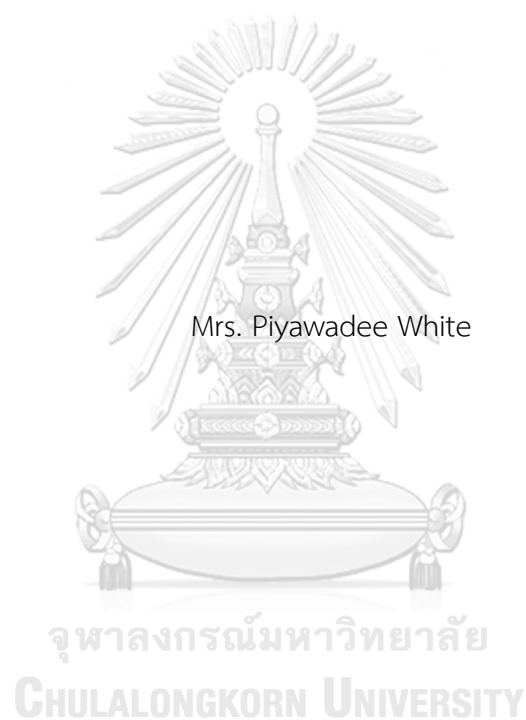


Effects of Tiered English Reading Instruction on Reading Comprehension Ability and
Opinions of Lower Secondary School Students



A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Teaching English as a Foreign Language
Department of Curriculum and Instruction
FACULTY OF EDUCATION
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ผลการสอนการอ่านภาษาอังกฤษแบบแบ่งชั้นการเรียนการสอนตามความสามารถของผู้เรียนที่มีต่อ
ความสามารถในการอ่านเพื่อความเข้าใจและความคิดเห็นของนักเรียนมัธยมศึกษาตอนต้น



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
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Differentiated Instruction (DI) is an instructional approach that can be used in English reading classrooms for second language learners to accommodate a wide range of student reading abilities. Tiering is one specific DI strategy that aims to adapt instruction to different levels so all students in a mixed-ability classroom are adequately challenged. This study explored the effects of tiering instruction on the English reading comprehension of secondary school students in Thailand. Three parts of each lesson were tiered: content (reading texts), process (the way students make sense of the reading texts), and product (post-reading tasks). The students were also tiered into three groups—basic, grade-level, and advanced—based on their self-assessed background knowledge of the topic of each lesson.

The scores from the paralleled pretest and posttest were compared and a statistically significant improvement to the students' overall comprehension was observed. The interviews revealed mostly positive sentiments amongst the students who used words like “joy”, “motivation”, “interest”, and “excitement” to describe their opinions of tiered reading instruction. The findings from this study suggest tiering is an effective strategy in mixed-ability English reading classrooms for second language learners. Further, tiering should be investigated as an instructional strategy for other language skills.

Field of Study: Teaching English as a
Foreign Language

Student's Signature

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CHAPTER 1

INTRODUCTION

The general pedagogical progression has been from a standardized, one-size-fits-all educational approach, to a more individualized, personalized educational experience (K. L. Brown, 2003; Gregory & Chapman, 2007; Smart, Witt, & Scott, 2012; Wu & Alrabah, 2009). A one-size-fits-all approach to education is teacher-centered and assumes that all learners can be motivated and learn in the same way (Thomas, 2013). In contrast, the student-centered approach recognizes the uniqueness of each student, emphasizes the importance of active participation, and acknowledges that students are co-constructors of knowledge (Meece, 2003), since in one classroom, there exists a broad range of students' abilities, learning styles, and personalities (Levy, 2008). In Thailand, the Ministry of Education has started to move away from the teacher-centered teaching approach, as shown in the National Education Act enacted in 1999 (Office of the National Education Commission, 1999). This has resulted in the nationwide implementation of a new slogan reflective of the transition: “Karn-rien karn-

sorn thi yued phurien pen soon-klang” or student-centered instruction (Ministry of Education, 2008; Office of the National Education Commission, 1999).

