยาลัย

The abstract and full text of theses from the academic year 2011 in Chulalongkorn University Intellectual Repository(CUIR)

are the thesis authors' files submitted through the Graduate School.

DEVELOPMENT OF READING MATERIALS TO ENHANCE ENGLISH READING ABILITY OF STUDENTS IN THREE SOUTHERN BORDER PROVINCES OF THAILAND

Miss Sophia Arwae

A Thesis Submitted in Partial Fulfillment of the Requirements

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

Department of Curriculum and Instruction

Faculty of Education

Chulalongkorn University

Academic Year 2013

Copyright of Chulalongkorn University

Thesis Title	DEVELOPMENT OF READING MATERIALS TO ENHANCE ENGLISH READING ABILITY OF STUDENTS IN THREE SOUTHERN BORDER PROVINCES OF THAILAND
By	Miss Sophia Arwae
Field of Study	Teaching English as a Foreign Language
Thesis Advisor	Assistant Professor Apasara Chinwonno, Ph.D.

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

……. Dean of the Faculty of Education

(Associate Professor Chanita Rukspollmuang, Ph.D.)

THESIS COMMITTEE

……. Chairman

(Pornpimol Sukavatee, Ph.D.)

……. Thesis Advisor

(Assistant Professor Apasara Chinwonno, Ph.D.)

……. External Examiner

(Assistant Professor Kittitouch Soontornwipast, Ed.D.)

โซเฟีย อาแว : การพัฒนาสื่อการอ่านเพื่อเสริมสร้างความสามารถในอ่านภาษาอังกฤษของนักเรียนในสามจังหัดชายแดนใต้ของประเทศไทย. (DEVELOPMENT OF READING MATERIALS TO ENHANCE ENGLISH READING ABILITY OF STUDENTS IN THREE SOUTHERN BORDER PROVINCES OF THAILAND) อ. ที่ปรึกษาวิทยานิพนธ์หลัก: ผศ.ดร.อาภัสรา ชินวรรโณ, 167 หน้า

งานวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาส่วนประกอบในการพัฒนาสื่อการอ่านภาษาอังกฤษ 2) ศึกษาผลของสื่อการอ่านเพื่อเสริมสร้างความสามารถในการอ่านภาษาอังกฤษของนักเรียนในสามจังหวัดชายแดนภาคใต้ของประเทศไทย และ 3) ศึกษาความคิดเห็นของนักเรียนที่มีต่อการใช้สื่อการอ่าน กลุ่มตัวอย่างประกอบด้วย นักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนมัธยมสุไหงปาดี จังหวัดนราธิวาส ภาคเรียนที่ 1 ปีการศึกษา 2556 จำนวน 30 คน การทดลองใช้เวลาทั้งสิ้น 12 สัปดาห์ เครื่องมือที่ใช้ได้แก่ แบบทดสอบความสามารถในการอ่านภาษาอังกฤษและแบบสอบถามความคิดเห็น สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ paired sample t-test ค่าเฉลี่ย และ ค่าเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า 1) การพัฒนาสื่อการอ่านที่คำนึงถึงผู้เรียนเป็นสำคัญ สอดแทรกเทคนิคการอ่านในสื่อการอ่าน และการใช้เนื้อหาเกี่ยวกับท้องถิ่นในสามจังหวัดชายใต้ เพิ่มความสามารถในการอ่านภาษาอังกฤษของนักเรียน 2) คะแนนเฉลี่ยจากแบบทดสอบความสามารถในการอ่านภาษาอังกฤษหลังการทดลองของนักเรียนชั้นมัธยมศึกษาตอนปลายสูงกว่าคะแนนเฉลี่ยก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 3) นักเรียนมีความคิดเห็นที่ดีต่อการใช้สื่อการอ่าน มีความสนใจและแรงจูงใจในการเรียนภาษาอังกฤษ มีทัศนคติที่ดีต่อการออกแบบของสื่อการอ่านที่ใช้เนื้อหาเกี่ยวกับท้องถิ่นในสามจังหวัดชายแดนภาคใต้ เช่น อาหารประจำท้องถิ่น วันหยุดเทศกาล และสถานที่ท่องเที่ยว นอกจากนี้ยังพบว่า สื่อการอ่านสามารถเพิ่มความรู้ความเข้าใจเกี่ยวกับท้องถิ่นในด้านวัฒนธรรมและภูมิปัญญาได้เป็นอย่างดี

ภาควิชา หลักสูตรและการสอน ลายมือชื่อนิสิต .....

สาขาวิชา การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก .....

ปีการศึกษา 2556

##5483333427 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE
KEYWORDS : ENGLISH READING MATERIALS / ENGLISH READING ABILITY

SOPHIA ARWAE : DEVELOPMENT OF READING MATERIALS TO ENHANCE ENGLISH READING ABILITY OF STUDENTS IN THREE SOUTHERN BORDER PROVINCES OF THAILAND. ADVISOR: ASST.PROF. APASARA CHINWONNO, PH.D., 167 pp.

The objectives of this study were 1) to develop the English reading materials, 2) to investigate the effects of the English reading materials on the three southern border provinces students' English reading ability and 3) to explore the opinions of the students towards the English reading materials. The sample included 30 tenth grade students at Matthayom Sungaipadee School, Narathiwat. The duration of the experiment lasted for 12 weeks. The instruments were the English reading ability test and the English reading materials questionnaire. The data were analyzed using a paired sample t-test, mean score and standard deviation.

The findings revealed that 1) aspects of materials development, reading tasks and activities for beginning level readers and local community positively affected students' reading ability. 2) the post - test mean scores of the students using the English reading ability test were higher than their mean scores of the pre - test at the significance level of .05 3) students reflected positively towards the English reading materials. They demonstrated high level of interests and motivation, and they had good impression for the design of the English reading materials using local context materials in the southern part, such as a topic on local food, holidays and tourist attractions. Furthermore, students viewed that the English reading materials could increase their local community knowledge in terms of their southern Thai cultures and wisdom.

Department: Curriculum and Instruction Student's signature ……

Field of Study: Teaching English as a Foreign Language Advisor's signature ……...

Academic Year: 2013

ACKNOWLEDGEMENTS

I have taken efforts in this thesis. However, it would not have been possible without the kind support, guidance, advice, and encouragement. I would like to extend my sincere thanks to all of them. I am highly indebted to my advisor, Assistant Professor Dr. Apasara Chinwonno, who kindly devoted her time to guide me and gave me encouragement. I also would like to thank the thesis committee, Dr. Pornpimol Sukavatee and Assistant Professor Dr. Kittitouch Soontornwipast for their valuable suggestions and for devoting their time to read my work.

My appreciation also goes to the two groups of experts for valuable suggestions and guidance. For advice on the English reading materials and questionnaire, I give my thanks to 1) Dr. Maneerat Ekkayokkaya 2) Dr. Bordin Waelateh 3) Dr. Sumanee Pinweha. For advice concerning the English reading ability test, I thank 1) Associate Professor Dr. Supanee Chinnawongs 2) Mr. Steven Bradley Smith 3) Mr. Wasan Wansahawetwisit.

Also, I am grateful to Mr. Marostee Jehwae, former director of Weingsuwan Wittayakom School, who gave me an opportunity to further my study. I would like to extend my gratitude to all instructors at the TEFL program as well as staffs at the Faculty of Education. A special thanks to all of my colleagues, Mr. Sukit Kanjanaboath, Ms. Worawan Parichut, Mr. Trirat Puyati, Ms. Chonticha Amkham, Ms. Piboon Sukvijit, and Ms. Piyapat Ruangroj for their love and sincere support. Most importantly, I am also grateful for the support provided by my beloved family. I give my thanks for their understanding, patience and encouragement.

CONTENTS

Page

Abstract (Thai)……. iv

Abstract (English)……..... v

Acknowledgements……..…….. vi

Contents……..…….. vii

Lists of tables……...…….. xi

Lists of figures…….…….. xii

Chapter I Introduction……...……. 1

Background and Statement of the Problem……..…..… 1

Research Questions…….…..…. 6

Research Objectives……..…… 5

Statement of Hypotheses…….…..…… 7

Scope of the Study……..…. 8

Definitions of Terms …….…… 8

Summary of the Study…….…….. 10

Chapter II Review of the Literature…….…….. 11

Materials Development…….…… 11

Principles of Materials Development…….…….. 12

Components of Materials Development…….…….. 14

Reading ……. 21

Reading Materials…….…… 21

Reading Ability……. 24

Reading Models…… 25

Page

Contexts……. 28

Basic Education Core Curriculum B.E. 2551 (A.D. 2008)……... 28

An Educational Development Plan for the Three Southern Boarder Provinces of Thailand B.E. 2552 – 2555 (A.D. 2009 – 2012)…….. 28

Chapter III Research Methodology…… 30

Research Design…… 30

Population and Samples ……... 31

Research Instruments…… 32

English Reading Ability Test…… 32

English Reading Materials Questionnaire…… 36

Research Procedure……... 38

Phase 1: Developing the English Reading Materials…… 40

Phase 2: Implementing of the English Reading Materials…… 53

Data Collection……. 58

Data Analysis…… 60

Summary…… 61

Chapter IV Results…….. 62

Result of research question 1……. 62

Results of research question 2……... 72

Results of research question 3……... 74

Additional Findings…….. 77

Summary…….. 78

Page

Chapter V Conclusion, Discussions and Recommendation…… 79

Summary of the Study…….. 79

Research Findings……. 83

Discussion ……. 85

English Reading Materials Development……. 85

English Reading Ability……... 92

Pedagogical Implications…….. 95

Recommendations for Future Research Studies…… 96

References…….. 97

Appendices…… 103

Appendix A Needs Survey Questionnaire in English…….. 104

Appendix B Needs Survey Questionnaire in Thai…… 105

Appendix C Sample of Reading Ability Test……... 106

Appendix D English Reading Ability Test Evaluation Form……... 113

Appendix E The Item-Objective Congruence Index of the English Reading Ability Test…….. 114

Appendix F Item Analysis of the English Reading Ability Test (Pilot Study)……. 115

Appendix G Sample of English Reading Materials……. 116

Appendix H Sample of Teacher's Book…….. 134

Appendix I English Reading Textbook Evaluation Form…….. 155

Appendix J English reading materials' Framework…… 158

Appendix K English Reading Materials Questionnaire in English…….. 161

Appendix L English Reading Materials Questionnaire in Thai……... 162

Page

Appendix M English Reading Materials Questionnaire (Experts' evaluation form)…….…… 163

Appendix N The Item-Objective Congruence Index of the English Reading Materials Questionnaire…….. 164

Appendix O List of Experts…… 165

Biography…….. 167

LIST OF TABLES

		Page
Table 2.1	A list of considerations for developing materials (Graves, 2000)……	15
Table 3.1	Summary of the samples……..	31
Table 3.2	Reading construct and the test items……	33
Table 3.3	Results of needs survey……	42
Table 3.4	Experts' Validation of the English Reading Materials……	45
Table 3.5	Scope and Sequence of English Reading Materials……	54
Table 3.6	Outline of Data Collection……...	59
Table 4.1	Mean, standard deviation, t-values, and significance of the pre English reading ability test and the post English reading ability test of the Grade 10 students……..	73
Table 4.2	Mean score, standard deviation and meaning of students from the English reading materials questionnaire……	75

LIST OF FIGURES

		Page
Figure 2.1	Principles of materials development, Tomlinson (2010)……..….	13
Figure 2.2	A bottom – up approach to reading……..	25
Figure 2.3	A top – down approach to reading……	26
Figure 2.4	An interactive approach to reading……	27
Figure 3.1	Research design…….	30
Figure 3.2	Research Procedure……...	39
Figure 3.3	Sample of the glossary from unit 1……...	49
Figure 3.4	Sample of the subject and content from unit 1 – 3……	50
Figure 3.5	Sample of the pronunciation part from unit 1……...	51
Figure 4.1	Sample of the learners' aspect…….……..	64
Figure 4.2	Sample of the learning's aspect……...…….	65
Figure 4.3	Sample of the language's aspect…….…….…….	66
Figure 4.4	Sample of the social context's aspect……..…….	67
Figure 4.5	Sample of the activation background knowledge……..	68
Figure 4.6	Sample of the vocabulary instruction……	69
Figure 4.7	Sample of the explicit reading instruction……	70
Figure 4.8	Sample of the building reading fluency……	71

CHAPTER I

INTRODUCTION

Background and Statement of the Problem

Reading is one of the most essential skills for the learners of English as a second language to achieve not only learning a language, but also acquiring knowledge from any content areas (Anderson, 2008). Reading, perhaps more than any other language skills, provides the foundation for success in language learning and academic learning. Janzen (2007) observes that reading is "critical" to the academic achievement of second language learners.

Reading is considered one of the most often used modes to which English as a foreign language (EFL) learner are exposed. It is a critical tool for obtaining knowledge. People who have an ability to read English can gain more knowledge to keep with the latest information around the world via internet as we find that 55.2% of the most popular language content on the internet is written in English (W3Teachs.com, 2012). Without being able to read, EFL learners struggle to take part in the world and fail to reach their full potential as community members, and employees.

Reading also enable one learn vocabulary more effectively. According to Day (2011), one of the primary ways to learn vocabulary is through reading. Vocabulary plays a vital role in students' comprehension and acquisition of foreign language. Without

enough number of words, language learners will not be able to comprehend or use the second language.

Despite reading being an essential skill, students in Thailand, especially in the three southern borders gained a low score on their reading test. According to the result of the Ordinary National Educational Testing (O-NET) for Mathayom 3 the National Institute of Educational Testing Service indicates that, students in Narathiwat, Pattani and Yala have had the lowest score in English on theirO-Net test in Thailand since 2008. They have been ranked of 75 – 77 out of the 77 provinces in Thailand. In the year of 2009, they had achieved only 23.31, 19.53, and 18.98 respectively, on a total score of 100.

The problem mentioned above maybe due to the fact that the content of the reading fails to arouse the interest of the students or they may find it boring or unappealing. A lot of English teachers in Thailand use commercial materials available to teach reading. The commercial materials, particularly those produced for the worldwide EFL market are necessarily generic and not aimed at any specific group of learners or any particular cultural or educational context (Tomlinson, 2011). The possible lack of "fit" between teaching context and coursebook has been seen. "Globally" designed coursebooks are unable to define on local verities of English. Therefore, materials should be designed to promote the reading ability of the students in a particular context.

However, the case of the above mentioned, three southern border provinces of Thailand, is very different from the other provinces. The majority of the populations in

these provinces are Muslims and an aspect of multiculturalism can be found in every demeanor such as daily routines, food and clothing. Thus, it cannot be denied that the education system in these three southern border provinces is quite unique as compared to other provinces in Thailand. Likewise, the materials to be used in these areas should be developed around the context in order to motivate the students to learn well.

Moreover, Srisueb (2009) reported that students in Narathiwat, one of the three southern border provinces, required developing English language skills, especially reading. They wanted to study English using a variety of teaching as well as learning materials. Moreover, teachers in Narathiwat believed that students required to focus more on developing their reading and writing skills, especially by reading English books. We can see that both students and teachers in Narathiwat recognize the importance and feel the need to develop reading skill.

Therefore, it is the responsibility of the teachers to motivate their students to read by selecting appropriate materials. It was suggested that a good provider of materials will be able to modify activities to suit the needs of learners. Kachru (1998) drew similar conclusions that ELT materials in Asia should be less reliant on imported materials and ideals from the central English speaking countries. Instead, materials for the local multilingual and multicultural societies needed to be developed from within the region itself. Producing materials on a local rather than a global level may connect them meaningfully with the context and with the learners' own life (Tomlinson 2008; Richards 2010). Teachers should design or adapt their own teaching materials to take into account

of their learning environment in order to overcome the lack of "fit" of the coursebook (Howard & Major, 2005). Hence, materials should be developed to suit the needs of the students and their background knowledge and culture, and an adequate level of proficiency amongst the students in three southern boarder provinces of Thailand. The prime reason being the development of materials, which has not received enough attention yet and should therefore be attended to urgently.

In order to improve the reading ability of the secondary school students in the three southern border provinces, a specific materials' framework should be designed. ELT materials for the students of these provinces should be relevant to their needs, background knowledge, social context and level of proficiency as people living in these provinces have a unique socio – demographic characteristic and culture which make them different from people residing in other regions of the country (Srisueb, 2009). Moreover, the English reading materials should be familiar to the learners in the region and match the norms of the learner's school and social context. It was also found that learners could perform better language output if they learned through materials that were flexible enough to meet their needs, familiarity and interests (Graves, 2000; Tomlinson, 2005).

According to Graves (2000), a list of considerations for developing materials is introduced comprising of four aspects consisting of learners, learning, language, and social context. Therefore, if students received appropriate materials, they will learn the text faster and more effectively. Because reading is an active process, the learners must be actively involved in the context (Anderson, 2008).

This study aims to develop the English reading materials to enhance the students' reading ability in the three southern border provinces of Thailand.

Research Questions

To build the students' reading ability, this study developed the English reading materials using the social context in the three southern border provinces. English reading materials were designed based on Graves (2000) and Anderson (2008). The target group was approximately thirty students who were studying in Grade 10 (M.4) in the three southern border provinces. The English reading materials were introduced to the target group for twelve weeks. Three research questions were explored in this study.

1. What are the components of English reading materials?

2. To what extent do the English reading materials improve the students' English reading ability in the three southern border provinces of Thailand?

3. What are the opinions of the students towards the English reading materials?

Research Objectives

This study aimed:

1. To develop English reading materials.

2. To investigate the effects of English reading materials on the students' English reading ability in the three southern border provinces of Thailand.

3. To explore the opinions of the students towards the English reading materials.

Statement of Hypotheses

Previous research studies, on materials and content showed that, they could facilitate the students' English reading ability. For instance, Grabe (2009) found that integrating content and language are likely to be more effective than approaches in which language is taught in isolation. Moreover, previous research showed that creating contents related to the local community and culture of the students could enhance the English skills of the students. For instance, Thanachart Lornklang (2007) developed an English reading course using scaffolded reading experience approach based on the culture of Nakorn Ratchasima. He found that it could enhance the reading ability of the students as well as the local cultural knowledge. Besides, the students had positive opinions towards the course.

Tomlinson (2011) suggests that materials were more at ease with text and illustrations that they could relate to their own culture than they were with those which appeared to them to be culturally alien. Therefore, the following hypothesis is tested: The post - test mean score of the English reading ability test of students will be higher than the pre - test mean score at a significance level of .05.

Scope of the Study

The study is restricted with regards to the following areas;

1. The population of this study was the secondary school students in the three southern border provinces of Thailand.
2. The variables in this study include:
    2.1 Independent variable:
        English reading materials
    2.2 Dependent variables:
        2.2.1 English reading ability
        2.2.2 Students' opinions towards the English reading materials

Definitions of Terms

To clearly understand the terms used in this study, and to avoid misunderstanding amongst the different audiences of the report, the meaning of particular terms are provided as follows.

English reading materials refer to a set of English reading materials using the content of the three southern border provinces of Thailand. It was designed to motivate the students to learn conceptual content regarding the local culture and improve their English reading ability using the materials. This framework combines the aspect of Graves (2000) and the range of tasks and activities for beginning readers of Anderson (2008). They include the four aspects of materials development which consist of learners,

learning, language and social context. There are four principles for reading task types and activities which consist of activation of background knowledge, vocabulary instruction, explicit reading instruction and building reading fluency.

English reading ability is defined as the ability to understand the meaning of words, phrases and sentences, the recovery of the author's meaning and appropriate interpretation of the text. In this study, reading ability can be measured by the scores obtained by the students on post – test which are developed and validated by researcher and experts, the length of the reading passages and questions used appropriately according to the grade level. The assignments and reading tests consist of reading section and language knowledge section which are designed to measure the students' reading ability to interpret the printed texts which are in the form of advertisement, notices, maps, graphs, label and so forth, to scan for specific information, to skim for the main idea, to identify the meaning of unknown vocabulary in context as well as to identify the main ideas.

Students refer to the pupils in Grade 10 and study at Matthayom Sungaipadee School, Narathiwat, which is one of the three southern border provinces of Thailand.

Summary of the Study

This study consists of five main chapters.

Chapter I describes the background of the present study. It includes a statement about the problem, research questions, research objectives, and hypotheses. Also, the scope of study and definitions of the terms are included.

Chapter II reviews the underlying theoretical framework and previous research studies that are considered relevant for study. The concepts discussed are categorized into 3 main areas including materials development, reading ability and teaching reading.

Chapter III deals with the research methodology of the study. It covers the research design, context of the study, population and samples, research procedures, research instruments, and the methods of data collection and data analysis.

Chapter IV presents the results of the study in accordance to the research questions.

Chapter V includes the summary of the study, discussion, limitations of the study, pedagogical implications and recommendations for teachers and further research studies.

CHAPTER II

REVIEW OF THE LITERATURE

In this part of the study, the researcher explores the theoretical frameworks on the materials development in teaching reading. In order to provide background for this study, the following concepts are addressed: the definition of materials development, the principles of materials development and reading materials based on Graves' framework. Then, a definition of the reading ability and the principles for reading task and activities as well as the models of the reading process are explained.

Materials Development

Language learning and teaching materials refer to anything that is used to help teaching the language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD – Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard. Anything which presents or informs about the language being learned (Tomlinson, 2011). Materials development refers to anything which was done by writers, teachers or learners to provide sources of language input and to exploit those sources in a way which maximizes the likelihood of intake. In other words the supply of information about and/or experience of the language in ways designed to promote language learning (Tomlinson, 1998).

Graves (2000) says that materials development is the planning process by which a teacher creates units and lessons within those units to achieve the goals and objectives of

the course. In this study, the reading materials employed textbook, visual aids, audio and audio visual, written texts, photocopied handouts and CD – Rom.

1. Principles of Materials Development

Materials are often seen as instruments helping learners to understand a particular concept or language governed by needs. Materials can help learners to feel more comfortable, more at ease, and more relaxed with the written texts and illustrations relating to their culture and can be seen in their everyday lives (Tomlinson, 2011).

Most people define "materials" as narrow as textbooks only. However, in second language teaching, many scholars argue that it should have a broader concept such as media, technology, flash cards, etc. It should even involve real world tasks, authentic texts, communicative approaches, and so on. Material is designed to support the learning ability of the learners. Tomlinson (2011) defines "Materials development" as both "A field of study" which studies the principles and procedures of the design, implementation and evaluation of language teaching materials and "A Practical Undertaking" which considers as the supplying of information regarding experience of the language designing to promote language learning.