The student-centered approach aims to bring all students to a place of success through giving each student the individualized support that fits their individual needs (Adami, 2004). One systematic approach that has emerged within the student-centered approach is called Differentiated Instruction (DI) (Tomlinson, 1995, 1999, 2000, 2001, 2003; Tomlinson & Eidson, 2003a, 2003b; Tomlinson & Imbeau, 2010; Tomlinson & Strickland, 2005). DI espouses the importance of employing a variety of teaching methods and techniques to satisfy the needs of a diverse classroom by varying the curriculum and instruction in such a way that all of the individuals’ needs, interests, learning profiles, and readiness levels are accommodated (Tomlinson, 1995, 1999, 2000, 2001, 2003; Tomlinson & Eidson, 2003a, 2003b; Tomlinson & Imbeau, 2010; Tomlinson & Strickland, 2005).

A number of studies conducted in different parts of the world have illustrated the positive effects of DI on learners, such as learning motivation (Amkham & Chinokul,

2010; Cheng, 2006; Flaherty & Hackler, 2010; Harmini & Effendi, 2018; Meyad, Roslan, Chong, & Hajimaming, 2014), learning engagement (Mainini & Banes, 2017; Martin & Pickett, 2013; Suthipiyapathra, Vibulphol, & Prongsantia, 2019; White, 2015), learners' attitudes (Chien, 2014; Gamble, 2011; Said, 2019; Senturk, 2018), and language proficiency (Alavinia & Farhady, 2012; Chien, 2012; Gülşen & Mede, 2019; Pinweha & Chinwonno, 2010; Siddiqui & Alghamdi, 2017; Suthipiyapathra et al., 2019). Tiered instruction is one instructional strategy employed in DI classrooms. Tiered instruction allows the teacher to ensure that each individual student succeeds in learning and is challenged appropriately in the classroom (Bender, 2002; Coil, 2007; Narvaez, Tomlinson, & Brimijoin, 2010; Pierce & Adams, 2003, 2004, 2006; Turville, Nickelsen, & Allen, 2010). A tiered instruction can focus on three main elements: the content of the lesson, the processes used to help the students make sense of the content, and the product that the students produce to demonstrate their mastery of the learning (Tomlinson & Imbeau, 2010). Tiered instruction has been shown to not only help bridge the gap in the diversity of students' abilities in the classroom (Bender, 2002; Coil, 2007; Narvaez et al., 2010; Pierce & Adams, 2003, 2004, 2006; Turville et al., 2010), but also

has been shown to benefit second language (L2) learners in particular (Aliakbari & Haghighi, 2014; Amkham & Chinokul, 2010; García Fonseca & Casallas Gordillo, 2016; Magableh & Abdullah, 2020; Natsir & Asrawiah, 2013; Pasuy Pedroza & Mendieta Aguilar, 2013; Pourdana & Shahpouri Rad, 2017).

Since most classrooms in Thai public schools serve students with a wide range of abilities as well as learning support needs (Bruner, Sinwongsuwat, & Radic-Bojanic, 2015; Kuehn, 2020; Phairee et al., 2008), the present study aimed at investigating how DI using tiered instruction could be implemented to provide necessary support to English as a second language learners in enhancing their reading ability.

Thai students are exposed to English written materials that must be read far more often than spoken materials that must be listened to (Bowornkiengkai, 2011); however, their reading performance is not yet satisfactory (Sawangsamutchai & Rattनावich, 2016). This study thus attempted to enhance Thai students' reading ability using a tiered English reading instruction with the differentiation in the content, process and product. This study will not only provide insights into how DI can engage students

and enhance their reading ability in a reading course but will also fill a void in the collective body of research since there are only a few studies on DI, especially tiered instruction, in English classrooms in Thailand (Amkham & Chinokul, 2010). This study was also one of the few studies that implemented tiering in all three elements of the instruction while a vast majority of the previous studies have focused on tiering only one or two elements of an instruction (Aliakbari & Haghghi, 2014; Amkham & Chinokul, 2010; García Fonseca & Casallas Gordillo, 2016; Magableh & Abdullah, 2020; Natsir & Asrawiah, 2013; Pasuy Pedroza & Mendieta Aguilar, 2013; Pourdana & Shahpouri Rad, 2017).

Research Questions

1. To what extent does tiered English reading instruction affect English reading comprehension ability of lower secondary school students?
2. What are the students' opinions towards tiered English reading instruction?

Research Objectives

1. To investigate the effects of tiered English reading instruction on English reading

comprehension ability of lower secondary school students.

2. To study the students' opinions towards tiered English reading instruction.

Definitions of Terms

1. **Tiered English reading instruction** refers to an instruction designed to teach

reading based on differentiated instruction approach. In this present study, all

three of the main tiering-elements: content, process, and product were tiered

to match with students' levels of readiness, which was self-identified at the

beginning of each lesson. The students were asked to assess their readiness to

study each new lesson based on their background knowledge in one of the

three tiers: basic tier (yellow team), grade-level tier (blue team), and advanced

tier (green team) as follows:

1.1 *Content* refers to reading texts. In this present study, the levels of difficulty

of reading texts for each tier differed from simple to complex.

1.2 *Process* refers to the way the students make sense out of the content. In

this present study, the teacher's role in the learning process and pace of study

was tiered. For each tier, the levels of teacher assistance and the pace of study differed from dependence to independence and from slow to quick, respectively.

1.3 *Product* refers to the post-reading task which was used to measure the students' comprehension of the text read. In this present study, the students were required to demonstrate their comprehension of the reading texts in speaking and writing. The reading tasks for each tier differed from structured to open, small leap of knowledge to great leap of knowledge, foundational to transformational, concrete to abstract, and single-faceted to multi-faceted.

2. **Reading comprehension ability** refers to the ability to understand or attribute to what is read. In this present study, reading comprehension was examined in three levels:

2.1 *Literal comprehension* refers to the initial stage of comprehension which involves identifying the surface meaning of the text read.

2.2 *Interpretive comprehension* refers to the stage where the reader goes beyond what is said in the text and read for deeper meanings. The reader

must be able to read and analyze carefully what he or she has read.

2.3 *Critical comprehension* refers to the advanced stage in which the reader evaluates the text, makes judgments, and reflects personal opinions on the texts using reasoning ability or critical thinking skills.

The scores obtained from the pre and post reading comprehension tests designed and developed by the researcher were used to refer to the reading comprehension ability.

3. **Opinions towards tiered English reading instruction** refers to the students' thoughts about the tiered instruction, overall and in specific aspects: tiered content, tiered process, and tiered product. In this present study, the students' opinions were examined in three psychological components, which contained positive or negative opinions, as follows:

3.1 *Affective component* refers to students' emotional experiences.

3.2 *Cognitive component* refers to students' thinking and knowledge.

3.3 *Behavioral component* refers to students' tendencies to behave in a way.

The students' responses obtained from semi-structured interview questions

designed and developed by the researcher were used to refer to the opinions towards tiered English reading instruction.

4. **Lower secondary school students** refers to the students in the last level of compulsory education, between seventh grade and ninth grade, in public schools in Thailand. In this study, ninth grade students were selected to represent the population.