Graves (2000) draws attention on the influences of materials. Having developed materials, teachers' beliefs and understanding always involve in teaching and learning language. In other words, teachers decide on how to put their teaching principles into practice.

Aebersold and Field (1997) suggests five factors that influence planning for reading instruction which consists of time, progress, students groups and cooperative

learning, variety and students' needs, and interests. Knowing how much time you have to engage in reading and knowing what you have already taught and what you will be teaching are two important factors a teacher can begin focusing on. The decision to involve students in group work and cooperative learning requires careful thought because of the time involved in completing activities of this nature. Variety is a factor that is worth some thought as well. A teacher has to make sure that the students have a variety in the texts they read as well as the kind of skills and strategies that a teacher has to cover. Finally, consideration of needs and interests of the students greatly influences the selection of material.

Tomlinson (2010) suggests that materials developers have to consider the variables, socials, cultural and educational variables which will determine the type of materials to be designed. The *who, where, what for* and *why* refer to the context – social/cultural – where the material will be used. The *what* refers to the views of language – structural / functional / interactional – adopted for the materials development, and the *how* relates to the different perspectives of language learning assumed – behavioral / cognitive / dialogic.

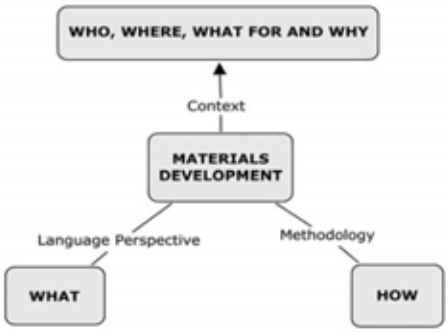


Figure 2.1 *Principles of materials development, Tomlinson (2010)*

In conclusion, the core principles of materials development emphasizes on using the local content rather than global content. Moreover, the material development also focuses on integrated language skills; choosing content which is relevant to the students' background, needs, interests, and academic goals; selecting authentic materials; and providing a variety in the types of texts as well as the kind of skills and strategies that teacher has to cover.

2. Components of Materials Development

Materials is anything used by the teachers or learners to facilitate the learning of a language. Materials could obviously include cassettes, video, CD – Roms, DVD's, dictionaries, grammar books, readers, workbooks, photocopied, exercises, all kind of realia, lectures and talks by guest speakers, internet sources, and so on (Tomlinson, 1998).

According to Graves (2000), the boundaries between materials, techniques, and activities are blurred. She claims that materials development means creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course.

There is a list of considerations for developing materials which is introduced in the four aspects consisting of learners, learning, language and social context. It has been believed that this can facilitate the learning of a language.

A list of considerations	
Learners	1. make relevant to their experience and background 2. make relevant to their target needs (outside of class) 3. make relevant to their affective needs.
Learning	4. engage in discovery, problem solving, analysis 5. develop specific skills and strategies
Language	6. target relevant aspects (grammar, functions, vocabulary, etc.) 7. integrate four skills of speaking, listening, reading, and writing 8. use / understand authentic texts
Social Context	9. provide intercultural focus 10. develop critical social awareness

Table 2.1 *A list of considerations for developing materials (Graves, 2000)*

2.1 Learners

Learners are defined to the context of learners by answering the question of who, what, where and when in order to make decisions about designing the materials. Designing a material is similar to designing a house. Teachers need to have a lot of information in order to design a structure that will fit the context.

Teachers have to know who the learners are by considering the people that consist of students and other stakeholders. Teachers have to know about how many, age, gender, nationality, culture(s), a multicultural or single cultural group, other language(s),

purpose(s), educational background, profession, experience of the students. And about other stakeholders, teachers have to have some information about school administrators, parents, funders and community quite well.

Moreover, teachers have to know the learners' level of language proficiency in each of the four skills in the target language – speaking, listening, reading and writing with respect to grammar, vocabulary, pronunciation and functional skills. This information can help to make the choice with regards to the kind of texts to use, which skills to develop and which elements of grammar has to be emphasized and so on.

Graves (2000) also focuses on the learners' level of intercultural competence that teachers have to know, the learners' level of understanding and skills with respect to socio cultural and sociolinguistic aspects of the target language and differences with their own language. This information can help to make choices about the kind of material to use and the sociolinguistic and socio cultural skills to develop and emphasize.

Furthermore, learners' interests are connected with knowing what topics or issues they are interested in and what kind of personal and professional experience they bring. This information can help teachers to create the materials around the topics of the students' experience and interests which will engage the learners thoroughly.

Teachers have to be more concerned about the nature of the course and the institution. Before designing materials, teachers have to know about type/ purpose of course mandatory, open enrollment relation to current/ previous courses prescribed curriculum or not, and, whether it requires tests or not. In addition to physical setting

which is the location of school (convenience, setting), classroom (size, furniture, light, and noise) and time which are how many hours in total over the span of time, how often the class meets, duration of each class, day, time, and whether it fits in with the schedule of the students to be taken into consideration.

As reviewed above, in this study the learners' aspect was concerned in reading materials by using the topics related to the southernmost provinces in Thailand and was relevant to the experience and background of the students.

2.2 Learning

Learning can be perceived as a process of problem solving and discovery by the leaner – an inductive process. The learner is viewed as a maker of knowledge. In contrast, learning can be perceived as the process of applying received knowledge – a deductive process. The learner is viewed as an internalizer of knowledge. Learning can be viewed as a cognitive process, involving mental activity, an affective process, involving emotional connection and risk taking, and a social process, involving learning with others (Stevick 1998). Learning can be viewed as involving different intelligences such as visual, kinesthetic, auditory, and so on. (Gardner 1983). Regarding the roles of learners, learning may depend on individual effort wherein the learner works alone. It may also depend on group effort in which learners learn with and from each other. Learners may be the sort of expertise or the recipients of it. They may be partner and decision – makers in the process or subordinates.

Regarding the focus on learning, it may be acquiring new knowledge, mastering skills, developing awareness, or learning about attitude. It may focus on how

the language works or on using the language. It may focus on the development of metacognitive and critical thinking skills.

As described above, it can be concluded that English reading ability of the students can be promoted through pair or group work using a variety of tasks and activities, for example, problem solving, discovery, analysis or thinking task. Furthermore, students will learn more when they can have some physical movement. In this study, the English reading materials employ the thinking and interactional tasks and activities such as game – based activities, information gaps and jigsaw reading.

2.3 Language

Language or proficient in a language refers to what teachers teach and how teacher teach it. Language has been defined in many ways, for example as pronunciation, grammar, lexis, discourse (Bailey 1998), or as form, meaning and use (Larsen – Freemen 1990). Models of communicative competence which include grammatical, sociolinguistic, discourse and strategic competences have outlined what it means to be proficient in a language (Canae and Swain 1980; Omaggio Hadley 1993.)

According to Graves, language is about the view of language should be emphasized will translate into beliefs about how the language should be learnt. An emphasis on language as rule – governed may be translated into a belief that learning a language, means learning to use it accurately, with no grammatical errors. An emphasis on language as meaning – based may be manifested in the belief that language in the classroom should be relevant and meaningful to the students in the class. An emphasis on language as a socially constructed tool among people in discourse communities may be

manifested in the belief that learning a language requires an awareness of how language is used within a given community such as the classroom or neighborhood.

As mentioned earlier, not only teaching reading, but also teaching students the relevant aspect of grammar, functions, vocabulary and integrated four skills of English can facilitate the learning of a language. In this study, every unit of the English reading materials integrated all four skills of English such as the relevant aspect of grammar, function and vocabulary.

2.4 Social Context

According to Graves, society, which she also refers to as "social context," encompasses sociolinguistic, sociocultural, and sociopolitical issue in language teaching.

Sociolinguistic issues are the bridge between language and social context wherein they are concerned with how a language is adapted to fit (or not) the social context. An emphasis on the sociolinguistic aspect – that language cannot be separate from the context in which it is used – may translate into the belief that learning a language means learning how to adjust it to the contextual factors such as roles and purposes.

Sociocultural issues are concerned with the interaction between language and culture. They include different dimensions of culture such as social values (e.g., gender differences) attitudes (e.g., toward the role of men and women) norms (e.g., ways of greeting, eating), customs (e.g., marriage customs), and "product" (e.g., literature, art). A belief related to sociocultural issues would be that learning a language involves understanding both the cultures of one's own and that of the target language because

attitude one holds may be different or even in conflict with that of the users of the target language.

Sociopolitical issue are concerned with how a given language or social group (ethnic, gender, etc.) is viewed by other social groups, access to the language and services, and a critical awareness of how language is used. The beliefs that learners need to know how to participate in the community and that language teaching involves helping learners gain access to the social system are both related to sociopolitical issues.

In summary, blending the social context (sociolinguistic issues, sociocultural issues and sociopolitical issue) in the English language instruction and materials is an interesting and challenging task for the teachers because it encourages students to learn from what is related to their real life. In this study, every unit of the English reading materials blended with the social context of the southernmost provinces of Thailand.

As mentioned above, it seems that the principles of materials development of Tomlinson (2010), Aebersold and Field (1997), and Graves (2000) share many common principles. Therefore, it can be concluded that needs analysis is one of the crucial components in the process of designing English reading materials. To produce an effective material, several procedural steps were conducted, namely establishing the objectives of the English reading materials, developing the English reading materials, piloting the English reading materials, and evaluating the effectiveness of the English reading materials. In this study, the English reading materials were designed based on the principles of Graves (2000).

Reading

In this section, reading materials, reading ability and reading models are discussed.

1. Reading Materials

Meaningful tasks, activities and interesting materials are believed to be crucial for teaching language skills. According to Anderson (2008), four rages of useful tasks and activities to teach reading to beginning level readers are recommended. Those tasks include 1.1 Activation of background knowledge, 1.2Vocabulary instruction, 1.3 Explicit strategy instruction and 1.4 Building reading fluency.

1.1 Activation of background knowledge

Prior to engaging learners in the reading process, it is important to activate their prior knowledge on the topic of reading, for the purpose of linking new content to prior understanding, and increasing the reading ability.

Moreover, another purpose of activating the background knowledge is to prepare the reader for the material they will come across in the text. While activating the background knowledge, the students should activate knowledge that is relevant to the text and use important text clues to link their knowledge with the new text.

1.2 Vocabulary instruction

Beginning level readers need to focus more on vocabulary – development skills. Readers at this level consider their lack of vocabulary to be their greatest challenge. There are four vocabulary instructions which consist of 1) teach high – frequency words, 2) teach word families, 3) teach synonyms of the target word; the

synonyms extend the vocabulary beyond the word family and help the learners identify additional vocabulary, and 4) teach antonyms of the target word; again, this practice extends vocabulary instruction beyond the target word and the word family.

1.3 Explicit strategy instruction

Strategy instruction is extremely important for readers, especially those at the beginning level of language proficiency. And strategy instruction is most effective when it is explicitly taught and successfully integrated into the materials. The primary purpose of instruction is to raise the awareness of the learners with regards to the strategies applied and then allow each to select an appropriate strategy to accomplish their learning goals. Below is a list of appropriate reading strategies to consider teaching readers at a beginning level.

1.3.1 Scan for specific information

Scanning or searching reading refers to a common reading activity when readers extract necessary pieces of information from a text without reading through the whole text. It is also a useful skill especially in daily life, for example in searching through information in a telephone directory, reading a timetable or advertisements for getting information. The wide spread use of internet may well accelerate the need for this type of reading.

1.3.2 Skim for the main idea

Skimming refers to a way of reading in which students quickly run their eyes across a whole text for its gist. Students should be able to determine keywords or add relevant synonyms or new terms to acquire the information needed.

1.3.3 Identify the main idea

Identifying the main idea is a strategy to find the important information that tells more about the overall idea of a paragraph or section of a text or to find the central idea in a piece of writing. It is the point which the author wants the readers to comprehend and grasp the most. Sometimes it is stated directly while at other times readers have to make inferences about it.

1.4 Building reading fluency

Very few reading materials actually focus on the development of reading fluency. Reading fluency is defined as reading at an adequate rate with apt comprehension. A list of appropriate reading fluency strategies to consider while teaching readers at a beginning level are skipping unknown words, SQ3R (Survey, Question, Read, Review, Recite), KWL (What do I already know about this topic? What to learn as I read?, and What did I learn while reading?), rate buildup reading, repeated reading, class – paced reading, and self – paced reading.

In conclusion, in this study, English reading materials based on the social contexts of the three southern border provinces of Thailand, were based on Graves' framework which consisted of learners, learning, language and social context because it was practical and more suitable for the students in these provinces of Thailand that have unique local cultures which the researcher had to be concerned about. Furthermore, the range of tasks and activities for readers at a beginning level (Anderson, 2008) was integrated with Graves' framework.

2. Reading Ability

To discuss the nature of reading ability, it is first necessary to define what reading is. In the narrowest sense, reading is decoding, i.e., making meaning from print (Anderson, 2008).

There are multiple elements in reading (Grabe, 1991). For example, Hoover & Gough (1990) suggest that reading consists of two skills, decoding and linguistic comprehension. Decoding is the ability to take lexical information and derive sentence and discourse interpretations.

Moreover, Davis (1968) conducted a study examining the component of reading ability and identifying right skills which consisted of recalling word meaning, drawing word meaning from context, finding explicit information, integrating ideas of text, drawing inferences from text, recognizing the author's purpose and tone, identifying the author's techniques, and identifying the structure of the text. The results from factor analyses indicated that the skills were independent of each other, suggesting that reading measured multiple traits.

According to Grabe (2009) classified reading into ten processes involved a rapid process, an efficient process, a comprehending process, an interactive process, a strategic process, a flexible process, a purposeful process, an evaluative process, a learning process and a linguistic process. Moreover, Grabe (2009) listed the following key factors in reading are vocabulary, discourse organization, main idea comprehension, motivation, and social context.

3. Reading Models

3.1 Bottom – up models

Bottom-up models consist of lower – level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows them to move up to morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer text. Understanding letters, letter cluster, words, phrases, sentences, longer texts, and finally the meaning is the order to achieve comprehension. With the bottom – up model, students start from the bottom (letters and sounds) to get to the top (comprehension) (Anderson, 2008). Much like solving a jigsaw puzzle, bottom-up models of the reading process say that the reading puzzle is solved by beginning with an examination of each piece of the puzzle and then putting pieces together to make a picture (Gough, 1972; LaBerge and Samuels, 1974).

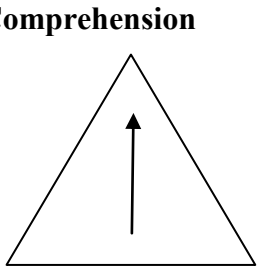


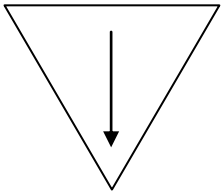
Figure 2.2 *A bottom – up approach to reading*

Goodman (1976) criticizes the bottom – up model in the point that the readers become "word callers," people who can read the words on the page but do not understand what they have read.

3.2 Top – down models

Top – down reading, on the other hand, begins with the idea that comprehension resides within the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions being made. Grabe and Stoller (2002) point out that in a top – down model of reading, comprehension is directed by the reader's goals and expectations. A reading passage can thus be understood in spite the fact that not every single word in the passage is understood. In the top – down approach to reading, the teacher focuses on meaning – generating activities rather than on mastery of the bottom – up skills of letter, sound, and word recognition. While comprehension is the result of the readers' goals and expectations.

Reading begins with reader background knowledge



Comprehension

Figure 2.3 *A top – down approach to reading*

3.3 Interactive reading models

Interactive reading is accepted as the most comprehensive description of the reading process. An interactive reading model attempts to combine the valid insights of bottom - up and top - down approaches. It attempts to take into account the strong

points of the bottom-up and top-down models, and tries to avoid the criticisms leveled against each, making it one of the most promising approaches to the theory of reading today (McCormick, T. 1988) .

According to Anderson, 2008, the best readers in any language are those who combine elements of bottom-up and top-down approaches. Most readers begin reading by using top – down reading strategies until they face a problem, and then they shift to bottom – up strategies.

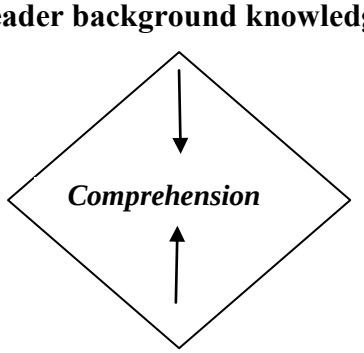


Figure 2.4 *An interactive approach to reading*

In this present study, three reading strategies proposed by Anderson (2008) were applied to the English reading materials. This is because this study focused on enhancing reading ability and therefore these strategies were valuable tools for improving their reading ability.

Contexts

1. Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

All the schools in the country must follow and meet the basic requirements of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). This policy was established and brought into place to investigate and determine the materials in use.

After grade 12 graduates, students can use English for communication in the real life situations both inside and outside the classroom. Students can respond well to various types of instructions in manuals for different types of work, news, announcements, advertisements, poems and skits which they have read and are able to identify the main idea, analyse the essence, conclude, interpret and express opinions after reading the articles and materials. Moreover, students can use the four skills of English skilfully to communicate with everything around them using a vocabulary of around 3,600-3,750 words (words with different levels of usage).

2. An Educational Development Plan for the Three Southern Boarder Provinces of Thailand B.E. 2552 – 2555 (A.D. 2009 – 2012)

According to the policies, the materials will be determined and investigated using a road map, which is set to develop the Education in the three southern boarder provinces of Thailand. The document determines the policy and requirement which schools in these provinces should follow and implement. There are three strategies to formulate guidelines in order to develop the materials and technology accordingly.

2.1 To promote materials, innovations and technology for the education of all and be supportive to all students in the three southern border provinces while also give full support to the community itself.

2.2 To develop materials and innovation in various types of work, textbook, printing media, self-learning, e-learning and distance learning in order to improve the quality of education, especially in school that were located in remote and high – risk area where there is a lack of experiences teachers.

2.3 To encourage teachers and school administrators to create materials and innovations that match the content of the community.

CHAPTER III

RESEARCH METHODOLOGY

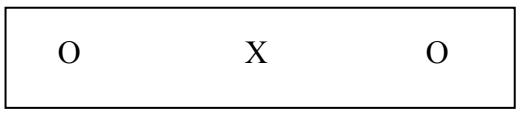
This chapter describes the research design, population and samples, procedures of the study, instruments used for collecting data, the data analysis, and the development of English reading materials. In addition, the results of the instruments validation and reliability are also included in this chapter.

Research Design

This study was a single group of pre – test / post – test of experimental design. English reading ability test and the questionnaire were used to determine the reading ability of the student in Matthayom 4 and their opinions toward the English reading materials was recorded. The independent variable referred to the English reading materials used in this study. The dependent variables were the mean score of the students' English reading ability and opinions. The research design is illustrated as follows:

Figure 3.1

Research design



O means a pre and post English reading ability tests

X means English reading materials

Population and Samples

The population chosen in this study was the 300 students in the upper secondary of Matthayom Sungaipadee School, Narathiwat, for the academic year 2013. The samples for this study were 30 students from Grade 10 (Room 2) learning in semester 1 in the academic year of 2013. The samples were purposively selected. The researcher chose this school because the school is located in the three southern border provinces of Thailand and the community around the school consists of many interesting local resources, for examples, local food, and vegetables (Sator, Luknieng and Dok Dala). All the students were local residents and lived in the three southern border provinces of Thailand. The students were pretested with the English reading ability test in order to measure their English reading ability prior to completing the course. The summary of the samples who participated in this study is as follows.

Table 3.1

Summary of the samples

	Descriptions	**N**	**Percentage**
Gender	Male	13	43%
	Female	17	57%

Research Instruments

The instruments used in this study were the English reading ability test, and the English reading materials questionnaire. The English reading ability test was used to investigate the students' reading ability before and after using the English reading materials, while the English reading materials questionnaire was used to seek the students' opinion towards the English reading materials.

1. English Reading Ability Test

The English reading ability test was used as both the pre - test and the post - test. The test was administered before and after implementing the English reading materials in order to assess the students' English reading ability.

The English reading ability test consisted of three sections (See Appendix C, p.92). Each section contained a passage with 10 multiple-choice questions to answer, so altogether, there were 30 questions. The test lasted for 50 minutes. This English reading ability test aimed to evaluate the students' English reading ability. The English reading ability test was administered to Grade 10 students twice. The content of the test was based on the conceptual theme of "The three southern border provinces of Thailand." The test measured the reading ability of the students including identifying facts and main ideas, making inferences, evaluating the information, and determining the meaning of the words.

Table 3.2

Reading construction and the test items

Passage	Reading ability aspects	Item no.
1. What is Khoa Yum?	- identifying facts in the test	1,5
	- making reference from the content	2,3
	- evaluating the information	4,6,8,9
	- determining the meaning of words using context	7
	- identifying the main idea	10
2. Selamat Aidilfitri	- identifying facts in the test	2,5,6,7
	- making reference from the content	-
	- evaluating the information	1,3,8,9
	- determining the meaning of words using context	4
	- identifying the main idea	10
3. Narathiwat	- identifying facts in the test	1,2,5,6
	- making reference from the content	4
	- evaluating the information	3,7,8,9
	- determining the meaning of words using context	-
	- identifying the main idea	10

1.1 Validity and reliability of the English reading ability test

The content validity of the test items was checked by three experts in the field of language (See Appendix O, p. 151). The experts were asked to give comments on the appropriateness of the test as well as to rate the test items as to whether it was congruent with the test objectives using the test evaluation form (See Appendix D, p.99). Then, the Item-Objective Congruence (IOC) Index was calculated by assigning scores to the answers as follows:

Accept = 1

Revised = 0

Reject = -1

The IOC index ranges from -1 to 1. Items that have an index lower than 0.5 were revised. The value of IOC for each test item was illustrated in Appendix E (p.100). Results indicated that 97% of the items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objectives. Only 1 item needed alteration. After revision, the item adjusted was as follows:

Item 27: The question asked should focus on the comprehension of the students rather than their background knowledge to answer it. Therefore, it was changed as follows:

What is the native language used in Narathiwat?

a. Chawa b. English

c. Yawi d. Thai

Where does Yawi language originate from?

a. Arab b. Malayu

c. Malaka d. Thailand

After the alteration, the test was pilot tested on 23 students. After administrating the test, all test items were analyzed for difficulty and discrimination index of the test. The reliability of the overall test calculated by Kuder-Richardson-20 formula (KR-20) was 0.89, which interprets the high reliability of the test. The criteria of the difficulty and discrimination index were set as follows (Sukamolson, 1995, p.31).