Scope of the Study

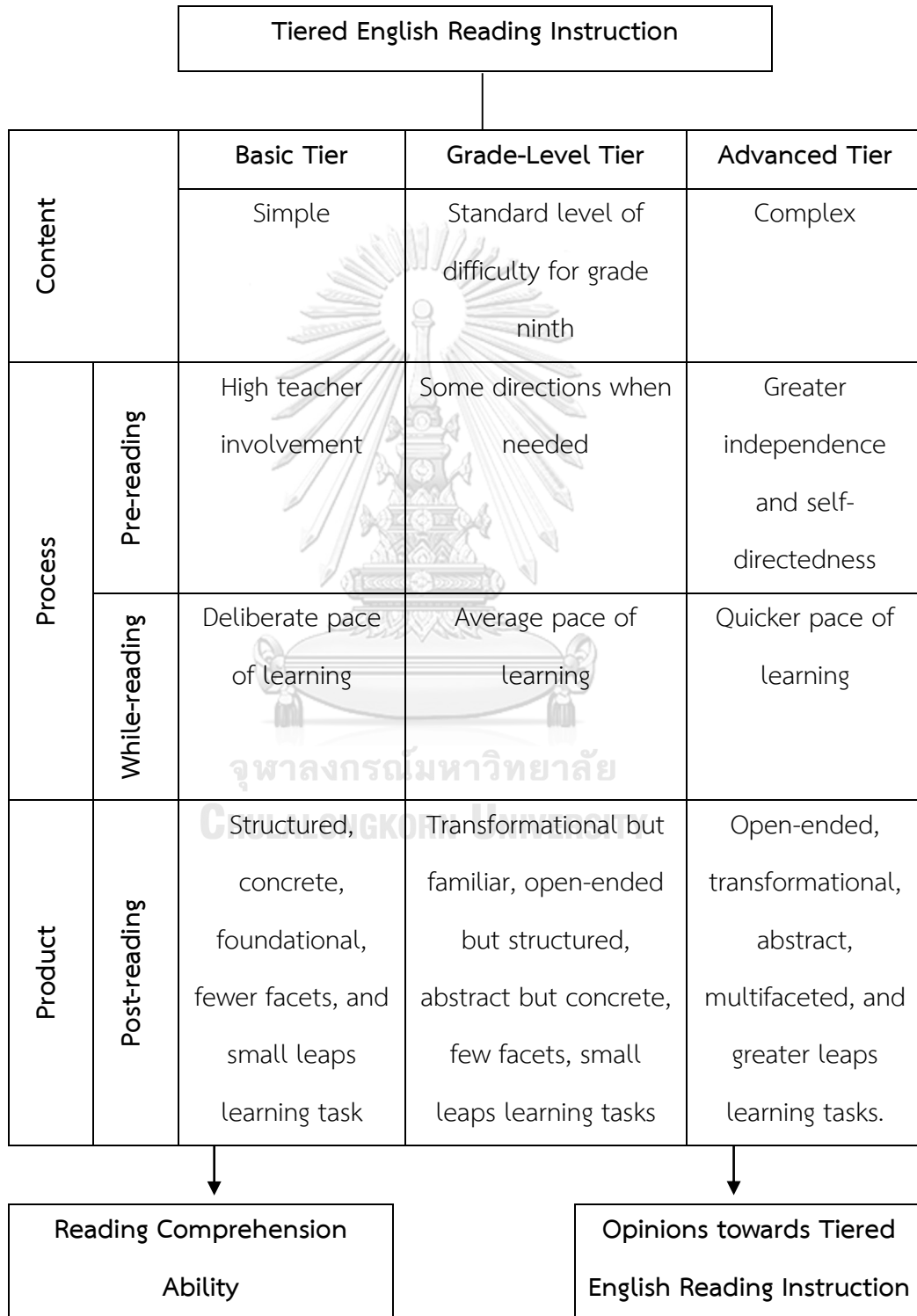
1. The population in the present study was secondary school students in public schools in Thailand. The participants were grade ninth students which were purposively selected from one heterogeneous classroom in one public school.
2. The variables under investigation in this study were as follows:

2.1 *Independent variable* was tiered English reading instruction

2.2 *Dependent variables* were English reading comprehension ability and opinions towards tiered English reading instruction.

Research Conceptual Framework

Figure 1 Research Conceptual Framework



As Figure 1 shows, the tiered instruction in this present study was tiered in all three elements: content, process, and product. Each unit lesson was divided into three consecutive procedures: pre-reading, while-reading, and post-reading (H. D. Brown & Lee, 2015). To conceptualize the framework of the model and adjust the complexity level of a tiered instruction, the Equalizer, a tool devised by Tomlinson (2001) were taken into consideration. The following section presented each element of instruction was tiered in details.

1. **Content** was tiered by providing students with different levels of difficulty of reading texts. Students in basic tier were given the reading texts that were simplified to basic level, students in grade-level tier were given the reading texts that were most appropriate for grade nine students, and students in advanced tier were given reading texts that the difficulty were increased.

2. **Process** was tiered by providing students with different levels of teacher assistance and pace of study. Students in basic tier were given high teacher involvement and a deliberate pace of learning, students in grade-level tier were

given some teacher involvement and an average pace of learning, and students in advanced tier were given greater independence and a quicker pace of learning.

- 3. Product** was tiered by providing students with different reading tasks. Students in basic tier were given reading tasks that were structured and concrete, with few steps, and in settings that they have already mastered. They were required to make connections among ideas that were familiar to them, the steps and methods of solution were clearly evident, all variables were relevant to the solution, and there was one correct answer. Students in grade-level tier were given reading tasks that were rather complex but still familiar, open-ended but structured, and in settings that somewhat allowed them to stretch, bend, or modify the idea beyond the way it was presented in class. The steps and method of solution were ambiguous but relevant to the solution, and there were few correct answers. Students in advanced tier were given reading tasks that were complex, open-ended, abstract, and multifaceted. They were required to demonstrate what they have learned in unfamiliar settings that

caused them to stretch, bend, or modify the idea beyond the way it was presented in class. The steps and method of solution were ambiguous, irrelevant variables were mixed with relevant ones, and there were multiple correct answers.



CHAPTER 2

REVIEW OF THE LITERATURE

This present study aimed to examine the effects of tiered English reading instruction on reading comprehension ability and opinions of lower secondary school students. This chapter provides the theoretical background of the present study which include differentiated instruction, tiered instruction, and reading comprehension ability.

Differentiated Instruction

For decades, one-room schools were the norm, and educators delivered instruction to several grade levels with varying learning competencies in a one-size-fits-all fashion (Gangi, 2011). Over the years and emerging out of this traditional model, teachers began to realize that by focusing on teaching to the middle, the majority of students in the classroom were struggling to have their needs met (Anderson, 2007). Differentiation, or providing different learning opportunities to different students

because of their different qualities, is one such educational paradigm that has emerged in response to one-size-fits-all instruction's lackluster results.

As noted by Gregory (2011), differentiation has its origins in the late 1990s as a philosophy and model for helping all students succeed in learning (the No Child Left behind Act). Differentiated instruction emerged from the concept of "one size doesn't fit all". Differentiated instruction can be viewed as an alternative instructional modality where the teacher acknowledges the unique needs of each student and attempts to modify their instruction accordingly (Gregory & Chapman, 2007). In other terms, as defined by Tomlinson (1999), "differentiated instruction is not an instructional strategy or a teaching model. It's a way of thinking about teaching and learning that advocates beginning where individuals are rather than with a prescribed plan of action, which ignores student readiness, interest, and learning profile. It is a way of thinking that challenges how educators typically envision assessment, teaching, learning, classroom roles, use of time, and curriculum" (p. 108).

Principles of Differentiated Instruction

The main concepts that guide teachers' aspirations to establish, lead, and ultimately manage a differentiated classroom are as follows (Tomlinson & Imbeau, 2010).

1. Dignity and respect in each individual should be valued.
2. Diversity is undeniable and positive.
3. The classroom should promote the environment where students are suggested to live and lead.
4. When content is essential, most students will learn.
5. Each student should be given equal learning opportunities.
6. A fundamental objective of teaching is to make the best use of the ability of each student.

Gregory (2011) suggested that teachers analyze and understand the key components from which differentiation is based on readiness, interest, and learning profile of the students. The following sections explain each component in-depth.