For the difficulty index (p):

$p < 0.20$	means	the item was difficult.
$p = 0.20\text{-}0.80$	means	the item was good in terms of its difficulty.
$p = 0.81\text{-}0.94$	means	the item was easy.
$p \geq 0.95$	means	the item was very easy.

For the discrimination index (r):

$r = 0$	means	the item had no discrimination ability.
$r \geq 0.19$	means	the item had a low discrimination ability.
$r = 0.20\text{-}0.29$	means	the item had a fair discrimination ability.
$r = 0.30\text{-}0.39$	means	the item had a high discrimination ability.
$r \geq 0.40$	means	the item had a very high discrimination ability.

According to the criteria, the test items for which the difficulty index ranged between 0.20 and 0.80, and the discrimination index was equal to or higher than 0.20 were chosen for the main study. All the 30 items on the test were at satisfied

satisfactory level (See Appendix F, p.101). In summary, the reliability of the English reading ability test was 0.89, which interprets its high reliability.

2. English Reading Materials Questionnaire

The English reading materials questionnaire was adapted from Litz (2005) (See Appendix K, p.147). It was translated into Thai (See Appendix L, p. 148). The purpose of this questionnaire was to explore the opinions of the students towards English reading materials. The questionnaire was conducted at the end of the course. A total of 5 items were designed in order to measure the levels of satisfaction toward the content of the English reading materials. Students took approximately 10 minutes to complete the questionnaire. All 5 items were presented in the 4-point form of the Likert scales. Consequently, each scale consisted of a list of responses categories ranging from "strongly agree" to "strongly disagree." The data obtained from the first part of the questionnaire was analyzed quantitatively.

4 = strongly agree

3 = agree

2 = disagree

1 = strongly disagree

2.1 Validity and reliability of English reading materials questionnaire

The content validity of the item in the questionnaire was evaluated by three experts in the field of language teaching (See Appendix O, p. 151). The experts were asked to rate each item as to whether it was congruent to the objective using the

evaluation form constructed by the researcher (See Appendix M, p.149). Then, the Item-Objective Congruence (IOC) Index was calculated by assigning scores to the answers as follows:

Accept = 1

Revise = 0

Reject = -1

The IOC index ranges from -1 to 1. Items that had an index lower than 0.5 should be revised. The value of IOC for each item was illustrated in Appendix N (p.150). Results indicated that all 5 items were rated higher than 0.5 of the IOC index, meaning that they were acceptably congruent with the objective.

After the revision, the questionnaire was pilot tested on 23 students. Then, the quality of the questionnaire was assessed by Cronbach's alpha coefficient (α) formula using the SPSS package. The reliability of the questionnaire was 0.87, which interprets that the questionnaire had high reliability.

Research Procedure

The processes of conducting this study were divided into two phases. The first phase consisted of exploring the basic concepts of the reading materials based on the aspects of materials development as proposed by Graves (2000) and reading tasks and activities as suggested by Anderson (2008), then designing the English reading materials, and validating the English reading materials using three experts, conducting a pilot study and finally redesigning the English reading materials based on the results obtained from the pilot study.

The second phase consisted of conducting the pre - English reading ability test, implementing the English reading materials in order to enhance students' English reading ability, conducting the post - English reading ability test, administering the English reading materials questionnaire, and finally evaluating the English reading materials.

The two phases and their stages are illustrated in **Figure 3.2:**

Research Procedure

Phase 1: Developing the English reading materials

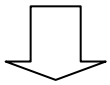
Stage 1.1: Exploring the basic concepts and the related document, reviewing theoretical frameworks, and related research

Stage 1.2: Designing the English reading materials

Stage 1.3: Validating the English reading materials

Stage 1.4: Conducting a pilot study

Stage 1.5: Redesigning the English reading materials



Phase 2: Implementing the English reading materials

Stage 2.1: Pre – test

- Conducting the pre - English reading ability test

Stage 2.2: During the experiment

- Implementing the English reading materials

Stage 2.3: Post – test and questionnaire

- Conducting the post - English reading ability test
- Administering the English reading materials questionnaire

Stage 2.4: Evaluating the English reading materials:

- Students' reading ability
- Students' opinions

Phase 1: Developing the English Reading Materials

This phase was comprised of five basic steps to develop the three units of English reading materials for the three southern border provinces of Thailand. The details of each step are presented as follows.

Stage 1.1: Exploring the basic concepts and related documents

The basic concepts and related document using the process of materials writing and Graves (2000) and Anderson (2008) were explored. They included four aspects of materials development which were learners, learning, language and social context and the four principles for reading task types and activities which were activation of background knowledge, vocabulary instruction, explicit reading instruction and building reading fluency.

Stage 1.2: Designing the English reading materials

In the present study, the English reading materials employed a thematic topic, which was organized around the social context. The social context referred to the students in the three southern border provinces of Thailand which included Narathiwat, Pattani and Yala. According to Graves (2000), learning language through interesting content can help students in enhancing both language skills and content knowledge. Consequently, the study's theoretical framework would be based on the framework by Graves (2000). Two steps were involved in designing the English reading materials which including identifying the contents for the English reading materials and developing the English reading materials.

1.2.1 Identifying contents for English reading materials

The content of the materials was selected using two aspects of learners and social context. The background of the learners, their experiences and needs, age, gender, nationality, cultures, a multicultural or single cultural group, other language(s), purpose(s), educational background and profession were also taken into consideration. The social context in this study was organized based on the results of needs analysis. The following three steps were applied to identify the content of English reading materials.

a) Interviewing

Learning language through an interesting content can help students in enhancing both their language skills and content knowledge (Grave, 2000). Teachers who teach reading should select appropriate reading materials. An informal interview with five teachers, who are involved with the education system of the local community in the three southern border provinces, was conducted in order to construct the content of the proposed reading materials. They were then asked to list topics which they thought were interesting as well as important for the students in the region and should be included in the English reading materials.

The opened – ended questions used in the informal interview were “Given an opportunity, what topics pertaining to the local culture or the community on the whole would you choose as a content of reading for an English lesson?” and “Why do you think these topics are suitable, relevant and interesting for the students in the three provinces?”

b) Constructing a needs survey instrument

In this study, needs survey instrument was developed based on the informal interview with the English teachers who teach in the three southern border provinces. The results of the informal interview were summarized to design the needs survey instrument (See appendix A, p.90). The topics of the needs survey were geography, local food, tourist attractions, ways of life and wisdoms, historical places, costume and clothes, careers and jobs, holidays, local beliefs, religious and famous people in the three southern border provinces.

After that, the result from the needs was used to design the content of the English reading materials.

c) Selecting contents of the English reading materials topics

The results of the needs survey conducted on 90 students, the responses were then analyzed in order to extract the essential theme and content that were to be included in the topics of the English reading materials. The needs survey results reported the three most likely and preferred topics. Accordingly the topics chosen to develop the English reading materials for the students in three southern border provinces of Thailand were local food, holidays and tourist attractions, as illustrated in Table 3.3

Table 3.3 *Results of needs survey*

Topics	Percentage
Local food	34
Holidays	31
Tourist attractions	25

1.2.2 Developing the English reading materials

The aspect of Graves (2000) and the range of tasks and activities for beginning readers of Anderson (2008) were used to design the English reading materials. They included the four aspects of materials development such as learners, learning, language and social context and four principles for reading task types and activities which were activation of background knowledge, vocabulary instruction, explicit reading instruction and building reading fluency.

Stage 1.3: Validating the English reading materials.

In order to verify the effectiveness of the English reading materials, it was evaluated by three experts using IOC in the field of language teaching. The evaluation form was designed to ensure the content and construct validity and the appropriateness of the tasks and materials.

The Item-Objective Congruence Index (IOC) developed by Litz (2005) was applied to measure the validity of the English reading materials. In the evaluation form, layout and design, activities skills, language type and subject, and content were examined. The whole evaluation form comprised of 30 items which were presented on a three-point scale, -1 = reject, 0 = revise and 1 = accept (See Appendix I, p.141). The items with the scores higher than or equal to 0.5 were considered appropriate; those with the scores less than 0.5 were considered inappropriate and had to be revised according to the suggestions of the experts.

Thus, the results and comments from the experts were used to revise and redesign the English reading materials. Table 3.4 illustrates the validation of the experts with regards to the English reading materials.

Table 3.4 *Experts' Validation of the English Reading Materials*

	Items	Experts			IOC	Meaning
		A	B	C		
	Layout and Design					
1.	The layout and design is appropriate and clear.	**1**	**1**	**1**	**1.0**	**Accept**
2.	The textbook is organized effectively.	**1**	**1**	**1**	**1.0**	**Accept**
3.	An adequate vocabulary list or glossary is included.	**0**	**1**	**0**	**0.33**	**Revise**
4.	Adequate review sections and exercises are included.	**1**	**1**	**1**	**1.0**	**Accept**
5.	An adequate set of evaluation quizzes or testing suggestions is included.	**1**	**1**	**1**	**1.0**	**Accept**
6.	The teacher's book contains guidance about how the textbook can be used to the utmost advantage.	**1**	**1**	**1**	**1.0**	**Accept**
7.	The materials objectives are apparent to both the teacher and students.	**1**	**1**	**1**	**1.0**	**Accept**
	Activities					
8.	The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).	**1**	**0**	**1**	**0.67**	**Accept**

9.	The activities encourage sufficient communicative and meaningful practice.	**1**	**1**	**1**	**1.0**	**Accept**
10.	The activities incorporate individual, pair and group work.	**1**	**1**	**1**	**1.0**	**Accept**
11.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.	**1**	**1**	**1**	**1.0**	**Accept**
12.	The activities promote creative, original and independent responses.	**1**	**1**	**1**	**1.0**	**Accept**
13.	The tasks are conducive to the internalization of newly introduced language	**1**	**1**	**1**	**1.0**	**Accept**
14.	The textbook's activities can be modified or supplemented easily.	**1**	**1**	**1**	**1.0**	**Accept**
	Skills					
15.	The materials include and focus on the skills that I/my students need to practice.	**1**	**1**	**1**	**1.0**	**Accept**
16.	The materials provide an appropriate balance of four language skills.	**1**	**0**	**1**	**0.67**	**Accept**
17.	The practice of individual skills is integrated into the practice of other skills.	**1**	**1**	**1**	**1.0**	**Accept**
	Language Type					
18.	The language used in the textbook is authentic – i.e. like real – life English	**0**	**1**	**1**	**0.67**	**Accept**

19.	The language used is at the right level for my (students') current English ability.	**0**	**1**	**0**	**0.33**	**Revise**
20.	The progression of grammar points and vocabulary items is appropriate.	**1**	**1**	**1**	**1.0**	**Accept**
21.	The grammar points are presented with brief and easy examples and explanations.	**1**	**1**	**1**	**1.0**	**Accept**
22.	The language functions exemplify English that I/my students will be likely to use.	**1**	**1**	**1**	**1.0**	**Accept**
	Subject and Content					
23.	The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).	**1**	**1**	**1**	**1.0**	**Accept**
24.	The subject and content of the textbook is generally realistic.	**1**	**1**	**1**	**1.0**	**Accept**
25.	The subject and content of the textbook is interesting, challenging and motivating.	**1**	**1**	**1**	**1.0**	**Accept**
26.	There is sufficient variety in the subject and content of the textbook.	**1**	**1**	**-1**	**0.33**	**Revise**
27.	The materials are not culturally biased and they do not portray any negative stereotypes.	**1**	**1**	**1**	**1.0**	**Accept**

	Conclusion					
28.	The textbook is appropriate for the language – learning aims of my institution.	**1**	**1**	**1**	**1.0**	**Accept**
29.	The textbook is suitable for small – medium, co – ed. Classes of high school students.	**1**	**1**	**0**	**0.67**	**Accept**
30.	The textbook raises my (students') interest in future English language study.	**1**	**1**	**0**	**0.67**	**Accept**

The IOC form was distributed to the three experts. Three items (3, 19 and 26) scored less than 0.5 and had to be revised, the three items adjusted were as follows:

Item 3: An adequate vocabulary list or glossary should be included in the materials. ↓

It was changed by including the glossary in every unit of the English reading materials.

GLOSSARY

A
Absolutely: totally, without question
Add: unite, combine
Aroma: a strong pleasant smell
B
Bake: to cook something using dry heat, in an oven
C
Chop: cut into pieces
Cilantro: parsley-like herb used as seasoning or garnish
Crack: break, hit
Cracker: a thin dry biscuit
Crispy: pleasantly hard on the outside
Crush: to break sth into small pieces
D
Desiccated: dried in order to preserve it
Dice (v.): cut into cubes
Due to : caused
Dye (v.): to change the color of sth
E
Eggplant: a large vegetable with smooth purple skin
F
Fabulous: extremely good
Fold: to bend sth that one part covers the other
G
Grate (v.): to rub food against a grater in order to cut it into small pieces
I
Influence: a power to affect sb/sth
Ingredient: one of the foods that you use to make a particular food or dish
M
Mackerel: a sea fish that has oily flesh and a strong taste
Mix: to combine two or more different things.
P
Peel: to take the skin off fruit/vegetables
Petal: floral leaf
Pickle: vegetables preserved in brine or vinegar
Pour: spill
Prepare: make sth ready
R
Recipe: cookbook, a set of instructions for cooking
Rinse: clean, wash
S
Slice: a thin flat piece of food cut from a larger piece.
Sprinkle: to throw small pieces of sth
Stir: to move a liquid aroud in order to mix it
T
Transfer: put sth in different place
V
Vivid: very bright

Figure 3.3 *Sample of the glossary from unit 1*

Item 19: The language used in the materials should commensurate with the level and current ability of the students. Therefore, the English reading materials were adjusted by changing some vocabulary from the authentic texts thereby making it more suitable for beginning reader. It was changed as follows:

We will visit the To Daeng Peat Swamp, the most **intact** one of its kind in Thailand.

↓

We will visit the To Daeng Peat Swamp, the most **virgin** one of its kind in Thailand.

Item 26: The materials should have sufficient variety with regards to the subject and content of the textbook. So the English reading materials were adjusted accordingly by incorporating three units varying in subject and content with regards to the three southern border provinces of Thailand. The subject and content included were the local food (Khao Yum) in unit 1, holidays (Selamat Hariraya) in unit 2 and tourist attractions (I love my hometown) in unit 3. There were changed as follows:

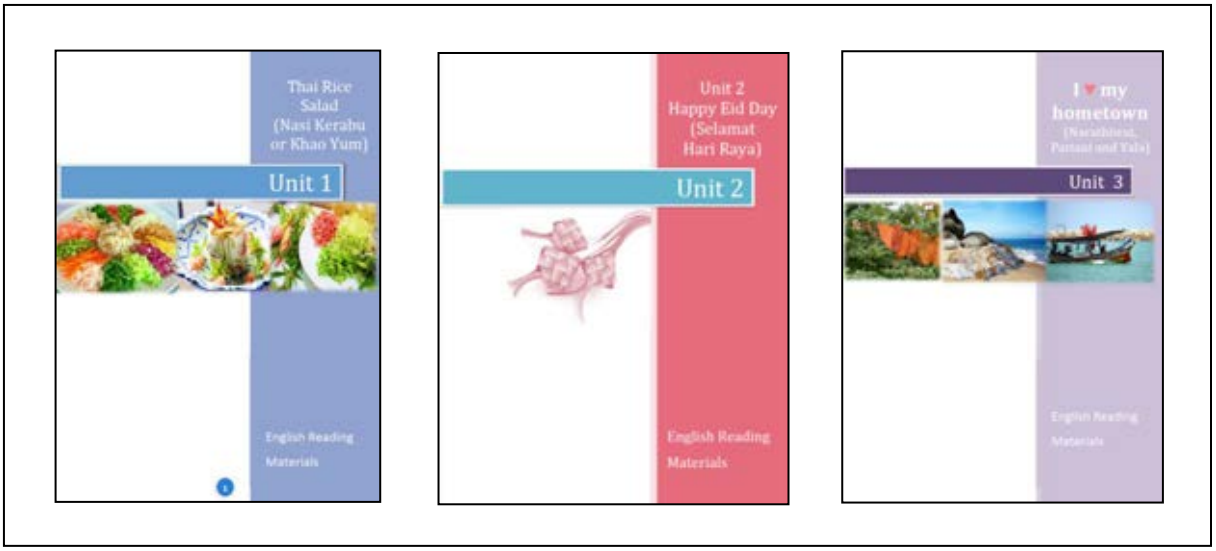
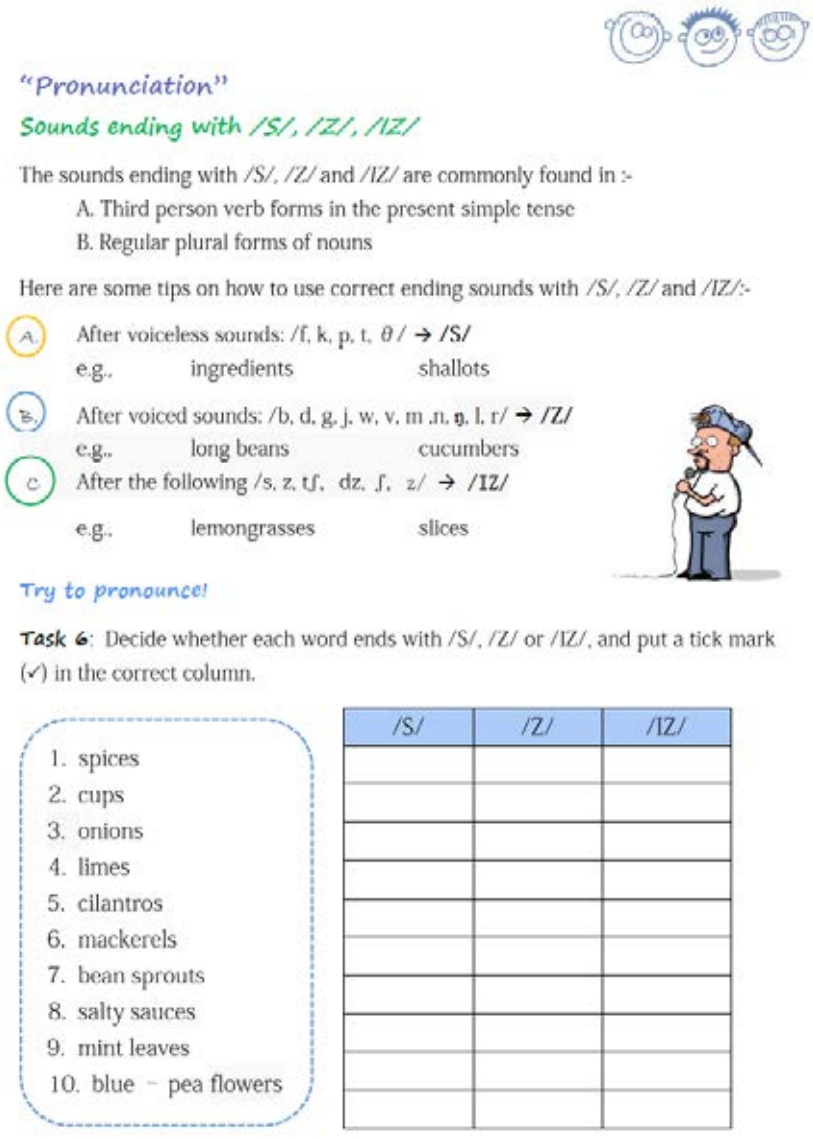


Figure 3.4 *Sample of the subject and content from unit 1 - 3*

However, one expert provided some additional comments for revising the English reading materials which were as follows.

Expert A suggested that the part of pronunciation and accent was not mentioned and should be added to the English reading materials. Thus, the English reading materials were adjusted and a pronunciation section was added to every unit.



"Pronunciation"

Sounds ending with /S/, /Z/, /IZ/

The sounds ending with /S/, /Z/ and /IZ/ are commonly found in :-

A. Third person verb forms in the present simple tense

B. Regular plural forms of nouns

Here are some tips on how to use correct ending sounds with /S/, /Z/ and /IZ/:-

A. After voiceless sounds: /f, k, p, t, θ / → /S/

e.g., ingredients shallots

B. After voiced sounds: /b, d, g, j, w, v, m ,n, ŋ, l, r/ → /Z/

e.g., long beans cucumbers

C. After the following /s, z, tʃ, dz, ʃ, ʒ/ → /IZ/

e.g., lemongrasses slices

Try to pronounce!

Task 6: Decide whether each word ends with /S/, /Z/ or /IZ/, and put a tick mark (✓) in the correct column.

1. spices
2. cups
3. onions
4. limes
5. cilantros
6. mackerels
7. bean sprouts
8. salty sauces
9. mint leaves
10. blue – pea flowers

/S/	/Z/	/IZ/

Figure 3.5 *Sample of the pronunciation part from unit 1*

Stage 1.4: Conducting a pilot study

After revising the English reading materials, a pilot study was carried out before undertaking the main study. The purpose of the pilot study was to confirm that the preliminary version of the English reading materials, English reading ability test and English reading materials questionnaire were all applicable to the present study. Moreover, the pilot study also aimed to identify the parts of the materials which required changes and revisions before conducted and applied to the main study.

Hence, one unit was piloted on 23 Grade 10 students who were studying at Matthayom Sungaipadee School, Narathiwat Province, in May 2013, semester 1. They shared the same characteristics in terms of their knowledge and educational background. So they were constant with regards to the content of the three southern border provinces of Thailand. The participants suggested some activities to be included in the course such as bringing actual authentic food ingredients to the class. Such activities motivated the participants and their interests were added. Thus, the English reading materials were revised based on the information acquired from the pilot study.

Stage 1.5: Redesigning the English reading materials

The results obtained from the pilot study were used to revise the English reading materials.

Phase 2: Implementing of the English Reading Materials

The duration of the experiment was 12 weeks. Each unit lasted for 3 weeks with 2 periods of English was taught each week with each period lasting for 50 minutes. The steps of the experiment are as follows.

Stage 2.1: Conducting the pre reading ability test

Prior to assigning the English reading materials, all students were pretested with the English reading ability test in order to assess their reading ability.

Stage 2.2: Assigning the English reading materials

During the experiment, each unit lasted for 3 weeks, the students participated in the English reading materials. The scope and sequence are presented in Table 3.5.