Readiness

Student readiness is how much background knowledge a student has relating to a topic area. Readiness varies from student to student. Teachers need to differentiate to appropriately challenge each student, ideally just above his or her own ability level, so they can be successful in learning, and sufficiently challenged.

Interest

Interest refers to students' feeling of wanting to learn about something. Interest involves a student's attention, curiosity, and involvement in classroom. Interest and motivation to learn are interconnected. Students are most motivated when the subject is relevant to their interests

Learning Profile

Learning profile is an umbrella term that aims to describe the unique learning styles and intelligence preferences of individual learners. Teachers should aim to differentiate by giving students opportunities to choose instructional materials that best fit their learning profile.

Characteristics of Differentiated Instruction

The key characteristics of an effective differentiated instruction described Tomlinson and Imbeau (2010) by are as follows.

1. Each student is unique in terms of background experience, culture, language, gender, interests, readiness to learn, modes of learning, speed of learning, support systems for learning, self-awareness as a learner, confidence as a learner, independence as a learner, and a host of other ways.
2. The ways students learn and the nature of scaffolding they will need at various points in the learning process can be profoundly influenced by their differences.
3. The teacher's role is to make sure that every student succeeds in the important content.
4. Teachers are required to make particular and ongoing plans to link each student with key content.
5. Teachers are required to take the uniqueness of each students into consideration, in addition to the nature of the content they teach.

6. The application of flexible approach into teaching is appropriate for the diverse needs among students.

7. Teachers should regularly attempt to find out what each student needs to be successful in class.

Learner Roles

Differentiated instruction provides all students with learning opportunities by offering entry points, learning tasks, and outcomes that tap into students' learning needs (Hall, Vue, Strangman, & Meyer, 2004). The role of students in differentiated classrooms, according to (Tomlinson, 1995) is to be active explorers with guidance provided by the teacher. The teacher serves as a guide or facilitator of learning rather than a knowledge dispenser. Students in differentiated classrooms are required to take responsibility for their own learning and grow independently in thought, planning, and evaluation.

Teacher Roles

When teachers differentiate instruction, they shift themselves away from keepers and dispensers of knowledge. Tomlinson (2001) suggested the two main roles for the teacher in a differentiated classroom. The roles are to be an organizer of learning opportunities and procedures and secondly to be a coach or mentor that helps students become autonomous learners.

The Roles of Materials

One goal of differentiated instruction is to provide learners with choices in order to add depth to learning. In a differentiated classroom, Tomlinson (2001) recommended teachers to appropriately adjust materials, activities, and products in differentiated classroom to best accommodate various needs among learners in an organized manner which are foundational to transformational, concrete to abstract, simple to complex, single facet to multi facets, small leap to great leap, structure to open-ended, dependent to independent, and slow to fast.

Differentiated Instructional Strategies

Every teacher differentiates instruction in many different ways. Teachers in differentiated classrooms make use of each individual student's learning needs through the implementation of differentiated instructional strategies (Tomlinson, 1995, 1999, 2000, 2001, 2003; Tomlinson & Eidson, 2003a, 2003b; Tomlinson & Imbeau, 2010; Tomlinson & Strickland, 2005). As stated by Gregory (2011) differentiated instruction aims to vary instruction in such a way that all of the individual needs, interests, learning profiles, and readiness levels are accommodated to. Some examples of instructional strategies suggested by (Tomlinson, 1999) that which facilitate differentiation are presented in the following sections:

Compacting

Compacting requires teachers to pre-assess students before starting the learning process. Compacting highlights teachers' belief that students with high achievement during the pre-assessment stage should not remain working on what they have already mastered. There are three stages of compacting: the first stage begins

when teachers record what the student has already mastered, the second stage is when teachers evaluate what the student does not know or does not demonstrate mastery of, from the pre-assessment, and the last stage is when teachers create an engaging plan for the student to make the best use of time while others continue with the general lessons.

Learning Contracts

Learning contracts provide an opportunity for students to become autonomous learners in a teacher-directed way. Learning contract is an adjustable compliance agreement between the teacher and student that which encourages student to have some control over his or her education. This instructional strategy aim to empower student to make choices about what to study, learning environment, and how to demonstrate mastery in order to enhance their learning experience.

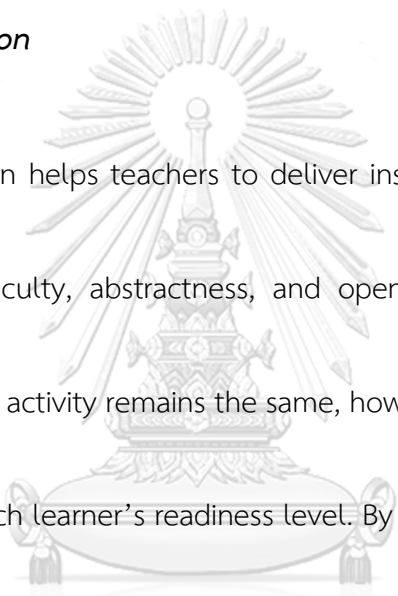
Complex Instruction

Complex instruction is an advanced differentiated instructional strategy that includes a wide range of academic levels in classrooms that are academically,

culturally, and linguistically heterogeneous (Cohen, 1994, as cited in Tomlinson, 1999).

The purpose of complex instruction is to bolster the ideal of equality of educational opportunity for all learners by promoting logically challenging materials and small group instructions.

Tiered Instruction



Tiered instruction helps teachers to deliver instruction to students based on different levels of difficulty, abstractness, and open-endedness. The over-arching objective of each tiered activity remains the same, however, the degree of complexity varies depending on each learner's readiness level. By doing so, the teacher improves the chances that each student succeeds in learning and that each student is challenged appropriately. In a tiered lesson, teacher may choose content (what you want students to learn), process (the way students make sense of the content), or product (the outcome at the end of a lesson).

Centers

Centers, in a differentiated instruction context, are generally classified in two broad groups: learning centers and interest centers. A learning center is “a classroom area that contains a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept.” (Kaplan et al., 1980, as cited in Tomlinson, 1999, p. 76). Alternatively, an interest center is created particularly for increasing students’ curiosity and motivation in topics of their interest. The materials and tasks in centers are designed to help encourage students to have control over their education.



Creating an Effective Differentiated Instruction

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Effective differentiated instruction does not require throwing out all your past teacher plans. Instead, differentiating instruction requires a basic, two-step process which include first, analyze the degree of challenge and variety in your current instructional plans and then, modify, adapt, or design new approaches to instruction in response to students’ needs, interests, and learning preferences (Heacox, 2012).

Roberts and Inman (2012) developed three steps to follow when differentiating a classroom as well as guided questions that help teachers to establish an effective differentiated classroom. The three steps are planning, pre-assessing, and differentiating the learning experience.

1. Planning Question: What do I want students to know, understand, and be able to do?
2. Pre-assessment Question: Who already knows, understands, and/or can use the content or demonstrate the skills? Who needs additional support in order to know, understand, and/or demonstrate the skills?
3. Differentiation Question: What can I do for him, her, or them so they can make continuous progress and extend their learning?

According to Heacox (2012) differentiated instruction can be seen as an opportunity to provide every student the specialized instructional focus that has long been given to students in special education through individualized education plans.

Although, what differentiated instruction offers is more manageable, more efficient, and easier for teachers to implement.

Studies Implementing Differentiated Instruction in English Language

Teaching

Second language instruction has moved away from the traditional one-size-fits-all approach. In recent years, there has been a growing amount of interest in implementing differentiated instruction in English language teaching (Alavinia & Farhady, 2012; Chien, 2012; Gülşen & Mede, 2019; Pinweha & Chinwonno, 2010; Reis, McCoach, Little, Muller, & Kaniskan, 2011; Shaunessy-Dedrick, Evans, Ferron, & Lindo, 2015; Siddiqui & Alghamdi, 2017; Suthipiyapathra et al., 2019). The area of research is quite robust and has been studied in many different contexts. For example, Reis et al. (2011) attempted to explore the effects of a differentiated reading program on elementary students in the United States' oral reading fluency and comprehension using the school wide enrichment model–reading (SEM-R). The results showed that the

differentiated reading approach was more effective than a traditional whole group based approach.