Table 3.5
Scope and Sequence of English Reading Materials

Unit/Topic	Reading Tasks	Activities	Aspects of Graves	Language Focus		
				Grammar	Reading	Vocabulary
• Unit 1: Thai rice salad: Nasi Kerabu	(1) Activation of background knowledge	- Discuss with a partner about Thai rice salad. - Write T or F, what you know about Thai rice salad.	• Learners • Language • Social context	Imperative form *Example:* • *Sprinkle some slices of onions.* • *Serve the dish with Sama on the side.*	Scanning to find the specific information	• *The ingredients of Thai rice Salad:* - lime - cucumber - cilantro - shallot - long bean - stink bean - bean sprout - blue-pea flower - etc. • *Cooking verbs:* - mix - chop - slice - pour - add - transfer - etc.
	(2) Vocabulary instruction	- Watch the video "How to make Tuna Kerabu." - Writie down the ingredients from the video. - Play game, "Finding Tuna Kerabu." - Match the vocabulary about the ingredients of Thai rice salad. - Learn the sound ending with /S/,/Z/, /IZ/ - Complete the missing word. - Match the vocabulary about cooking verbs. - Learn grammar about "Imperative Form."	• Language • Learning • Learners and social context			
	(3) Explicit strategy instruction	- Learn about "How to Scan" explicitly. - Do the exercise using scanning technique.	• Learning • Learners and social context			
	(4) Building reading fluency	- Do the exercise using scanning technique. - Create a menu based on Thai rice salad's recipe using the imperative form.	• Learners • Learning • Language • Social context			

Table 3.5 *(Continued)*

Scope and Sequence of English Reading Materials

Unit/Topic	Reading Tasks	Activities	Aspects of Graves	Language Focus		
				Grammar	Reading	Vocabulary
• Unit 3: Selamat Hari Raya	(1) Activation of background knowledge	- Listen to the "Hari Raya" song. - Express feelings based on this song. - Discuss with friends about Hari Raya. - Listen to the "Hari Raya" song again and think of vocabulary that can be used to describe your feelings. - Write T or F, what you know about Hari Raya.	• Learners • Language • Social context	Should and Should not *Example:* • *You should spread the greetings of Salam to different people.* • *You should not work on Eid Day.*	Skimming to get the general idea.	- relative - generous - celebrate - forgiveness - greeting - fasting - mosque - pray - grave - housework
	(2) Vocabulary instruction	- Guess the vocabulary using context clues and fill the vocabulary in the blanks. - Match the vocabulary to the pictures. - Complete the vocabulary task of "Word Families." - Learn the stress system.	• Language • Learning • Learners and social context			
	(3) Explicit strategy instruction	- Learn about "How to skim" explicitly. - Do the exercise using skimming technique. - Learn grammar about "Should and Should not."	• Learning • Learners and social context			
	(4) Building reading fluency	- Do the exercise using skimming technique. - Create a postcard of "What you should and shouldn't do on a special day."	• Learners • Learning • Language • Social context			

Table 3.5 *(Continued)*

Scope and Sequence of English Reading Materials

Unit/Topic	Reading Tasks	Activities	Aspects of Graves	Language Focus		
				Grammar	**Reading**	**Vocabulary**
• Unit 3: I love my hometown	(1) Activation of background knowledge	- Watch the video clip "Amazing Impressions of Thailand." - Tell one vocabulary from the video. - Play game of "Fan Pan Tae of Nara, Yala, Pattani." - Find the adjectives that can be used to describe each location of tourist attraction. - Discuss with friends about the tourist attractions in Narathiwat, Pattani and Yala.	• Learners • Language • Social context	Future with "will" Example: • *We will spend a full day at Hala Bala forest.* • *We will depart from Bangkok by plane.*	Identifying the main idea.	- dam - shrine - palace - mailbox - forest - waterfall - mosque - Buddha image - beach - sea - swamp forest - various - legend - villager - source - dialect - tourist attraction - rare
	(2) Vocabulary instruction	- Match the vocabulary with the pictures. - Match the words with its correct meaning. - Learn the sound contrast between /r/ and /l/.	• Language • Learning • Learners and social context			
	(3) Explicit strategy instruction	- Learn "How to find the main idea" explicitly. - Find the main idea of the reading exercise.	• Learning • Learners and social context			
	(4) Building reading fluency	- Read the passages and find the main idea of the exercise. - Learn grammar about "Future with will." - Create a brochure to promote the tourist attractions in Narathiwat, Pattani and Yala using future with "will."	• Learners • Learning • Language • Social context			

Stage 2.3: Conducting the post reading ability test and questionnaire

At the end of the experiment, all of the students had to do the post - test. The English reading ability test and English reading materials questionnaire were distributed in order to examine the effectiveness of the English reading materials and the opinions of the students towards the English reading materials. The content of the posttest was the same as it was in the pretest.

Stage 2.4: Evaluating the English reading materials

2.4.1 Students' reading ability

To evaluate the effects of the English reading materials on the students' reading ability, the data gathered from the pre and post English reading ability tests was statistically analyzed using a mean, a paired sample t-test and standard deviation.

2.4.2 Students' opinions

To evaluate the opinions of the students towards the English reading materials, statistics were used to calculate the mean and standard deviation using the four-point rating scale on the opinion questionnaire.

The students were asked to rate the English reading materials on scale from 1 to 4 depending on their agreement with the statements. Then results of the evaluation were calculated into mean and standard deviation and finally compared using the following criteria:

3.50 – 4.00	means	strongly agree
2.50 – 3.49	means	agree
1.50 – 2.49	means	disagree
1.00 – 1.49	means	strongly disagree

Data Collection

The data collection for this study was conducted between May 2013 to July 3013, which was the beginning of the academic year 2013 and was carried out in three phases: before, during, and after the experiment.

The whole experiment of English reading materials lasted for 12 weeks. Prior to English reading materials (week 1), the course orientation was introduced to the students and then the English reading ability pretest was employed in order to assess students' reading ability. Furthermore, the students who participated in this study were given an orientation on the overview and general purpose of the course. Throughout the experiment, the English reading materials were conducted for 10 weeks. After the English reading materials (week 12), the English reading ability post - test was given out to the students in order to examine and determine the improvements of the students' reading ability. After that, the questionnaire was distributed to explore the opinions of the students with regards to the English reading materials. The outline of data collection is illustrated in Table 3.6

Table 3.6

Outline of Data Collection

Data collection	
Week 1 (Before the English reading materials)	• The English reading ability pretest was administered to the students. • The English reading materials was developed.
Week 2 – 11 (During the English reading materials)	• The English reading materials were employed.
Week 12 (After the English reading materials)	• The English reading ability posttest was administered to the students. • The English reading materials questionnaire was distributed to explore students' opinion .

Data Analysis

Data Analysis for research question 1

Research question 1 was concerned with the components of the English reading materials. To respond to this question, a list of considerations for developing materials from Graves (2000) and a range of tasks and activities for beginning readers from Anderson (2008) were used to design the English reading materials.

Data Analysis for research question 2

Research question 2 was concerned with the effects of the English reading materials on the students' English reading ability in the three southern border provinces of Thailand. To respond to this question, the pre and post mean scores of the English reading ability test were compared. To analyze the data, a paired sample t – test was statistically conducted to determine the difference between the mean scores of the students' English reading ability pretest and posttest.

Data Analysis for research question 3

Research question 3 was concerned with the opinions of the students towards the English reading materials. To evaluate the opinions of the students, descriptive statistics were used to report mean and standard deviations.

Summary

The study aims to examine whether the English reading materials improves the students' reading ability. The research was conducted with 30 Grade 10 students at Matthayom Sungaipadee School, Narathiwat, for the academic year of 2013. The study lasted for 12 weeks. The English reading materials were designed by using a list of considerations for developing materials from Graves (2000) and a range of tasks and activities for beginning readers from Anderson (2008). Furthermore, it compared the mean scores of the students' reading ability before and after using the English reading materials applying a paired sample t-test. The study also explored the opinions of the students towards the English reading materials through the questionnaire. The data collected from the questionnaire was analyzed using mean scores and standard deviations.

CHAPTER IV

RESULTS

This chapter reports quantitative results based on three main research questions. The first question was: What are the components of English reading materials? The results of research question 1 were analyzed from the English reading materials. The second question was: To what extent do the English reading materials improve the English reading ability of the students in the three southern border provinces of Thailand? The results of research question 2 were analyzed from the pre and post English reading ability test. The third question was: What are the opinions of the students towards the English reading materials? The results of research question 3 were analyzed from the English reading materials questionnaire.

According to the research questions, the analysis of the data is presented in three parts. The first part is to answer the research question 1. The second part is to answer the research question 2 and the last part is to answer the research question 3.

Results of research question 1

Research question 1 – What are the components of the English reading materials?

The first research question investigates the components of English reading materials. To address this research question, a list of considerations for developing materials from Graves (2000) and a range of tasks and activities for beginning readers from Anderson (2008) were used to design the English reading materials.

The components of English reading materials are explained as follows:

1. Aspects of materials development

There were four aspects of Graves (2000) which had to be considered for designing English reading materials and consisted of learners, learning, language and social context.

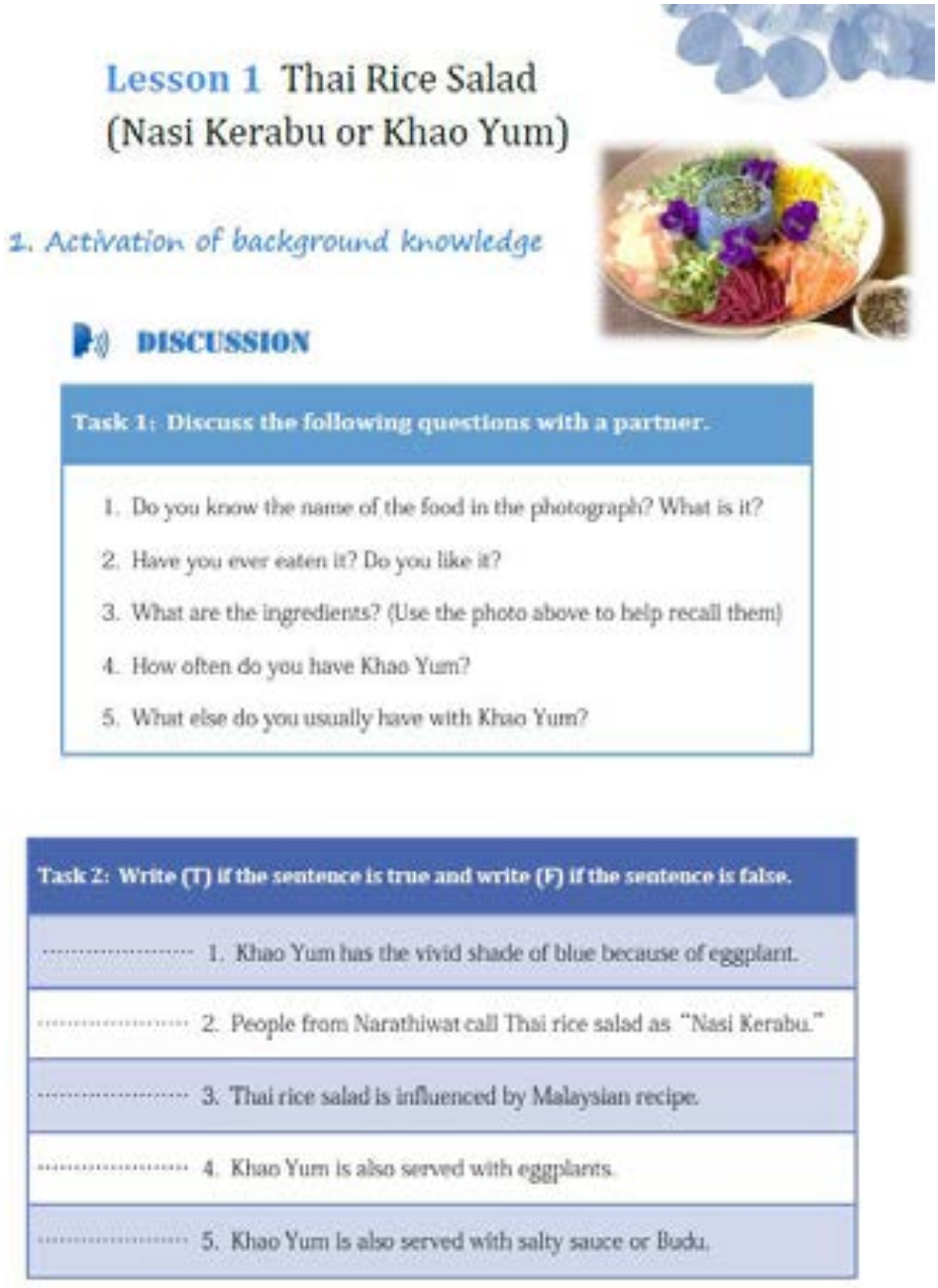
1.1 Learners

Developing materials should meet students' experience and background, target needs, and their affective needs (Graves, 2000). Learners focused on context for answering the question of who, what, where and when in order to make concrete decisions about topics, task types and activities.

The materials helped the students to feel at ease which involved layout, type size, visuals, reproduction and tape length. The presentation and layout, tasks and activities, as well as the texts and illustrations were appealing to the students, so they felt relaxed on seeing them and were not intimidated by it.

In this study, the English reading materials adapted the thematic topic. As a result of the needs analysis, the topics chosen were local food, holidays and tourist attractions in the three southern border provinces as they were the most preferred theme according to the needs analysis and were also relevant to students' experience and background. In order to focus on the outside class, students could transfer the knowledge and use it

outside the classroom, a good example of this would be the vocabulary related to the ingredients used in the local food.



Lesson 1 Thai Rice Salad
(Nasi Kerabu or Khao Yum)

1. Activation of background knowledge

DISCUSSION

Task 1: Discuss the following questions with a partner.
1. Do you know the name of the food in the photograph? What is it?
2. Have you ever eaten it? Do you like it?
3. What are the ingredients? (Use the photo above to help recall them)
4. How often do you have Khao Yum?
5. What else do you usually have with Khao Yum?

Task 2: Write (T) if the sentence is true and write (F) if the sentence is false.
..... 1. Khao Yum has the vivid shade of blue because of eggplant.
..... 2. People from Narathiwat call Thai rice salad as "Nasi Kerabu."
..... 3. Thai rice salad is influenced by Malaysian recipe.
..... 4. Khao Yum is also served with eggplants.
..... 5. Khao Yum is also served with salty sauce or Budu.

Figure 4.1 *Sample of the learners' aspect*

1.2 Learning

Learning can be perceived as a process of problem solving and discovery by the learners – an inductive process. Learning can be viewed as a cognitive process, involving mental activity. It can be an affective process involving emotional connection as well as risk taking. It can be a social process involving learning with others.

In conclusion, activities and tasks were designed to promote the aspect of learning. In this study, students were able to think and solve problems by learning individually, pair and group work using a variety of interactional tasks and activities, for example, game – based activities, information gaps and jigsaw reading. Likewise, in order to develop specific skills and strategies, the reading strategies for beginning level were included in the English reading materials which consisted of scanning for specific information, skimming for the main idea, and identifying the main idea.

Figure 4.2 *Sample of the learning's aspect*

1.3 Language

The language aspect of Graves (2000) needs to be considered in developing materials including use of target relevant to the aspect of grammar, functions and vocabulary, integrating four skills of speaking, listening, reading, and writing and using authentic texts.

The aspect of language consisted of creating activities which are relevant to grammar, functions, vocabulary along with an integration of all the four skills and the use of authentic text. In this study, the English reading materials integrated four skills of English and there were relevant aspects of grammar, function and vocabulary in every unit. Moreover, each unit consisted of an authentic text related to the three southern border provinces were used in every unit.

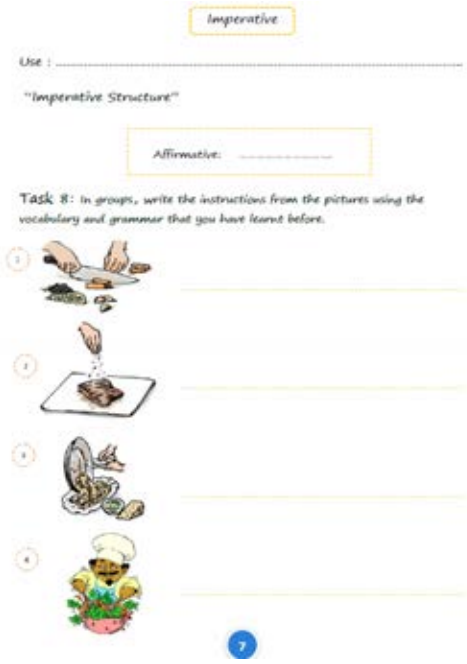


Figure 4.3 *Sample of the language's aspect*

1.4 Social Context

In order to blend the social context, students were encouraged to learn from what was related to their real life. The English reading materials also employed a thematic topic, which was organized around their social context itself. In this study their social context focused on the local community in the three southern border provinces of Thailand, including Narathiwat, Pattani and Yala. Cultural awareness and social issues were included in the English reading materials, for instance, making them aware of a norm with regards to exchanging greetings on special days such as Hari Raya and teaching them what should and should not do on that day were included in the materials.

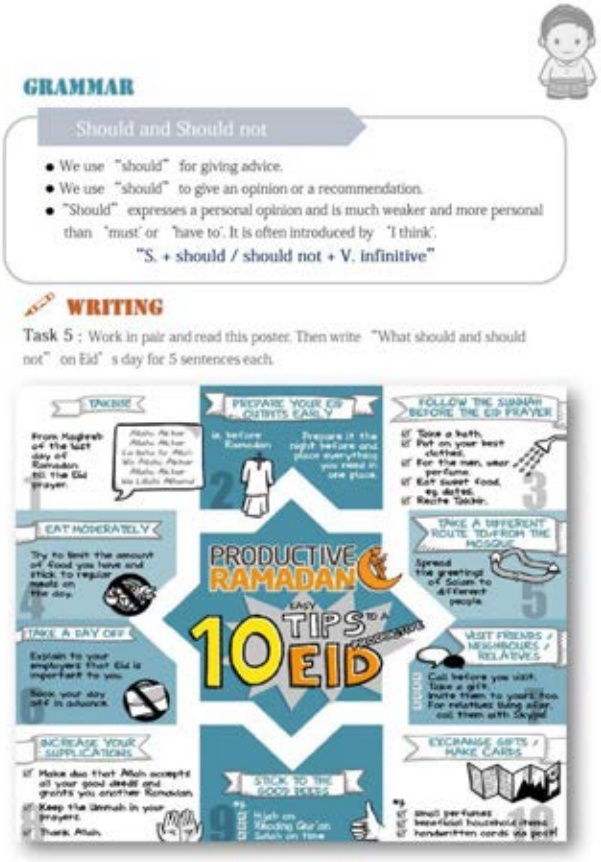


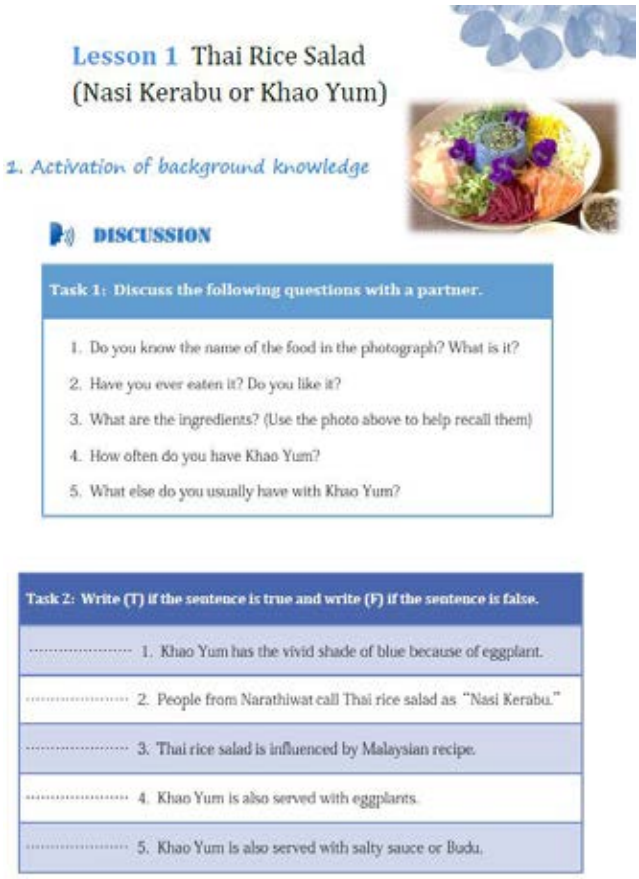
Figure 4.4 *Sample of the social context's aspect*

2. Reading tasks and activities

A design of English reading materials focus on four aspects adapted from Anderson (2008). They are activation of background knowledge, vocabulary instruction, explicit reading instruction and building reading fluency.

2.1 Activation of background knowledge

Activation of background knowledge referred to recalling experiences and knowledge of the texts before reading it, with the purpose of linking new content to prior knowledge.



Lesson 1 Thai Rice Salad
(Nasi Kerabu or Khao Yum)

2. Activation of background knowledge

DISCUSSION

Task 1: Discuss the following questions with a partner.

1. Do you know the name of the food in the photograph? What is it?
2. Have you ever eaten it? Do you like it?
3. What are the ingredients? (Use the photo above to help recall them)
4. How often do you have Khao Yum?
5. What else do you usually have with Khao Yum?

Task 2: Write (T) if the sentence is true and write (F) if the sentence is false.

..... 1. Khao Yum has the vivid shade of blue because of eggplant.
..... 2. People from Narathiwat call Thai rice salad as "Nasi Kerabu."
..... 3. Thai rice salad is influenced by Malaysian recipe.
..... 4. Khao Yum is also served with eggplants.
..... 5. Khao Yum is also served with salty sauce or Budu.

Figure 4.5 *Sample of the activation background knowledge*

2.2 Vocabulary instruction

Vocabulary instruction referred to designing a clearer focus on vocabulary – development skills. Readers at the beginning level consider lack of vocabulary as a major impediment to learn a language and find it extremely challenging to learn them.

Figure 4.6 *Sample of the vocabulary instruction*

2.3 Explicit reading instruction

Explicit reading instruction is extremely important for beginning readers and it is the most effective when it is explicitly taught and successfully integrated into the materials. In this study, the reading strategies for beginning level were included in the English reading materials which consisted of scanning for specific information, skimming for the main idea, and identifying the main idea.

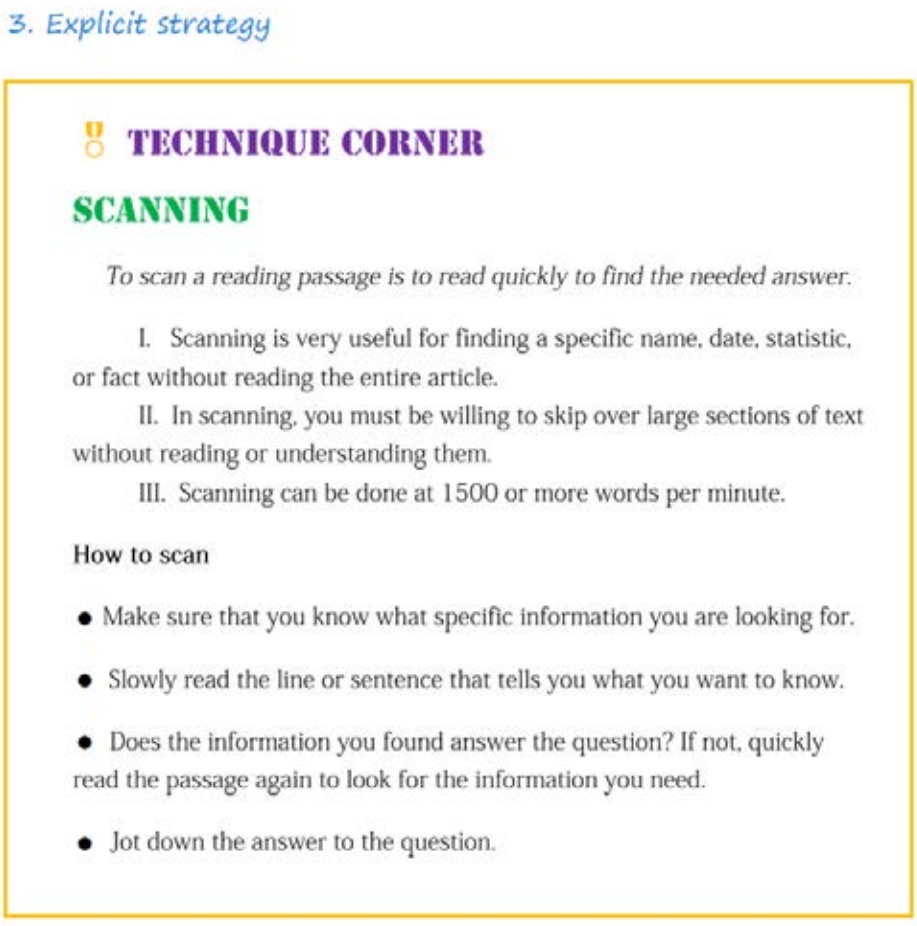


Figure 4.7 *Sample of the explicit reading instruction*

2.4 Building reading fluency

Building reading fluency is referred to designing appropriate reading fluency strategies to consider teaching students at beginning level such as skipping unknown words, SQ3

4. Building reading fluency

SCANNING

Nasi Kerabu is a Malay rice dish, a type of *Nasi Ulam*, in which blue-coloured rice is eaten with dried fish or fried chicken, crackers, pickles and other salads. The blue color of rice resulting from the petals of *Clitoria ternatea* (butterfly-pea) flowers used in cooking it. The rice can also be cooked with plain white rice or rice cooked using turmeric. It is often eaten with *Solok Lada* and is also eaten with fried *keropok*.

Nasi kerabu is very popular in the east coast states of Malaya such as Kelantan and Terengganu, and now can be found throughout Malaysia as well as in southern Thailand where it is known as *khā oyam*.

(Source: http://en.wikipedia.org/wiki/Nasi_kerabu)

Task 10: Scan the passage of "Nasi kerabu" to find the answers to the following questions. Write your answers in the boxes provided.

1. What do we usually have Nasi kerabu with?
2. What gives Nasi kerabu its blue color?
3. Nasi kerabu is very popular in ..... .
4. What is the name of Nasi kerabu called in the southern part of Thailand?
5. Rice can be cooked with butterfly – pea flower, and it also can be cooked with ..... .

Figure 4.8 *Sample of the building reading fluency*

In sum, the components of English reading materials consisted of a list of considerations for developing materials (Graves, 2000) and the four principles for reading task types and activities (Anderson, 2008) which helped in promoting the students' reading ability. This might be due to the features concerning on learners, learning, language and social context which was organized around the context of the students in the three southern border provinces of Thailand. Moreover, reading tasks and activities used in the English reading materials were also related as these features allowed the students to gain more knowledge and be informed about the three southern border provinces of Thailand. The essential strategies for reading included scanning for specific information, skimming for the main idea and identifying the main idea.

Results of research question 2

Research question 2 - To what extent do the English reading materials improve the students' English reading ability in the three southern border provinces of Thailand?

Hypothesis 1 – The post - test mean scores of the English reading ability test will be higher than pre - test mean scores by a significance level of .05.

This research question determines whether the English reading materials have improved the students' reading ability using the English reading ability test. The English reading ability test was used to evaluate the general reading ability and the reading strategies of the students including identifying facts and main ideas, making inference, evaluating the information, and determining the words meaning were also judged.

Table 4.1 shows the mean score of pretest and posttest, standard deviations, and t-values of the students.

Table 4.1

Mean, standard deviation, t-value, and significance of the pre English reading ability test and the post English reading ability test of Grade 10 students at Matthayom Sungaipadee School for the academic year 2013.

Group	N	$\overline{X}$	Mean Difference	S.D.	t.	df.	Sig.
Grade 10 Students	30						
Pretest		15.17	4.23	3.036	7.636	29	.000**
Posttest		19.40					

***p < .05*

The results of Table 7 showed that the posttest mean score ($\overline{X}$ = 19.40) of the English reading ability test was higher than their pretest mean scores ($\overline{X}$ = 15.17). The possible total score was 30 and the difference between the mean differences was 4.23. The t-value was 7.636 with a degree of freedom of 29 (n = 30). Therefore, it can be concluded that there was a significant difference between the pre - test and post - test mean scores of the English reading ability test at a significance level *(p<.05)*. Hence, the first hypothesis is acceptable. In other words, the students had significantly improved their reading ability after using the English reading materials.

In conclusion, the post - test mean score of the English reading ability test was higher than the pretest mean score which indicates that the students had improved their reading ability after the English reading materials were implemented in the classroom.

Results of research question 3

Research question 3 – What are the opinions of the students towards the English reading materials?

The third research question investigated the opinions of the students regarding extensive use of the English reading materials. To address this research questions, 5 questions were constructed in order to ask the 30 students participating the study at the end of the course (week 12). Table 4.2 presents the mean score, standard deviation and meaning of students as presented in the English reading materials questionnaire.

Table 4.2 *Mean score, standard deviation and meaning of students from the English reading materials questionnaire.*

Materials	N	$\overline{X}$	S.D.	Meaning
(1) The subject and content of the textbook is relevant to my needs as an English language learner.	30	3.80	.41	*Strongly agree*
(2) The subject and content of the textbook is generally realistic.	30	3.83	.38	*Strongly agree*
(3) The subject and content of the materials is interesting, challenging and motivating.	30	3.86	.35	*Strongly agree*
(4) There is sufficient variety in the subject and content of the textbook.	30	3.86	.35	*Strongly agree*
(5) The materials are not culturally biased and they do not any negative.	30	3.93	.25	*Strongly agree*
Mean		3.87	0.35	*Strongly agree*

Table 4.2 above shows that all Grade 10 students studying at Matthayom Sungaipadee School for the academic year 2013 strongly agreed or were very satisfied ($\overline{X}$ = 3.87, S.D. = 0.35) with the English reading materials. The students enjoyed learning with the specifically designed various types of tasks and activities as well as the authentic materials which were characteristically based on their own social context, local

culture and community. They learned reading techniques and did the exercises actively because the passages they read were related to their background knowledge and everyday life. Moreover, students said that English reading materials were practical for them. That is, they could use the knowledge obtained from the course in their real life. However, there were some suggestions from the students such as they wanted to learn about subjects related to costumes and cultures in the three southern border provinces of Thailand.

Additional Findings

The opinions of the students towards the English reading materials were further analyzed based on the suggestion part of the English reading materials questionnaire. The findings showed that all opinions towards the English reading materials were positive.

The students expressed that they strongly agreed and enjoyed learning with the specifically designed various types of tasks and activities as well as the authentic materials which were characteristically based on their own social context, local culture and community. They also mentioned that the content and materials used were connected with their daily life which gave them a strong motivation to learn because they wanted to know how to call or say what they have seen, done or have experienced often in English.

They learned reading techniques and did the exercises actively because the passages they read were related to their background knowledge and daily life, as a result, learning English about topics related to their social context made them feel and realize that reading English was easy as well as fun. In addition, the students reported that the English reading materials were practical for them because the materials created a meaningful language context for its use.

Summary

This chapter reported the findings acquired from the responses to the third research question with regards to the components of the English reading materials, students' improvement in the English reading ability and the students' opinions towards the English reading materials. For the findings of the first question, a list of considerations for developing materials from Graves (2000) and a range of tasks and activities for beginning readers from Anderson (2008) were used to design the English reading materials.

From the findings of the second question, the results were statistically analyzed and used to test the hypotheses. The result of the hypotheses regarding the effects of the English reading materials on the English reading ability of the students at Matthayom Sungaipadee School was that the students earned a higher post - test mean score than their pre - test mean score on their English reading ability test. Thus, the hypothesis was accepted.

As for the findings of the third question, it was consistent with the results of the English reading materials questionnaire that the students had a positive opinion about the English reading materials. The students enjoyed using the English reading materials which were authentic and related to their own social context, local culture and community. They were highly interested and motivated to use the English reading materials because of the aforesaid reasons.

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATION

This chapter concludes the current study in six parts. The first part begins with a brief summary of the study. It reviews the objectives, the research questions, the research design, and the research methodology. The second part briefly reviews the research findings. The third part discusses the findings. The fourth part discusses the limitations of the study. The fifth part suggests the implications drawn from the study. The last part provides recommendations for further studies.

Summary of the Study

This study aims to investigate the effects of English reading materials on the reading ability of higher secondary school students in the three southern boarder provinces of Thailand. This study also explores the opinions of the students towards the English reading materials.

Hence, the study attempts to answer the following research questions:

1. What are the components of the English reading materials?

2. To what extent do the English reading materials improve the students' English reading ability in the three southern border provinces of Thailand?

3. What are the opinions of the students towards the English reading materials?

The design of this study was a one - group pre - posttest design. It compared the English reading ability of students before and after receiving the English reading materials by observing and analyzing the mean score of pre and posttests. The samples of this study were thirty tenth Grade students who were enrolled in the 2013 academic year at Matthayom Sungaipadee School.

The study was divided into two phases. Phase one focused on the preparation of the English reading materials. In this phase, the instruments were developed and pilot tested to ensure its content and construct validity. Phase two dealt with the implementation of the English reading materials.

Phase 1: Preparation of English Reading Materials

To address the preparatory process of the English reading materials, five main stages were conducted as shown in the following list:

1. Exploring the basic concepts and related documents.
2. Designing the English reading materials.
3. Validating the English reading materials.
4. Conducting a pilot study.
5. Redesigning the English reading materials.

Stage one, the theories and basic concepts related to this study were explored. The topics studied were reading ability, the process of materials writing, the aspects of materials development (Graves, 2000) and the principles for reading task types and activities (Anderson, 2008).

Stage two, information from the first stage was compiled and used to develop a theoretical framework for the English reading materials. The English reading materials were designed based on the data gained from the needs survey questionnaire. Moreover, other research instruments such as the English reading ability test and the English reading materials questionnaire were also designed to investigate the effects of the English reading materials and to explore the opinions of the students towards English reading materials.

Stage three, the evaluation forms were constructed to validate the materials and the research instruments. Then the materials and the research instruments were revised according to the comments and suggestions of the experts.

Stage four, after the revision of the materials and research instruments, a pilot test was carried out for three weeks prior to the main study. The samples in this pilot study were 23 students from Grade 10 who were studying at Matthayom Sungaipadee School for the academic year 2013. The English reading ability test and the English reading materials questionnaire were piloted in this stage.

Stage five, the English reading materials and the research instruments were designed based on the information gathered from the pilot study.

Phase 2: Implementation of English Reading Materials

The implementation of the English reading materials composed of four stages and they were conducted as shown in the following list:

1. Conducting a pretest.
2. Implementing the English reading materials.
3. Conducting a posttest and questionnaire.
4. Evaluating the English reading materials.

Stage one, before actually using the English reading materials, all the students were pretested for the purpose of assessing their reading ability using the English reading ability test. Furthermore, the students were given an orientation of the course.

Stage two, which comprised of the course implementation period (week 2 – week 11), three units were introduced to the students. Each unit lasted for 3 weeks with 2 periods were conducted each week and each period lasted for 50 minutes.

Stage three, which was the end of the course implementation (week 12), all of the students were required to take a posttest. The form of this test was the same as the pretest, in order to measure their reading ability. Later, the English reading materials

questionnaire was handed out to gather feedback with regards to the opinions of the students towards the English reading materials.

Stage four, the scores obtained from the pre and post English reading ability tests were statistically analyzed by using a mean and a paired sample t-test in order to evaluate the effectiveness of the materials. Further to assess the opinions of the students towards the English reading materials, the statistics obtained was used to calculate mean and standard deviation using for the four-point rating scale from the opinions questionnaire.

Research Findings

The research findings of the current study can be summed up into two major aspects: 1) students' English reading ability and 2) the opinions of the students about the English reading materials.

To investigate the effect of the English reading materials on students' reading ability, the mean scores of both the pre and post English reading tests were compared. As a result, the mean score of the post English reading test was significantly higher than the pre - test mean score at the level of .00 ($p<.05$). Hence, it can be concluded that the English reading materials had significantly improved the students' reading ability. In other words, the students had improved their reading ability after using the English reading materials.

To explore the opinions of the students towards the English reading materials, a total of 5 items on the satisfaction of the students with regards to the subject and content

of the English reading materials were taken into consideration. The finding showed that the opinions of all the tenth grade students towards the English reading materials were positive. It was also found that the students had increased their knowledge about their community and could transfer the knowledge acquired thereby and even transfer it in and out of class environment. However, there were some suggestions from the students as well.

To summarize, the finding indicated that the students could improve their reading ability after implementing the English reading materials. Also, the students had a good and positive attitude towards the English reading materials.

Discussion

In this part, the results of the findings which were mainly concerned with the development of the English reading materials in order to enhance students' English reading ability were discussed in two aspects: English reading materials development and English reading ability.

1. English Reading Materials Development

Based on the findings, the results of the post English reading ability test of the tenth grade students was higher than their pretest mean score. This indicated that English reading materials had positively improved the English reading ability of the tenth grade students. The findings were discussed based on two main factors that had actually enhanced the students' English reading ability using the English reading materials. There are a list of considerations for developing materials and also the local community.

1.1 A List of Considerations for Developing the Materials

It was found that the English reading materials improved the students' English reading ability. These materials were focused on a thematic topic. The result of the needs analysis, indicated topics like local food, holidays and tourist attraction in the three southern border provinces included. The reason for this specific inclusion cited was that the above mentioned topics were the most preferred themes, as per the choice of the students and were also relevant to their experience and background know how. Relating to outside the class, the students could easily transfer the knowledge thus acquired and

used it outside the class. Vocabulary was general and thereby more related to their daily lives, the local food ingredients, cooking verbs, holidays or tourist attractions. As per the questionnaire, the students mentioned that the content and the materials were related to their everyday life, these criteria motivated them highly to learn as they wanted to learn, know and say the things they used and saw in their everyday life in English. The findings of this study were consistent with a major principle proposed by Tomlinson (2011) that the value of engaging the learners' mind seemed to be becoming increasingly realized in countries. Nowadays, teachers decide to produce their own materials through textbook projects rather than relying on global textbooks, which seemed to underestimate the learners' abilities. No matter how good the materials were, they would not by themselves manage to cater to the different needs, wants, learning styles, attitude, cultural norms and experiences of individual learners. Moreover, Tomlinson and Masuhara (2004) also suggested that the materials were not written for particular teaching and learning context, the benefits of appropriate and relevant adapted materials were likely to increase the learner's motivation and contributed to enhanced learning. The results of this study supported other previous studies in selecting the topics most preferred by the students and the content increased the motivation of the students and therefore contributed in enhancing reading ability and learning. (Hong, 2009; Lornklang, 2007; Rattanaphumma, 2006; Worakitsawat, 2007).

Furthermore, the materials helped the students to feel at ease which involved layout, type size, visuals, reproduction and tape length. The presentation and layout,

tasks and activities, as well as the texts and illustrations were appealing to the students, so they felt relaxed on seeing them and were not intimidated by it.

Tomlinson (2011) suggested that an impact was achieved when materials had noticeable effects on learners because materials had the attractive presentation such as used attractive colors, lot of white space, and photographs.

In this study, various materials were employed extensively. Both technical and non-technical types of media were used in order to cater to the interests of the students such as authentic materials, real world materials, audio, audiovisual and projects were all broadly used. The authentic materials were a part of every unit of the English reading materials such as cooking recipes, cooking video clip, Eid song, Eid poster, Amazing Thailand video clip, and Narathiwat, Pattani and Yala brochures, maps, and pictures. For example, in "I love my hometown", the Amazing Thailand video clip, and the Narathiwat, Pattani and Yala brochures, maps, and pictures were used greatly. The brochures, maps, and pictures showed real places which the students were familiar with, so that help motivating the interest of the students about places in their hometown. Moreover, the students were exposed to a real discourse and authentic materials allowed the students to learn through experiencing. According to Dellar and Walkley (2010), natural, real-world grammar and vocabulary helped students to succeed in social, professional and academic settings. The findings of this study were also consistent with McDonough, Shaw, & Masuhara (2013) that learners should be prepared to use English independently for global communication and authentic audio and materials can build

learners' ability to understand the natural English of international speakers. The results of this study supported other previous studies that while teaching English using authentic materials helped improve the students' English ability (Hong 2009; Kongkaew 2009).

Through meaningful and authentic English reading materials, a variety of interactional tasks and activities that promoted students to think and solve problems by learning through pairs and groups also provided. In this study, students worked with their peers in different types of activities such as discussing topics and questions, interactive games, conversations, and information gaps. For example, students played a game calling finding Tuna Kerabu. After the students read a passage of the recipe, they had to help each other in groups using the scanning technique to find the pictures of the ingredients that were stuck around the room. Moreover, the students were assigned to work collaboratively in order to create a group project after every unit. For instance, students worked in groups and created one menu based on the recipe of Khao Yum, and then they presented the dish in front of the class. Similarly, the findings were also supported with Tomlinson (2011) that group activities found to be particularly suitable for EFL learners where a sense of belonging to the group is important. Moreover, the findings also paralleled with McDonough, Shaw & Masuhara (2013) in that environment may necessitate a number of changes that leads to greater appropriacy.

The results of this study were also similar to Hong's study (2009) in that classroom activity, teachers should provide students with many opportunities to

collaboratively work in pairs and groups and design a variety of activities to improve students' English ability.

1.2 Local community

Another factor that promoted students' English reading ability was the local community. The English reading materials mainly employed contents from the local community, which were related to the prior knowledge and experiences of the students, which made the reading lessons and texts very interesting and easy to understand because they could guess the meanings by using contexts as clues in order to comprehend and understand well.

In this study, for example, in the unit "Selamat Hari Raya", the content of the reading passage contained information about Hari Raya Day or Eid day which has been declared as an official holidays in the three southern borders of Thailand because the majority of the population there are Muslims. The task designed for students was to read and learn grammar inductively. It was mainly concerned with imperatives - should and should not, using authentic materials such as an Eid poster. After that, they had to create their special day poster which was a group project assigned to them. The students also read a passage about Selamat Hari Raya which motivated the interest of the students and helped them to use the skimming techniques effectively.

Another example was from the unit "I love my hometown" (Narathiwat, Pattani, and Yala), wherein the content of the reading passage comprised of tourist information about famous tourist attractions in the three southern border provinces such as Thailand's

largest mailbox in Batong, Yala, Yaring Palace in Pattani or Chat Warin waterfall in Narathiwat, and so on. The tasks that were set out dealt with finding the main idea in each paragraph along with the meanings of the unknown vocabulary using context clues. The task was specifically designed for the students to read and learn grammar inductively with regards to the future with "will" through authentic materials such as tour programs detailed in the brochures. Then, they had to create their tour own tour plan to promote tourism in their respective hometowns. As we could see, all the tasks, activities, and materials from the English reading materials were directly related to the local community and hence worked appropriately.

Based on the questionnaire wherein the students did mention that they took part in the exercises actively as the passages they read were related to their background knowledge and daily life. Therefore, learning English about the topics and events related to their social context made them feel that reading English was easy and stimulating for them. In addition, the students also reported that the English reading materials were practical for them because they created a meaningful and purposeful language context for everyday use.

According to Tomlinson (2011), most language learners benefitted from feeling at ease and they lost opportunities for language learning when they felt anxious, uncomfortable or tense. And it was the responsibility of teacher to create the materials that helped learners to feel at ease. Materials were more at ease with text and illustrations that they could relate to their own culture than they were with those which appeared to them to be culturally alien. In addition, he also suggested in the year of 2005 that ELT

materials for Asia should be created which were familiar to learners in the region and which matched the norms of their school and social cultures. Anderson (2008) suggested that students could connect with new information that they were learning from their reading to what they already knew by making connection and the reading ability increased. Moreover, Epstein and Ormiston (2007) suggested that using the local resource learning tend to be practical and familiar to students' lives, which can provide students the opportunities for sustained English language practice and promote greater motivation that lead to better reading ability.

The results of this study supported other previous studies in a way that using the contents from the local community enhanced the English language skills as well as the local cultural knowledge. Furthermore, it also motivated students to be eager and keen learners as it provided a rich context for the students to comprehend and learn English as the students tended to familiarize with the contents easily. (Hong, 2009; Kongkaew, 2009; Lornklang, 2007; Rattanaphumma, 2006).

Thus, it can be obviously seen that the local community directly affects students' reading ability as it provides a rich context for the students to learn English as it is related to the background knowledge and everyday life of the students. That is, they can used and apply the knowledge they obtained from the course in their real life and everyday events.

2. English Reading Ability

Students at the beginning level of the English language proficiency were concerned that the reading strategies were extremely important for them (Anderson, 2008). In this study, one of the major principles of the English reading materials focused on various reading strategies including scanning for specific information, skimming, and identifying the main idea. These reading strategies were necessary tools which made the students' reading ability competent, adept and effective.

In the English reading materials, reading was introduced and presented in four categories of useful tasks to the beginning level readers which included activation of background knowledge, vocabulary instruction, explicit strategy instruction, and building reading fluency. The students were then taught some essential reading strategies explicitly using the four categories as they were useful tasks for the beginning level readers. They were further provided with some key tools which were also the basic requirements for a better reading ability skill.

For instance, in unit 1 "Thai rice Salad", the activation of background knowledge task involved, the students were activated their background knowledge by looking at a dish or a picture of Thai rice salad and then discussed certain questions about its ingredients, tastes, and how often they eat it, etc. In the vocabulary instruction task, the students were asked to watch the video clip about "How to make Tuna Kerabu or Thai rice Salad" and then simultaneously wrote down the ingredients while they were watching. After that, they played a vocabulary game of "Finding Tuna Kerabu" and

reviewed the vocabulary again by matching the pictures with the vocabulary words. In the explicit strategy instruction task, the students were explicitly taught about how to scan using the scanning technique finding the specific information with regards to the ingredients in the given recipe. Further, for building reading fluency, the students practiced and transferred their knowledge of scanning to the second authentic passage about Nasi Kerabu (Thai rice salad).

The results of this study were supported by Anderson (2008) in a way that strategy instruction was most effective when it was explicitly taught and successfully integrated into the materials. Similarly, the results were also parallel with Grabe (2009) in a way that most reading researchers directly supported that teaching repertoires of reading strategies improved reading ability and recalled of information from texts. Likewise, reading strategies direct explanation of teaching strategies could fluent readers to engage in text comprehension.

Overall, the students gained higher scores in the English reading ability test due to the fact that they were able to apply appropriate reading strategies to read a meaningful and interesting content. For examples, using their background knowledge to read about local materials, using scanning to find specific information, using skimming to search for the main idea and other related information, and using summarizing to get the main idea of the text.

To sum up, the students had significantly improved their English reading ability after implementing and effectively using the English reading materials. These findings

supported that a list of considerations for developing materials (Graves, 2000) which consists of learners, learning, language and social context and four principles for reading task types and activities which consist of background knowledge, vocabulary instruction, explicit reading instruction and building reading fluency (Anderson, 2008) to promote the students' reading ability. This might be due to features concerning on learners, learning, language and social context which was organized around the context of the students in the three southern border provinces of Thailand. Moreover, the reading tasks and activities used in the English reading materials were also concerned. These features allowed the students to gain appropriate knowledge with regards to the three southern border provinces of Thailand. Furthermore, the reading strategies such as scanning for specific information, skimming for the main idea and identifying the main idea are essential and need to be applied while reading.

Pedagogical Implications

The findings of the study led us to the following suggestions with regards to the development of the English reading materials.

1. Learning tasks and materials should be relevant to the interests or needs of the students. It was further found from the present study as the students had a positive attitude toward the materials and were motivated to do the tasks and activities. This was because the materials, tasks, and activities were parallel with the preferences of the students. Hence, suggesting that a teacher should conduct a needs analysis survey before starting each course.

2. Teachers should use local materials more effectively in order to activate the students' background knowledge and their improve vocabulary as it tends to be a more meaningful and purposeful way for the students to apply the knowledge thus required into their daily lives and social events.

3. Teachers should explicitly teach the reading strategies because the strategy instruction is most effective when it is explicitly taught and successfully integrated into the materials (Anderson, 2008).

4. Teachers should design a variety of tasks aimed at promoting students' roles using pair and group work as it can promote cooperative learning.

5. Authentic materials should be promoted and used in the classroom. In this study, the authentic materials were taken from the community and it was also found that the authentic materials stimulated the students to learn English more effectively and adequately. The students learned actively when they had a chance to experience real text, situations and happenings.

Recommendations for Further Studies

According to the results discussed earlier, some suggestions are proposed for further research.

1. Since the findings of this study are relevant to its own context, it is recommended that a further research studies can be expanded to population at other levels, provinces, or regions.

2. A future study should include qualitative data such as interviewing in order to gain insight information and triangulate quantitative data.

References

Anderson, N. J. Teaching reading. In D. Nunan (Ed.). **Practical English language teaching.** New York, NY: McGraw Hill, 2003.

Anderson, N. J. **Practical English Language Teaching: Reading**. New York, NY: McGraw-Hill, 2008.

Anderson, N. J. **Reading instruction**. In J. Richards and A. Burns (Eds.), Cambridge Guide to Pedagogy and Practice in Language Teaching. Cambridge, England: Cambridge University Press, 2012.

Day, R. R. **The benefits of extensive reading** [Online]. 2011. Available from http://www.oupbookworms.com/downloads/pdf/successful_reading/er_article.pdf [2012, December 2]

Dat, B. Localizing ELT materials in Vietnam: A case study. In W. A. Renandya (Ed.), **Methodology and materials design in language teaching: Current perceptions and practices and their implications** (pp. 170-191). Singapore: SEAMEO RELC, 2003.

Day, R. Authenticity in the design and development of materials. In W. A. Renandya (Ed.), **Methodology and materials design in language teaching** (pp. 1-11). Singapore: SEAMEO Regional Language Centre, 2003.

Dellar, H., & Walkley, A., **Real English for the real world**. United State: Cengage Learning, 2010.

Davis, F. B. **Research in comprehension in reading. Reading Research Quarterly,** 3, 499 - 545, 1968.

Epstein, R. & Ormiston, M. **Tools and tips for using ELT materials: A guide for teachers**. MI: University of Michigan, 2007.

Gilmore, A. Authentic materials and authenticity in foreign language learning. **Language Teaching,** 40, 97-118, 2007.

Grabe, W. **Current developments in second language reading research.** TESOL Quarterly, 25, 375-397, 1991.

Grabe, W. **Reading in a Second Language**. New York: Cambridge University Press, 2009.

Grabe, W., & Stoller, F.L. **Teaching and researching reading**. London: Pearson Education, 2002.

Graves, K. **Designing Language Course: A Guide for Teachers**. Boston, MA: Heinle &Heinle, 2000.

Guo, S. **Using Authentic Materials for Extensive Reading to Promote English Proficiency** [Online]. 2012. Available from: http://ccsenet.org/journal/index.php/elt/article/view/18851 [2013, January 15]

Harwood, N. (Ed.). **English language teaching materials: Theory and practice.** Cambridge, UK: Cambridge University Press, 2010.

Hong, K. **Effects of media-based instruction in English for junior tour guide on Speaking ability of students at Kampong Chheutieal High School, Kingdom of Cambodia**. Master's Thesis, Faculty of Education, Chulalongkorn University, 2009.

Hoover, W., & Gough, P. B. **The simple view of reading. Reading and Writing**, 2, 127-160,1990.

Howard, J., & Major, J. **Guidelines for designing effective English language teaching Materials** [Online]. Seoul, South Korea: Ninth conference of the Pan – Pacific Association of Applied Linguistics, Oct 2004. 101 – 109. Available from http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf [2012, October 12]

Janzen, J. **Preparing teachers of second language readers**. TESOL Quarterly 41: 707-729, 2007.

Jarintip Worakitsawat. **Effects of concept-oriented English reading instruction on Reading comprehension and reading self-efficacy of lower secondary school students.** Master's Thesis, Faculty of Education, Chulalongkorn University, 2007.

Kazerooni, S. R., Saeedi, M., & Parvaresh, V. **Does reading literary texts have any impact on EFL learners' vocabulary retention?**. Canadian Social Science, 7(2), 117-128, 2011.

Litz, D.R.A. **Textbook Evaluation and ELT Management: a South Korean case Study**[Online]. 2005. Asian EFL Journal. Available from http://www.asian-efl-journal.com/Litz_thesis.pdf. [2013, January 15]

Matsuda, A. **Representation of users and uses of English in beginning Japanese EFL textbooks.** JALT Journal 24(2), 182-201, 2002.

McDonough, J., Shaw, C., & Masuhara, H. **Materials and methods in ELT: A teacher's guide**. London, UK: Blackwell, 2013.

McGrath, I. **Materials evaluation and design for language teaching**. Edinburgh, UK: Edinburgh University Press, 2002.

Ministry of Education. **Basic Education Curriculum 2008**. Bangkok, Thailand: The Express Transportation Organization of Thailand, 2008.

Mishan, F. Withstanding wash back: Thinking outside the box in materials development. In B. Tomlinson & H. Masuhara (Eds.), **Research in materials development for language learning: Evidence for best practice** (pp. 353-368). London: Continuum, 2010.

National Institute of Educational Testing Service. **Ordinary National Educational Test (O-NET)**[Online]. 2012. Available from http://www.niets.or.th/index.php/system_niest/index/3 [2012, November 20]

Pongrat Srisueb. **A needs analysis of secondary school students learning English as a third language in private Islamic schools in chagwat Narathiwat**. Master's Thesis, Faculty of Arts, Chulalongkorn University, 2009.

Prachyanun Nilsook & Nawapun Petmanee. **Materials and Technology for Developing the Education in the Three Southern Boarder Provinces of Thailand**[Online]. 2010. Available from http://www.academia.edu/3588158/_

Pratchawan Kongkaew. **Effects of English language instruction in English for little guides in Krabi course on communication skills of grade 6 students.** Master's Thesis, Faculty of Education, Chulalongkorn University, 2009.

Ratchaporn Rattanaphumma. **A development of community-based English course to enhance English language skills and local cultural knowledge for undergraduate students.** Doctoral dissertation, Chulalongkorn University, 2006.

Scholey, M. Materials design and development in English for the world of work in Turkey: Policy, strategies and processes. In C. Tribble (Ed.), **Managing change in English language teaching: Lessons from experience** (pp. 115-121). London: British Council, 2012.

Stillwell, C., McMillan, B., Gillies, H., & Waller, T. Four teachers looking for a lesson: Developing materials with lesson study. In B. Tomlinson & H. Masuhara (Eds.), **Research in materials development for language learning: Evidence for best practice** (pp. 237-250). London: Continuum, 2011.

Thanachart Lornklang. **A development of the local culture instructional model based on scaffolded reading experience approach to enhance English reading comprehension ability and attitude towards local culture of Rajabhat University students.** Doctoral dissertation, Chulalongkorn University, 2007.

Tomlinson, B. **Developing Materials for Language Teaching**. London, UK: Continuum Press, 2003.

Tomlinson, B. **English language learning materials: A critical review**. London, UK: Continuum Press, 2008.

Tomlinson, B. Principles and procedures of materials development. In N. Harwood (Ed.) **Materials in ELT: Theory and practice** (pp. 81-108). Cambridge, UK: Cambridge University Press, 2010.

Tomlinson, B. **Materials development in language teaching** (second edition). Cambridge, UK: Cambridge University Press, 2011.

Tomlinson, B. **Materials development for language learning and teaching** [Online]. 2012. Available from http://journals.cambridge.org/action/displayAbstract?aid=8498802 [2012, October 27]

Tomlinson, B., & Masuhara, H. **Developing language course materials**. Singapore: RELC Portfolio Series, 2004.

APPENDICES

Appendix A

Needs Survey Questionnaire

If you had to choose the local culture and community topics of three southern border provinces of Thailand to be the content of English lesson, which topics would you like to choose? Please rank number 1 for the most interest to the topic to number 3 for the least interest to the topic.

□ Geography	□ Costume / cloths
□ Local food	□ Careers / jobs
□ Tourist attractions	□ Holidays
□ Ways of life and wisdoms	□ Local beliefs and religious
□ Historical places	□ Famous people in of three southern border provinces of Thailand

□ Other (please specify …….)

Do you have any additional comments on the topics to be included in the materials?

……

……

……

……

Thank you for your time

Sophia Arwae

Appendix B

แบบสอบถามนักเรียน

เรื่อง การพัฒนาสื่อการอ่านภาษาอังกฤษเพื่อเสริมสร้างความสามารถในการอ่านภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนปลาย

คำชี้แจง หัวข้อใดควรเป็นเนื้อหาส่วนหนึ่งในการเรียนการสอนวิชา การอ่านภาษาอังกฤษ

(กรุณาเรียงลำดับ 1-3)

- ☐ ภูมิศาสตร์
- ☐ เสื้อผ้า เครื่องแต่งกาย
- ☐ อาหารพื้นเมือง
- ☐ อาชีพประจำท้องถิ่น
- ☐ สถานที่ท่องเที่ยว
- ☐ วันสำคัญในท้องถิ่น
- ☐ วิถีชีวิตและภูมิปัญญา
- ☐ บุคคลสำคัญในท้องถิ่น
- ☐ ศิลปกรรมและโบราณคดี
- ☐ ขนมธรรมเนียมประเพณีและศาสนา
- ☐ อื่นๆ (โปรดระบุ……)

ข้อเสนอแนะ

……

……

……

……

ขอบคุณทุกท่านที่เสียสละเวลาตอบแบบสอบถามจนครบทุกข้อ

โซเฟีย อาแว

Appendix C
Sample of Reading Ability Test

Khao Yum

Pre-test

Part 1: Read the passage of "What is Khao Yum?" and then answers the questions as follows.

What is Khao Yum?

1 *"Khao Yam" ('kao jam'),* or locally known as *Nasi Kerabu*, is a famous Kelantanese/Thai rice dish which is extremely healthy and it is famous for its blue rice. In the Southern part of Thailand different kinds of salty sauce (Budu) are used. In addition to the rice, this filling dish also contains fish, which is the base of the Salad, or vegetable mixture. The other elements of typical Khao Yum are the coconut-based sweet, ground dried shrimp and the topping, which includes vegetables and a variety of ingredients commonly used in Southeast Asian cooking.

Khanom Chan

2 The rice in Khao Yum is blue because it has been pre-cooked in the blue extract from the dried flowers of the *butterfly pea* plant. These flowers, which are a strikingly vivid shade of blue, are also used with Thai desserts, Khanom Chan and Chor Mueng.

3 Traditionally, the fish used for the Khao Yum is mackerel. In a typical recipe, the fish is grilled and flaked before being fried together with grated coconut and shallots. The resulting mixture then has sugar and salt added to it.

4 In many Khao Yum recipes, the base for the sauce is salty sauce. Other ingredients normally include shallots and lemongrass. The salty sauce is combined with these flavors and set on a stove to simmer, with salt and sugar being added to the sauce as it does so.

Budu

Salad vegetable

5 The topping usually consists of a salad vegetable such as cucumber, carrots, stink beans, bean sprouts along with long beans. Traditional Southeast Asian flavors used include lime and herbs such as torch ginger and Vietnamese coriander. Herbs and spices such as cilantro, mint, ginger and turmeric are sometimes used as alternatives, depending on how Westernized the recipe is. As with the sauce, chilies and lemongrass also usually make an appearance in the topping.

Now answer the comprehension questions based on the passage.

1. Which of these is **NOT** an ingredient of Khao Yum or Thai rice salad?
   a. salty sauce
   b. ground dried fish
   c. ground dried shrimp
   d. coconut based sweet

2. In paragraph 1, what does **"it"** refer to?
   a. Kelantanese/Thai rice dish
   b. Khao Yam
   c. extremely healthy
   d. locally known

3. In paragraph 2, what does **"these flowers"** refer to?
   a. torch ginger
   b. Vietnamese coriander
   c. stink beans
   d. butterfly peas

4. Which cooking method is used in making Khao Yum?
   a. mixing b. boiling
   c. grilling d. stir frying

5. What fish is used for the Khao Yum?
   a. tuna b. salmon
   c. mackerel d. trout

6. In paragraph 4, what is the topic of the paragraph?
   a. the ingredients of Khao Yum
   b. the instructions
   c. the salty sauce
   d. the salad vegetable

7. In paragraph 4, what does the author want you to know about the topic?
   a. how to mix the ingredients
   b. how to make the salty sauce.
   c. how to chop the vegetables.
   d. what to do with the mackerel.

8. In paragraph 4, which sentence contains the main idea?
   a. 1 b. 2
   c. 3 d. 1 and 3

9. In paragraph 5 it says, "Traditional Southeast Asian flavors used include lime and **herbs**." What does **herbs** mean?
   a. aromatic plants with leaves, seeds, or flowers used for flavoring food
   b. vegetables that are used for stir fried dish
   c. fruits that can be eaten after the meal
   d. kinds of spicy ingredients

10. What can we infer from the passage?
   a. To make Khao Yum, special skills are needed.
   b. Khao Yum is the most popular dish in Narathiwat.
   c. Vegetables and herbs are main ingredients in Khao Yum.
   d. People from Narathiwat is the first who created Khao Yum.

Part 2: Read the passage of "Selamat Aidifitri" and then answers the questions as follows.

1 In Malaysia, Singapore, Brunei, and Southern Thailand, Eid is more commonly known as *Hari Raya Aidilfitri*, *Hari Raya Idul Fitri* or *Hari Raya Puasa*. *Hari Raya* means 'Celebration Day'.

2 Eid is a national holiday in the southernmost part of Thailand, Narathiwat, Patthani and Yala. It is customary for workers in the city to return to their home town to celebrate with their families and to ask for forgiveness from parents, in-laws, and other elders. This is known in Malayu language as *balik kampong* (homecoming).

Ketupat

3 The night before Idul Fitri is filled with the sounds of many muezzins chanting the takbir in the mosques or musallahs. Special dishes like ketupat (a type of glutinous rice cake cooked in bamboo) are served during this day. It is common to greet people with "Salam Aidilfitri" or **"Selamat Hari Raya"** which means "Happy Eid". Muslims also greet one another with "maaf zahir dan batin", which means "Forgive my physical and emotional (wrongdoings)" because Idul Fitri is not only for celebrations but also a time to ask for forgiveness for sins which they may have committed but was cleansed as a result of the fasting in the Muslim month of Ramadan.

Baju Melaya and Baju Kurung

4 It is customary for Muslims to wear traditional cultural clothing on Eid al-Fitr. The Malay variant (worn in Malaysia, Singapore, Brunei, Southern Thailand and parts of Indonesia) is known as the Baju Melayu, it is a shirt worn with a *sarong* and a headwear known as *songkok*. Malaysian clothing is referred to as Baju Kurung and Baju Kebaya.

Visit the graves

5 On that day, people take turns to set aside a time for *open house* when they stay at home to receive and entertain neighbors, family and other visitors. Later, it is common for many Muslims to visit the graves of loved ones. During this visit, they will clean the grave, recite Ya-Seen, a chapter from the Quran.

Now answer the comprehension questions based on the passage.

11. Which of the following is **NOT** the main reason why the workers in the city return to their hometown on Hari Raya?

a. Because they want to eat cake.
b. Because they want to ask for forgiveness from their relatives.
c. Because they want to celebrate with their family.
d. Because they want to visit and clean the grave of their family.

12. What do people usually do on the **Eve** of Idul Fitri?

a. People will visit and clean the grave.
b. People will dress up in the Baju Melayu.
c. People will visit their neighbors.
d. People will chant the takbir in the mosques.

13. What is the main purpose of Hari Raya?

a. To wear the best clothes.
b. To visit and clean graves.
c. To ask for forgiveness for sins.
d. To visit and entertain family and neighbors.

14. What does **"musallahs"** in paragraph 3 mean?

a. Muezzins b. ketupat
c. sins d. mosques

15. What does **"Selamat Hariraya"** in paragraph 3 mean?

a. Happy Eid
b. Forgive my wrongdoings
c. homecoming
d. Let's celebrate

16. In paragraph 4, what is the topic of the paragraph?

a. costume
b. Hari Raya
c. Baju Melayu
d. cultural clothing on Eid's day

17. In paragraph 4, what does the author want you to know about the topic?

a. On Hari Raya, Muslims always wear traditional cultural clothing.
b. It is not good to wear the old clothes on that day.
c. Everyone has to wear Baju Melaya.
d. Baju Melaya is worn only in Asia.

18. In paragraph 4, which sentence contains the main idea?

a. 1 b. 2
c. 3 d. 1 and 2

19. When is Hari Raya celebrated?

a. Before the fasting
b. After the fasting
c. At the end of the year
d. At the end of October

20. On Eid Day, which one is **NOT** the traditional clothing for men?

a. Sarong b. Blouse
c. Headwear d. Shirt

Part 3: Read the passage of "Narathiwat" and then answers the questions as follows.

NARATHIWAT

GEOGRAPHY

1 Narathiwat is Thailand's southern border province. It is in the east coast of Malayu's cape. It is bordered to Malaysia. From Bangkok to Narathiwat province, it takes about 1,149 km. by train.

The North connects with Saiburi and Maikaen district of Pattani and Thai gulf.

The East connects with Thai gulf and Malaysia.

The South connects with Ban Nang Star, Yala.

Narathiwat is about 4,475,430 square kilometers. Most of the area is forest and two thirds is mountains. There are four rivers which are Bang Nara, Saiburi, Tak Bai, and Sungaikolok River.

2 Narathiwat has two seasons, the dry season and rainy season. Generally, it is humid and rainy. There are the northwest monsoon from May to September and the southeast monsoon from October to January. Thus, it rains a lot. The average temperature is about 27 – 29 °C.

PROVINCIAL ADMINISTRATION

3 Narathiwat is divided into 13 districts: Muang Tak Bai, Sungaikilok, Sungai Padi, Waeng, Sukirin, Chanae, SriSakorn, Ru so, Rangae, Bachok, Yi-ngo and Cho-I-rong.

4 Most people in Narathiwat are Muslims. Yawi is a spoken and written language used in daily life. The language originated from Melayu which is a spoken language, and is used in combination with vowels and consonants of Arabic. The local income is supported by rubber tree farms, coconut farms, fruit farms, fishing and domesticated animals.

TRANSPORTATION

BY CAR: It is 1,149 km. from Bangkok.

BY PLANE: Bangkok-Narathiwat flight is available every day. It takes about an hour and forty minutes.

BY TRAIN: Bangkok-Narathiwat-Sungaikolok, train is available every day. There are both express trains, leaving Bangkok at 14.00 p.m. and a rapid train, leaving Bangkok at 11.00 a.m.

Now answer the comprehension questions based on the passage.

21. Which river is NOT located in Narathiwat?

a. Saiburi River
b. Bang Nara River
c. Sungai Padi River
d. Tak Bai River

22. In December, which type of monsoon will occur?

a. northwest
b. southwest
c. northeast
d. southeast

23. For most of the year, what is the weather like in Narathiwat?

a. dry
b. rainy
c. foggy
d. cold

24. In paragraph 2, what is the topic of the paragraph?

a. the monsoon
b. the temperature
c. the months
d. the weather

25. What would be the best time of the year to visit Narathiwat?

a. January
b. March
c. September
d. October

26. In paragraph 2, which sentence contains the main idea?

a. 1 b. 2
c. 3 d. 4

27. Where does Yawi language originate from?

a. Arab b. Malayu
c. Malaka d. Thailand

28. What is **NOT** the major source income of people in Narathiwat?

a. palm tree farms
b. rubber tree farms
c. Durian farm
d. fishing

29. How long does it take you to fly from Bangkok to Narathiwat?

a. 1 hour and 40 minutes
b. 114 minutes
c. 1 hour and 14 minutes
d. 40 minutes

30. What is the main purpose of this article?

a. To describe how beautiful Narathiwat is.
b. To persuade readers to visit Narathiwat.
c. To provide the general information about Narathiwat.
d. To suggest what to do when you arrive in Narathiwat.

Appendix D

English Reading Ability Test Evaluation Form

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

Accept = 1 Revise = 0 Reject = -1

Items	Reading Ability Aspects	Expert D	Expert E	Expert F	Total	Meaning
Passage 1 **Does the test item evaluate:**						
1	-identifying facts in the test					
2	-making reference from the content					
3	-making reference from the content					
4	-evaluating the information					
5	-identifying facts in the test					
6	-evaluating the information					
7	-determining the meaning of words by context					
8	-evaluating the information					
9	-evaluating the information					
10	-identifying main idea					
Passage 2 **Does the test item evaluate:**						
1	- evaluating the information					
2	- identifying facts in the test					
3	- evaluating the information					
4	- determining the meaning of words by context					
5	- identifying facts in the test					
6	-identifying facts in the test					
7	-identifying facts in the test					
8	-evaluating the information					
9	-evaluating the information					
10	-identifying main idea					
Passage 3 **Does the test item evaluate:**						
1	-identifying facts in the test					
2	-identifying facts in the test					
3	- evaluating the information					
4	- drawing on background knowledge					
5	- identifying facts in the test					
6	- identifying facts in the test					
7	-evaluating the information					
8	-evaluating the information					
9	-evaluating the information					
10	-identifying main idea					

Appendix E
The Item-Objective Congruence Index of the English Reading Ability Test

Items	Experts			Total	Meaning
	D	E	F		
1	1	1	1	1.00	Accept
2	1	1	1	1.00	Accept
3	1	1	1	1.00	Accept
4	1	1	1	1.00	Accept
5	1	1	1	1.00	Accept
6	1	1	1	1.00	Accept
7	1	1	1	1.00	Accept
8	1	1	1	1.00	Accept
9	1	1	1	1.00	Accept
10	1	1	1	1.00	Accept
11	1	1	1	1.00	Accept
12	1	1	1	1.00	Accept
13	1	1	1	1.00	Accept
14	1	1	1	1.00	Accept
15	1	1	1	1.00	Accept
16	1	1	1	1.00	Accept
17	1	1	1	1.00	Accept
18	1	1	1	1.00	Accept
19	1	1	1	1.00	Accept
20	1	1	1	1.00	Accept
21	1	1	1	1.00	Accept
22	1	1	1	1.00	Accept
23	1	1	1	1.00	Accept
24	1	1	1	1.00	Accept
25	1	1	1	1.00	Accept
26	1	1	1	1.00	Accept
27	-1	0	1	0	Modified
28	1	1	1	1.00	Accept
29	1	1	1	1.00	Accept
30	1	1	1	1.00	Accept

Appendix F
Item Analysis of the English Reading Ability Test (Pilot Study)

Item No.	Difficulty Index	Discrimination Index
1	.739	.454
2	.780	.550
3	.780	.550
4	.782	.727
5	.780	.450
6	.480	.730
7	.652	.545
8	.390	.450
9	.480	.640
10	.390	.360
11	.650	.910
12	.350	.450
13	.430	.640
14	.480	.550
15	.740	.820
16	.430	.550
17	.610	.730
18	.520	1
19	.780	.450
20	.520	.450
21	.570	.360
22	.520	.640
23	.780	.360
24	.300	.450
25	.430	.450
26	.570	.450
27	.780	.450
28	.220	.450
29	.700	.730
30	.520	.450

Reliability (KR-20) = .89

Appendix G

Sample of English Reading Materials

Thai Rice Salad (Nasi Kerabu or Khao Yum)

Unit 1

English Reading Materials

UNIT GOALS

- Discuss about Khao Yum
- Scan for the specific information
- Write a cooking recipe

Lesson 1 Thai Rice Salad (Nasi Kerabu or Khao Yum)

1. Activation of background knowledge

DISCUSSION

Task 1: Discuss the following questions with a partner.

1. Do you know the name of food in this picture? What is it?
2. Have you ever eaten it? Do you like it?
3. What are the ingredients? (Use the picture above to help recall them)
4. How often do you have it?
5. What else do you usually have with?

Task 2: Write (T) if the sentence is true and write (F) if the sentence is false.

.....	1. Khao Yum has the vivid shade of blue because of eggplant.
.....	2. People from Narathiwat call Thai rice salad as "Nasi Kerabu."
.....	3. Thai rice salad is influenced by Malaysian recipe.
.....	4. Khao Yum is also served with eggplants.
.....	5. Khao Yum is also served with salty sauce or Budu.

2. Vocabulary instruction

Task 3:

Watch the video of "How to make Tuna Kerabu" or "Khao Yum" carefully and write down the ingredients of Tuna Kerabu."

(Source: http://www.youtube.com/watch?v=XRs66_7k8Ao&feature=related)

"Write down the ingredients of Tuna Kerabu."

INGREDIENTS

Task 4: Finding Tuna Kerabu

Find the ingredients of Tuna Kerabu which are stuck around your classroom.

Task 5: Vocabulary

Match the vocabulary about the ingredients of Khao Yum with the pictures.

MATCH

(1) RICE

(2) LIME

(3) CUCUMBER

(4) CILANTRO

(5) SHALLOTS

(6) MACKEREL

(7) LONG BEANS

(8) STINK BEANS

(9) LEMONGRASS

(10) BEAN SPROUTS

(11) WILD GINGER FLOWER

(12) SALTY SAUCE (Budu)

(13) BLUE – PEA FLOWERS

(14) DESICCATED COCONUT

(15) VIETNAMESE CORIANDER

"Pronunciation"

Sounds ending with /S/, /Z/, /IZ/

The sounds ending with /S/, /Z/ and /IZ/ are commonly found in :-

A. Third person verb forms in the present simple tense

B. Regular plural forms of nouns

Here are some tips on how to use correct ending sounds with /S/, /Z/ and /IZ/:-

A. After voiceless sounds: /f, k, p, t, θ/ → **/S/**

e.g., ingredients shallots

B. After voiced sounds: /b, d, g, j, w, v, m ,n, ŋ, l, r/ → **/Z/**

e.g., long beans cucumbers

C. After the following /s, z, tʃ, dz, ʃ, z/ → **/IZ/**

e.g., lemongrasses slices

Try to pronounce!

Task 6: Decide whether each word ends with /S/, /Z/ or /IZ/, and put a tick mark (✓) in the correct column.

1. spices
2. cups
3. onions
4. limes
5. cilantros
6. mackerels
7. bean sprouts
8. salty sauces
9. mint leaves
10. blue – pea flowers

/S/	/Z/	/IZ/

Task 7: Listen to the video clip again and complete the missing words.

Tuna Kerabu

Today, we will show you how to prepare a Malay favorite eastern salad, the Tuna Kerabu. This is an easy recipe, fast to prepare and it tastes absolutely fabulous due to the mixed aroma from all the spices. For this recipe, we will need to prepare

2 cups of cooked rice, colored with blue pea flower dye

6 .....(1), finely sliced

30 grams of desiccated coconut

2 .....(2), finely diced

Half a medium .....(3), very thinly sliced

30 grams of bean sprout, tailed

1 .....(4) or Bunga Kantan, finely sliced

3 red chilies, sliced thinly

1 table spoon of chopped fresh mint leaves

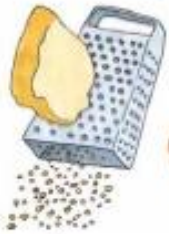
1 turmeric leaf, finely sliced

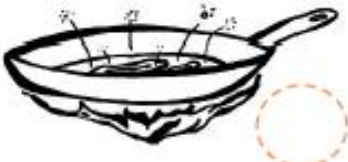
2 tea spoons of Sama Blajan

And 1 can of Ayam brand, Tuna Flakes in Olive Oil.

Tuna is a great low in fat food. Yet 100 grams of tuna gives you daily allowance of the Omega 3. Finding the ingredient is the longest thing. The next step is really easy and can be done by anybody. Once we have all the ingredients ready, all we need to do is ..... (5) everything together in a salad bowl, except for the Sama Blajan. We always .....(6) to toss gently, bringing more air inside the Kerabu. We do not want to crush the ingredients because they look so good. We ..... (7) the Kerabu in a serving bowl, like this. And we ..... (8) some slices of onions and some fresh mint leaves. We will ..... (9) the bowl with the Sama on the side.

TASK 8: COOKING VERBS





MATCH

(1) CRACK

(2) BOIL

(3) RINSE

(4) BAKE

(5) POUR

(6) ADD

(7) PEEL

(8) FOLD

(9) STIR

(10) CHOP

(11) GRATE

(12) SLICE

(13) TRANSFER

(14) SPRINKLE

(15) STIR FRY

Imperative

Use : .....

"Imperative Structure"

Affirmative: .....

Task 9: In groups, write the instructions from the pictures using the vocabulary and grammar that you have learned before.

1

.....

2

.....

3

.....

4

.....

Learning Sheet

Imperatives

Imperatives are verbs used to give or1 -ders, commands and instructions. For example: "*Give me that tape, please.*" or " *Have a cookie.*"

Imperatives almost always have no subject, and the second person is usually implied as the subject instead. For example "Open your book, please." implies the subject "(you) Open your book, please."

Imperatives structure

Affirmative: V.infinitive.....

❖ Here are some of the situations you can use imperatives.

❖ Give a direct order or make an offer and invitation.

- Take that chewing gum out of your mouth.
- Stand up straight.
- Have a piece of this cake. It's delicious.

❖ Give instructions.

To make a cup of coffee;

1) Boil some water.
2) Put some coffee in a cup.
3) Add some water.
4) Drink the coffee.

❖ On signs and notices.

- Pull.
- Push.

❖ We can make the imperative 'more polite' by adding 'do'.

- Do come.
- Do sit down.

Imperatives can also be used in negative statements. Negative statements are formed using the auxiliary "do", followed by the word "not."

Negative: Don't + V.infinitive.....

For example;

"Tips for writing instructions"

Instructions tell the reader how to do something such as cook a recipe, build a model, put furniture together, play a game or get from one place to another.

All instructions should tell you what their purpose is and what the end product will be.

All the things that are needed should be listed at the beginning of the instructions, so that the person has everything they need before they make a start.

Instructions should be put in a clear order – maybe using numbers or bullet points, so that they are easy to follow.

Pictures are often used in instructions because they can help show the reader what to do.

Instructions have to be written in clear and direct language. Imperative verbs are used, e.g. mix, cut and chop.

3. Explicit strategy

TECHNIQUE CORNER

SCANNING

To scan a reading passage is to read quickly to find the needed answer.

I. Scanning is very useful for finding a specific name, date, statistic, or fact without reading the entire article.

II. In scanning, you must be willing to skip over large sections of text without reading or understanding them.

III. Scanning can be done at 1500 or more words per minute.

How to scan

- Make sure that you know what specific information you are looking for.
- Slowly read the line or sentence that tells you what you want to know.
- Does the information you found answer the question? If not, quickly read the passage again to look for the information you need.
- Jot down the answer to the question.

Task 10: Read the following passage and choose the best alternative to answer each question.

Tuna Kerabu

Today, we will show you how to prepare a Malay favorite eastern salad, the Tuna Kerabu. This is an easy recipe, fast to prepare and it tastes absolutely fabulous due to the mixed aroma from all the spices. For this recipe, we will need to prepare

2 cups of cooked rice, colored with blue pea flower dye
6 shallots, finely sliced
30 grams of desiccated coconut
2 long beans, finely diced
Half a medium cucumber, very thinly sliced
30 grams of bean sprout, tailed
1 wild ginger flower or Bunga Kantan, finely sliced
3 red chilies, sliced thinly
1 table spoon of chopped fresh mint leaves
1 turmeric leaf, finely sliced
2 tea spoons of Sama Blajan
And 1 can of Ayam brand, Tuna Flakes in Olive Oil.

Tuna is a great low in fat food. Yet 100 grams of tuna gives you daily allowance of the Omega 3. Finding the ingredient is the longest thing. The next step is really easy and can be done by anybody. Once we have all the ingredients ready, all we need to do is toss everything together in a salad bowl, except for the Sama Blajan. We always try to toss gently, bringing more air inside the Kerabu. We do not want to crush the ingredients because they look so good. We place the Kerabu in a serving bowl, like this. And we sprinkle some slices of onions and some fresh mint leaves. We will serve the bowl with the Sama on the side.

Read the following passage and choose the best alternative to answer each question.

1. Why does Tuna Kerabu taste really delicious?
   a. Because it is an easy recipe.
   b. Because of the Sama paste.
   c. Because of the mixed fragrance from all the spices.
   d. Because of the mixed aromas from all the vegetables.

2. What amount of fresh mint leaves is required?
   a. 2 cups
   b. 2 tea spoons
   c. 1 table spoon
   d. 30 grams

3. Which is the cooking method for producing Tuna Kerabu?
   a. Stir frying
   b. Boiling
   c. Tossing
   d. Grilling

4. Which part of doing Tuna Kerabu is the longest part?
   a. Doing the Sama.
   b. Preparing the ingredients.
   c. Chopping the vegetables.
   d. Mixing everything together.

5. When all the ingredients are ready, then we have to toss everything together, except the ..... .
   a. Sama
   b. Vegetables
   c. Desiccated coconut
   d. Tuna Flakes in olive oil

6. Why do we have to toss the Kerabu **gently**?
   a. Because it looks beautiful.
   b. Because we do not want to crush it.
   c. Because we want to bring more air inside.
   d. Because we want to make it more beautiful.

7. Which of these is NOT an ingredient of Tuna Kerabu?
   a. Wild ginger
   b. Ground fried tuna
   c. Onions
   d. Shallots

4. Building reading fluency

SCANNING

Nasi Kerabu is a Malay rice dish, a type of *Nasi Ulam*, in which blue-coloured rice is eaten with dried fish or fried chicken, crackers, pickles and other salads. The blue color of rice resulting from the petals of *Clitoria ternatea* (butterfly-pea) flowers used in cooking it. The rice can also be cooked with plain white rice or rice cooked using turmeric. It is often eaten with *Solok Lada* and is also eaten with fried *keropok*.

Nasi kerabu is very popular in the east coast states of Malaya such as Kelantan and Terengganu, and now can be found throughout Malaysia as well as in southern Thailand where it is known as *khā oyam*.

(Source: http://en.wikipedia.org/wiki/Nasi_kerabu)

Task 11: Scan the passage of "Nasi kerabu" to find the answers to the following questions. Write your answers in the boxes provided.

1. What do we usually have Nasi kerabu with?

2. What gives Nasi kerabu its blue color?

3. Nasi kerabu is very popular in ..... .

4. What is the name of Nasi kerabu called in the southern part of Thailand?

5. Rice can be cooked with butterfly – pea flower, and it also can be cooked with ..... .

WRITING CORNER

Task 12 : Work in groups of 4 - 5 and create one menu based on Khao Yum' s recipe. Present your dish in front of the class.

.....

INGREDIENTS

METHODS

.....

.....

.....

.....

.....

.....

.....

.....

Ayam Goreng RECIPE

(Fried Chicken with Crunchy Flakes)

INGREDIENTS

- Chicken
- Corianders ---

- Garlics
- Turmeric ----

- Salt and pepper
- Water or coconut milk
- Oil for frying -------

Instructions;

Step 1 Grind or blend the garlics, coriander, and turmeric together.

2 Mix the chicken with the garlic, coriander, turmeric, oil, salt and pepper.

3 Add the chicken and water or coconut milk to a pot.

4 Boil over medium-high flame for about 30 minutes.

5 Heat the oil in a fryer. Add the chicken pieces and fry until golden brown and crispy on the outside.

6 Drain the chicken on paper towels and serve hot or at room temperature with steamed rice.

GLOSSARY

A

Absolutely: totally, without question

Add: unite, combine

Aroma: a strong pleasant smell

B

Bake: to cook something using dry heat, in an oven

C

Chop: cut into pieces

Cilantro: parsley-like herb used as seasoning or garnish

Crack: break, hit

Cracker: a thin dry biscuit

Crispy: pleasantly hard on the outside

Crush: to break sth into small pieces

D

Desiccated: dried in order to preserve it

Dice (v.): cut into cubes

Due to : caused

Dye (v.): to change the color of sth

E

Eggplant: a large vegetable with smooth purple skin

F

Fabulous: extremely good

Fold: to bend sth that one part covers the other

G

Grate (v.): to rub food against a grater in order to cut it into small pieces

I

Influence: a power to affect sb/sth

Ingredient: one of the foods that you use to make a particular food or dish

M

Mackerel: a sea fish that has oily flesh and a strong taste

Mix: to combine two or more different things.

P

Peel: to take the skin off fruit/vegetables

Petal: floral leaf

Pickle: vegetables preserved in brine or vinegar

Pour: spill

Prepare: make sth ready

R

Recipe: cookbook, a set of instructions for cooking

Rinse: clean, wash

S

Slice: a thin flat piece of food cut from a larger piece.

Sprinkle: to throw small pieces of sth

Stir: to move a liquid aroud in order to mix it

T

Transfer: put sth in different place

V

Vivid: very bright

Appendix H

Sample of Teacher's Book

Unit 1

Thai Rice Salad
(Nasi Kerabu
or Khao Yum)

Teacher's Book

For English

Reading Materials

UNIT 1

Lesson Plan 1

Unit 1: Thai Rice Salad (Nasi Kerabu or Khao Yum) **Time:** 2 hours

Topic: What are the ingredients of Khao Yum? **Level**: Mathayom 4

---

1. Learning Outcome:

Students will be able to write the ingredients of Khao Yum correctly.

2. Enabling Objectives:

1) Students will be able to talk what they have known about Khoa Yum.

2) Students will be able to listen to the video clip and write down the vocabulary about Khao Yum's ingredients correctly.

3) Students will be able to match the vocabulary of Khao Yum's ingredients correctly.

4) Students will be able to pronounce the sounds ending with /S/, /Z/, /IZ/ correctly.

3. Language Content:

- Vocabulary: methods of cooking, ingredients, vegetables and herbs
- Functions: using scanning technique

4. Materials:

- English reading materials
- Video clip of "How to make Tuna Kerabu"
- Pictures of Thai rice salad

5. Evaluation:

1) Students will be assessed by the correctness of their English reading materials exercise.

2) Students will be assessed during the task by using observation form.

Procedures

Warm up

1. T shows the picture of Nasi Kerabu (or a dish of Nasi Kerabu) and asks Ss the questions to activate Ss' background knowledge.

"Do you know the name of this food?"

"What is it?"

Presentation

1. T asks Ss to discuss the questions in **task 1** in groups of 4 - 5 for 5 minutes.

2. T asks the questions in task 1 again and encourages Ss to share their background knowledge with the class.

3. T asks Ss to do **task 2** individually. And then check the answers together with teacher.

Answers

1 – False	2 – True	3 – True
4 – False	5 – True	

4. T asks Ss to watch the video clip and try to jot down the ingredients of Tuna Kerabu while they are watching in **task 3**.

T: Students, please watch this video clip about Tuna Kerabu carefully and then you have to use the scanning technique to scan the ingredients from the subtitle. Then, jot down the ingredients of this dish by yourself in the table of task 3. Let's start."

5. After watching it, T asks Ss to share the ingredients with their friends in group of 4 - 5. Then check the answers together with teacher.

Answers

- cooked rice	- shallots	- desiccated coconut
- long beans	- cucumber	- wild ginger flower
- red chilies	- mint leaves	- turmeric leaf
- Sama Blajan	- Ayam brand, Tuna Flakes in Olive Oil	

Practice

1. T asks Ss to play game of "Finding Tuna Kerabu" in group of 5 – 6 (**task 4**).

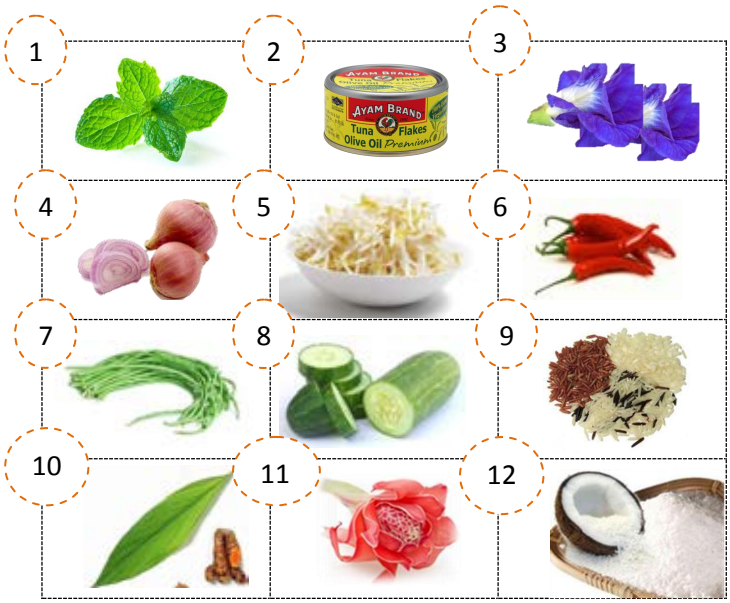
How to play:

T sticks the pictures of Tuna Kerabu's ingredients around the classroom and asks Ss to run and find the correct ingredients that they have seen from the video clip. The group that can find the highest and correct ingredients will be the winner. (Make a copy of the pictures on page 19 – 20).

T: It's time for you to play the game, Finding Tuna Kerabu. I have stuck the ingredients of Tuna Kerabu around this room. You have only 1 minute to find the correct ingredients as much as you can. Don't pick up the wrong ingredients; you will get the minus point. Help each other.

Let's go!

2. T shows the correct pictures of ingredients on the left side of the blackboard and asks Ss to check their answers. T counts the points and finds the winner.



Production

1. On the right side of the blackboard, T sticks the vocabulary cards of the ingredients and then asks Ss to match with the correct pictures.

shallots	cucumber	chilies	rice
bean sprouts	turmeric leaf	mint leaves	
Tuna Flakes	wild ginger flowers	long beans	
desiccated coconut	blue - pea flower		

For example;

mint leaves

Answers

picture	1 - mint leaves	2 – Tuna Flakes
	3 – blue – pea flowers	4 – shallots
	5 – bean sprouts	6 – chilies
	7 – long beans	8 – cucumber
	9 – rice	10 – turmeric leaf
	11 – wild ginger flower	12 – desiccated coconut

2. T asks Ss to review vocabulary individually in **task 5**. And then answer together.

(Answers for task 5, see page 18)

T: Ss please review the vocabulary that you have learned from the video clip and the game before by matching the pictures with the vocabulary. Please review them individually and then we will answer the correct answers together.

3. T and Ss discuss the content from the lesson and conclude the scanning technique that they used.

T: What have you learned from this lesson?

Suggested answer:

We have learned vocabulary about food, especially our local food that you can use in your daily life. Moreover, we can use the scanning technique by finding the ingredients from the subtitle in the video clip. So we can use scanning technique in our ever day life to scan a piece of writing when we quickly search for specific information. So, the advantage of scanning is saving time because you just search for specific information that you want to know and you can get more information very quickly as you read more in a short space of time.

T: How can you use this knowledge in your daily life?

Suggested answer:

You scan a piece of writing when you quickly search it for specific information. For example, you might scan a biography of The King of Thailand, looking out only for significant dates. You would skip over descriptions of the King's upbringing, his struggles and his achievements, stopping only to note the years or you will make use of a book's index and contents page.

Teacher's Notes

……

……

……

……

UNIT 1

Lesson Plan 2

Unit 1: Thai Rice Salad (Nasi Kerabu or Khao Yum) **Time:** 2 hours

Topic: How to make Tuna Kerabu? **Level**: Mathayom 4

---

1. **Learning Outcome:**

   Students will be able to write the recipe correctly and creatively.

2. **Enabling Objectives:**

   1) Students will be able to match the vocabulary of cooking methods correctly.
   2) Students will be able to write sentences using imperatives form correctly.
   3) Students will be able to write the clear instructions in the form of a recipe.

3. **Language Content:**

   - Vocabulary: methods of cooking, ingredients, vegetables and herbs
   - Grammar: Imperative form
   - Functions: using scanning technique

4. **Materials:**

   - English reading materials
   - Video clip of "How to make Tuna Kerabu"

5. **Evaluation:**

   1) Students will be assessed by the correctness of their English reading materials exercise.
   2) Students will be assessed during the task by using observation form.
   3) Students will be assessed from their recipe using rubric scoring.

Procedures

Warm up

1. T reviews the vocabulary about Khao Yum's ingredients that they have learned from the last class.

Presentation

1. T asks Ss to do **task 6** that Ss have to listen to the video clip of how to make Tuna Kerabu and fill in some missing words.
2. T answers the keys together with Ss.

Answers

1 – shallot	2 – long beans	3 – cucumber
4 – wild ginger flower	5 – toss	6 – try
7 – place	8 – sprinkle	9 – serve

3. In groups, T asks Ss to match the cooking verb in **task 7.**

(Answers for task 7, see page 19)

Practice

1. T asks Ss to read the text on task 6 again and then notice and brainstorm of how to write the instructions in groups of 4-5.

2. T and Ss help each other to conclude the rule of how to write the instructions from the text. After that, T shows the rule cards on the whiteboard.

Affirmative: V.infinitive……

Toss everything together in a salad bowl.
Try to toss gently.

3. In groups of 4-5, T asks Ss to write the instructions based on pictures in **task 8**.

T: Now it's time for you to write the instruction in groups. Look at the picture and try to write the instructions using the rule that we have learned before.

4. T checks Ss' understanding by asking each group randomly to present one instruction from the pictures to their friends.

Production

1. T asks Ss to work in groups for **task 11**, page 14 and T asks Ss to create or adapt one menu based on Khao Yum's ingredients. Then T observes around the class. (Students can see the example of recipe on page 15)

T: After we have learnt both ingredients and cooking verb of Khao Yum. Now it's time for you to create your own recipe based on Khao Yum's ingredients in groups of 4 or 5. Make sure that your menu is creative and interesting enough. I give you 10 minutes to create the menu and 5 minutes to prepare for presenting. Don't forget to draw pictures of your steps. Have fun!

T: For more understanding, please read the learning sheet about how to write the instructions and tips for writing instructions and see the example of the recipe on page 8 and 9.

2. Then each group will be randomly assigned to present menu in front of the class.

3. After the presentation, T and Ss discuss the content from the lesson.

T: What have you learnt from this lesson?

Suggested answer:

People underestimate the power gained from reading. It's not a secret that reading increases your vocabulary, improves your spelling, expands your knowledge and also expands your writing skill. As you can see that you have learned vocabulary and grammar of how to write the instructions from the text of Khao Yum inductively.

T: How can you use this knowledge in your daily life?

Suggested answer:

- How to write the instructions correctly.

Teacher's Notes

…….

…….

…….

…….

…….

…….

UNIT 1

Lesson Plan 3

Unit 1: Thai Rice Salad (Nasi Kerabu or Khao Yum) **Time:** 2 hours

Topic: Let's scanning! **Level**: Mathayom 4

---

1. Learning Outcome:

Students will be able to answer the questions correctly using the technique of scanning.

2. Enabling Objectives:

Students will be able to answer the questions correctly using the technique of scanning.

3. Language Content:

- Vocabulary: methods of cooking, ingredients, vegetables and herbs
- Functions: using scanning technique

4. Materials:

- English reading materials

5. Evaluation:

- Students will be assessed by the correctness of their English reading materials exercise.
- Students will be assessed during the task by using observation form.

Procedures

Warm up

1. T shows the words of Hardwick to raise Ss' awareness of how important the reading is.

> *The greatest gift is the passion for reading.*
>
> *It is cheap, it consoles, it distracts, it excites,*
>
> *It gives you knowledge of the world and experience*
>
> *of a wide kind. It is a moral illumination.*
>
> Elizabeth Hardwick (1916 –2007), American writer

2. T asks Ss about scanning to activate their background knowledge.

T: What is scanning techniques in reading?

T: Have you ever used it?

T: Can you use the scanning technique in your daily life?

Please give some examples.

Presentation

1. T teaches Ss how to scan at the technique corner and point out how important of scanning is.

2. T asks Ss to read the technique corner of how to scan (page 8) for 2 minutes.

3. T discusses with Ss about scanning again to make sure that they understand how to scan clearly.

T: Before you scan, what should you do first?

T: Yes, you have to know the question first, so you can find the needed answer correctly.

T: If you can't find the information that you want to know. What should you do?

T: Very good, you have to quickly read the passage again. And if you can find the needed answer, what should you do next?

T: Exactly, don't forget to jot down the answer. Yes, that's all about scanning. It's not too hard for you to learn to scan. This strategy is very important that you can use it in your real life.

Practice

1. T asks Ss to do **task 9** using scanning technique to scan the passage.

2. T and Ss answer the questions together. While answering the question, teacher point out how to get that answer from.

Answers

1 – c	2 – c	3 – c	
4 – b	5 – a	6 – b	7 – b

Production

1. T asks Ss to do **task 10** to transfer their knowledge of scanning to the authentic passage about Nasi Kerabu (Thai rice salad) individually.

2. T and Ss help each other to answer the questions and T tries to focus on the scanning technique.

Answers

1 – Dried fish or fried chicken, crackers, pickles and other salad.

2 – The petals of Clitoria ternatea (butterfly pea).

3 – In the east coast states of Malaya and in the Southern of Thailand.

4 – Khaoyam

5 – Turmeric

5. T and Ss discuss the content from the lesson.

T: What have you learned from this lesson?

Suggested answer:

Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions.

T: How can you use this knowledge in your daily life?

- Answers can be varied.

Teacher's Notes

……

……

……

……

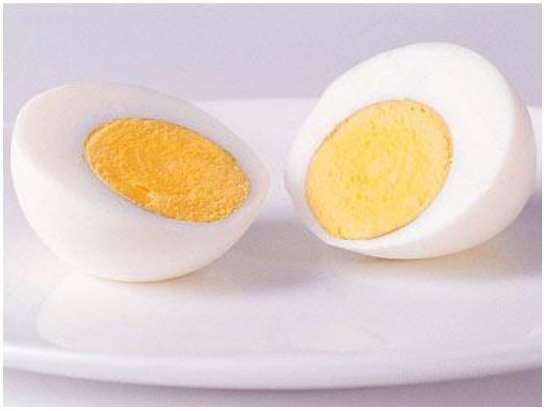
……

……

(For teacher)

Kaoyum’ s ingredients using for “Finding tuna kerabu game.”

(Teacher can make many copies, then cut and stick these pictures around the classroom)



Analytic Scoring Rubric for writing task on creating a recipe

Category	4	3	2	1	Score
Are action verbs used (imperative verbs)?	Use imperatives form correctly 100%	Use imperatives form correctly 80 - 90%	Use imperatives form correctly 70 – 80 %	Use imperatives form correctly below 70%	
Vocabulary	Vocabulary studied in class is used to express ideas correctly.	A few minor difficulties happen from not using appropriate vocabulary.	Some difficulties happen due to limited vocabulary	Writing is severely confused due to lack of vocabulary.	
Content / Ideas	Excellent idea creativity, organization and excellent use of imagery. Surprise the reader with unusual associations.	Very good idea creativity, organization and some startling images, a few stunning.	Adequate idea creativity, organization and predictable.	Minimal idea creativity, organization, and attractiveness and contain no new detail.	
Is it clear what the end product will be?	Yes, it is very clear. Show the end of the product clearly.	Yes, but a little bit of confusion about the end of the product.	It is OK, because it is quite not clear about the end of the product.	No, it is not clear enough. Do not know what the end of the product is.	
Are there any pictures?	Clear pictures of instructions used and very well organized.	Not quite clear pictures of instructions used but well organized.	Not quite clear pictures of instructions used and disorganized	No clear pictures of instructions used, do not match well with the recipe and disorganized.	
Is there a clear order or numbered steps?	-	-	-	Clearly show the order (First, second, third..) or the numbered steps	

Task 5: Vocabulary (Answers)

After playing the game, try to review by matching the vocabulary about the ingredients of Khao Yum with the pictures.

5

1

13

4

2

MATCH

(1) RICE

(2) LIME

(3) CUCUMBER

(4) CILANTRO

(5) SHALLOTS

(6) MACKEREL

(7) LONG BEANS

(8) STINK BEANS

(9) LEMONGRASS

(10) BEAN SPROUTS

(11) WILD GINGER FLOWER

(12) SALTY SAUCE (Budu)

(13) BLUE – PEA FLOWERS

(14) DESICCATED COCONUT

(15) VIETNAMESE CORIANDER

6

12

3

7

15

10

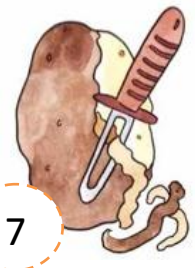
14

8

9

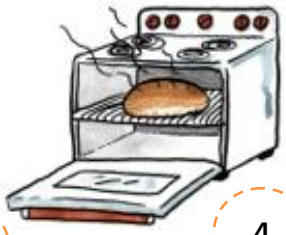
11

TASK 7: COOKING VERBS (ANSWERS)



7

6



4

5

12

MATCH

(1) CRACK

(2) BOIL

(3) RINSE

(4) BAKE

(5) POUR

(6) ADD

(7) PEEL

(8) FOLD

(9) STIR

(10) CHOP

(11) GRATE

(12) SLICE

(13) TRANSFER

(14) SPRINKLE

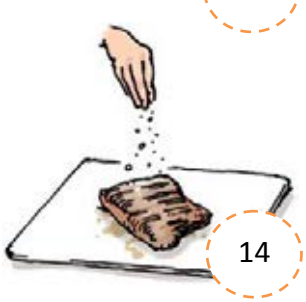
(15) STIR FRY

11

9

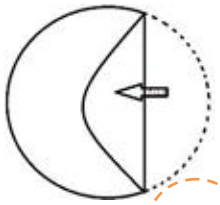
10

3



14

13



8

2

15

1

Appendix I
ENGLISH READING TEXTBOOK EVALUATION FORM
Please rate ✓ these following items according to your opinions.
Accept = 1 Revise = 0 Reject = -1

Concept	Materials	IOC			Recommendation
		-1	0	+1	
Layout and Design	1. The layout and design is appropriate and clear.				
	2. The textbook is organized effectively.				
	3. An adequate vocabulary list or glossary is included.				
	4. Adequate review sections and exercises are included.				
	5. An adequate set of evaluation quizzes or testing suggestions is included.				
	6. The teacher's book contains guidance about how the textbook can be used to the utmost advantage.				
	7. The materials objectives are apparent to both the teacher and students.				
Activities	8. The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).				
	9. The activities encourage sufficient communicative and meaningful practice.				
	10. The activities incorporate individual, pair and group work.				
	11. The grammar points and vocabulary items are introduced in motivating and realistic contexts.				
	12. The activities promote creative, original and independent responses.				
	13. The tasks are conducive to the internalization of newly introduced language				

Concept	Materials	IOC			Recommendation
		-1	0	+1	
	14. The textbook's activities can be modified or supplement easily.				
Skills	15. The materials include and focus on the skills that I/my students need to practice.				
	16. The materials provide an appropriate balance of four language skills.				
	17. The practice of individual skills is integrated into the practice of other skills.				
Language Type	18. The language used in the textbook is authentic – i.e. like real – life English				
	19. The language used is at the right level for my (students') current English ability.				
	20. The progression of grammar points and vocabulary items is appropriate.				
	21. The grammar points are presented with brief and easy examples and explanations.				
	22. The language functions exemplify English that I/my students will be likely to use.				
Subject and Content	23. The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).				
	24. The subject and content of the textbook is generally realistic.				
	25. The subject and content of the textbook is interesting, challenging and motivating.				
	26. There is sufficient variety in the subject and content of the textbook.				
	27. The materials are not culturally biased and they do not portray any negative stereotypes.				

Concept	Materials	IOC			Recommendation
		-1	0	+1	
Conclusion	28. The textbook is appropriate for the language – learning aims of my institution.				
	29. The textbook is suitable for small – medium, homogenous, co – ed. Classes of high school students.				
	30. The textbook raises my (students') interest in future English language study.				

Appendix J

English Reading Materials' Framework

(1) Activation of background knowledge

Time	Tasks &Contents	Materials	Aspects of Graves
10 mins	- Read and discuss to activate students' background knowledge.		**Learners** - choose the thematic topic of food in this unit which is students' most preferable theme from need analysis. - choose the topic of Khoa Yum which is relevant to Ss' experience and background. **Language** - integrate reading and speaking skills. **Social Context** - choose the topic of Khoa Yum which is the local food in three southern border provinces of Thailand.

(2) Vocabulary instruction

Time	Tasks &Contents	Materials	Aspects of Graves
10 mins	- Read the subtitle from the video clip and write down the ingredients. **Vocabulary:** ingredients of Khoa Yum e.g. shallots, long beans, cucumber, etc. **Scanning technique** Ss use scanning technique automatically while reading the subtitle.		**Language** - use the authentic text to teach students. - target relevant aspects of vocabulary. - integrate between reading and listening skills. **Learning** - engage in discovery task by find the ingredients from the text. **Learners and social context** - use the authentic text which is relevant to students' needs, experience, background and local context of three southern border provinces of Thailand.

Time	Tasks &Contents	Materials	Aspects of Graves
15 mins	- Play game of fining Tuna Kerabu and match the vocabulary with the picture. **Vocabulary:** Local ingredients of Khoa Yum e.g. stink beans, ginger flower, blue – pea flower, etc.		**Learning** - create the thinking task and problem solving by playing game to prepare students for the vocabulary before reading.
15 mins	- Read the text while listen to the video clip and try to fill in the missing words of cooking verbs and match the vocabulary with the pictures. Then analyze the imperative form from the text that they have read. **Vocabulary:** Cooking verbs **Grammar:** Imperative form		**Learning** - engage in discovery and analysis task of grammar (imperative form). **Language** - integrate reading, writing and listening skills. - target relevant to the aspects of vocabulary and grammar. **Learners and social context** - use the authentic text which is relevant to students' needs, experience, background and local context of three southern border provinces of Thailand.

(3) Explicit strategy

Time	Tasks &Contents	Materials	Aspects of Graves
20 mins	- Read the scanning technique and try to do the exercise using scanning technique. **Specific strategy:** scanning technique		**Learning** - develop specific skill of reading by teaching scanning strategy explicitly. **Learners and social context** - use the authentic text which is relevant to students' needs, experience, background and local context of three southern border provinces of Thailand.

(4) Building reading fluency

Time	Tasks &Contents	Materials	Aspects of Graves
30 mins	- Transfer knowledge of scanning technique to do the post – reading exercise and then create the new menu based on local context. **Specific strategy:** scanning technique **Vocabulary:** Cooking verbs Ingredients **Grammar:** Imperative form		**Learners** - use the authentic text which is relevant to students' needs, experience and background **Learning** - develop specific skill of reading by using scanning strategy. - engage in problem solving at the writing corner task to create the new menu. **Language** - use authentic text from the website. - integrate reading skill and writing. **Social context** - use the authentic text which is relevant to students' local context of three southern border provinces of Thailand.

Appendix K

English Reading Materials Questionnaire

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

1 = strongly disagree 2 = disagree
3 = agree 4 = strongly agree

Concept	Materials	Opinions			
		Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
Subject and Content	(1) The subject and content of the textbook is relevant to my needs as an English language learner.				
	(2) The subject and content of the textbook is generally realistic.				
	(3) The subject and content of the materials is interesting, challenging and motivating.				
	(4) There is sufficient variety in the subject and content of the textbook.				
	(5) The materials are not culturally biased and they do not portray any negative.				

Appendix L

แบบสอบถามความพึงพอใจของนักเรียนในการใช้สื่อการอ่านภาษาอังกฤษ

คำชี้แจง กรุณาทำเครื่องหมาย (✓) ในช่องที่ตรงกับความคิดเห็นของนักเรียน

1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย

3 = เห็นด้วย 4 = เห็นด้วยอย่างยิ่ง

กรอบความคิด	สื่อการอ่านภาษาอังกฤษ	ความคิดเห็น			
		ไม่เห็นด้วยอย่างยิ่ง 1	ไม่เห็นด้วย 2	เห็นด้วย 3	เห็นด้วยอย่างยิ่ง 4
หัวข้อและเนื้อหา	(1) หัวข้อและเนื้อหาในบทเรียนภาษาอังกฤษตรงกับความต้องการในการเรียนภาษาอังกฤษของฉัน				
	(2) หัวข้อและเนื้อหาในบทเรียนภาษาอังกฤษอยู่บนพื้นฐานของความเป็นจริง				
	(3) หัวข้อและเนื้อหาในบทเรียนภาษาอังกฤษน่าสนใจ ท้าทายความสามารถ และสร้างแรงจูงใจได้เป็นอย่างดี				
	(4) หัวข้อและเนื้อหาในบทเรียนภาษาอังกฤษมีความหลายหลาย				
	(5) บทเรียนภาษาอังกฤษไม่มีอคติทางด้านวัฒนธรรมและไม่ได้แสดงภาพหรือเนื้อหาต่างๆในเชิงลบ				

ความคิดเห็นอื่นๆ

.....

.....

.....

.....

.....

Appendix M

English Reading Materials Questionnaire (Experts' evaluation form)

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

1 = Accept 0 = Reject -1 = Revise

Items		1	0	-1	Comments
Subject and Content	(1) The subject and content of the textbook is relevant to my needs as an English language learner. หัวข้อและเนื้อหาในสื่อการอ่านภาษาอังกฤษตรงกับความต้องการในการเรียนภาษาอังกฤษของฉัน				
	(2) The subject and content of the textbook is generally realistic. หัวข้อและเนื้อหาในสื่อการอ่านภาษาอังกฤษอยู่บนพื้นฐานของความเป็นจริง				
	(3) The subject and content of the materials is interesting, challenging and motivating. หัวข้อและเนื้อหาในสื่อการอ่านภาษาอังกฤษน่าสนใจ ท้าทายความสามารถ และสร้างแรงจูงใจได้เป็นอย่างดี				
	(4) There is sufficient variety in the subject and content of the textbook. หัวข้อและเนื้อหาในสื่อการอ่านภาษาอังกฤษมีความหลายหลาย				
	(5) The materials are not culturally biased and they do not portray any negative. สื่อการอ่านภาษาอังกฤษไม่มีอคติทางด้านวัฒนธรรม และไม่ได้แสดงภาพหรือเนื้อหาต่างๆในเชิงลบ				

Appendix N

The Item-Objective Congruence Index of the English Reading Materials Questionnaire

Items	Experts			Total	Meaning
	A	B	C		
1	1	1	1	1.00	Accept
2	1	1	1	1.00	Accept
3	1	1	1	1.00	Accept
4	1	1	1	1.00	Accept
5	1	1	1	1.00	Accept

Appendix O

List of Experts

A. Experts Validating English Reading Materials

1. Dr. Maneerat Ekkayokkaya

   Faculty of Education, Chulalongkorn University

2. Dr. Bordin Waelateh

   Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani Campus.

3. Dr. Sumanee Pinweha

   Faculty of Arts, Chulalongkorn University

B. Experts Validating English Reading Ability Test

1. Associate Professor Dr. Supanee Chinnawongs

   Language Institute, Chulalongkorn University

2. Mr. Steven Bradley Smith

   Language Institute, Thammasat University

3. Mr. Wasan Wansahawetwisit

   English Teacher, Senior Professional Level, Sungaikolok School, Narathiwat

Appendix O

List of Experts (Continued)

C. Experts Validating English Reading Questionnaire

1. Dr. Maneerat Ekkayokkaya

   Faculty of Education, Chulalongkorn University

2. Dr. Bordin Waelateh

   Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani Campus.

3. Dr. Sumanee Pinweha

   Faculty of Arts, Chulalongkorn University

BIOGRAPHY

Sophia Arwae was born in Narathiwat. She finished high school from Demonstration School of Prince of Songkla University, Pattani. She obtained her Bachelor of Education majoring in Advanced English (Second Class Honors) from the Faculty of Education, Chulalongkorn University in 2008. Since graduation, she has been employed as a government official working as an English teacher at Weingsuwan Wittayakom School, Narathiwat. In 2010, she continued her Master's Degree in Teaching English as a Foreign Language (TEFL), Faculty of Education, Chulalongkorn University. She is currently Head of the English Department and teaches English at Weingsuwan Wittayakom School, Narathiwat.