In the same educational level using similar differentiated instructional strategy, in a research paper titled *Effects of Differentiated Reading on Elementary Students' Reading Comprehension and Attitudes toward Reading*, Shaunessy-Dedrick et al. (2015) studied the impacts of a differentiated reading approach through the application of SEM-R on fourth grade students' reading comprehension and attitudes toward reading. The analysis indicated that there was no statistically significant difference in students' attitudes toward reading, yet students in the experimental groups had significantly higher scores on the comprehension posttest compared with the students in the control groups.

In Iranian context, Alavinia and Farhady (2012) implemented another differentiated instructional strategy in which based on students' multiple intelligences and their learning styles to investigate the improvement in the vocabulary learning of second language learners in mixed-ability classrooms. The analysis of the data

indicated that the application of differentiation based on the theory of multiple intelligences had a positive impact on the learners' performance.

Recently, Gülşen and Mede (2019) investigated how online differentiated reading can improve reading comprehension of young learners. The researchers found that the implementation of differentiated instruction resulted in better reading comprehension skills and also increased learner autonomy.

In Thai context, Pinweha and Chinwonno (2010) studied the effects of the Differentiated speaking instruction using Computer-mediated communication and Project Work (DCP) on Thai undergraduate students' English speaking ability. The results indicated that not only the students gained significantly higher scores after experiencing the differentiated instruction but also reflected that the differentiated instruction created a positive learning environment in which played a significant role in stimulating their participation and contributing to improvement in their English speaking ability.

In higher educational level, Suthipiyapathra et al. (2019) conducted a research study in an attempt to investigate the effects of the English instruction design based on differentiated instruction and Universal Design for Learning (UDL) approaches on undergraduate students with and without hearing impairment. It was found that there were positive effects on English learning achievement, social skills, and learning engagement among students.

Among many differentiated instructional strategies, one differentiated instructional strategy that has been found to be an effective method to differentiate instruction in English language teaching is tiered instruction (Aliakbari & Haghghi, 2014; Amkham & Chinokul, 2010; García Fonseca & Casallas Gordillo, 2016; Magableh & Abdullah, 2020; Natsir & Asrawiah, 2013; Pasuy Pedroza & Mendieta Aguilar, 2013; Pourdana & Shahpouri Rad, 2017).

Tiered Instruction

Tiered instruction or tiered lesson is one of the instructional strategies employed in differentiated classrooms. Tiered instruction “facilitates concept learning,

building on skills and prior knowledge through the use of flexible grouping” (Rogers, 1993 as cited in Richards & Omdal, 2007). Tiering is implemented in a differentiated classroom to bridge the gap between students’ current ability and what they are expected to learn (Bender, 2002; Coil, 2007; Narvaez et al., 2010; Pierce & Adams, 2003, 2004, 2006; Turville et al., 2010). The ultimate goal of a tiered instruction is to ensure that each individual succeeds in learning and that each individual is challenged appropriately (Bender, 2002; Coil, 2007; Narvaez et al., 2010; Pierce & Adams, 2003, 2004, 2006; Turville et al., 2010). A tiered instruction can be seen as a wedding cake with tiers of varying sizes (Pierce & Adams, 2004, 2006). “A tiered lesson is a differentiation strategy that addresses a particular standard, key concept, and generalization, but allows several pathways for students to arrive at an understanding of these components based on their interests, readiness, or learning profiles” (Pierce & Adams, 2006, p. 19). An instruction can be tiered according to students’ readiness (ability to understand a particular level of content), interests (students interest in the topics to be studied), or learning profiles (style of learning) (Pierce & Adams, 2003, 2004, 2006).

Tiered by Readiness

An instruction tiered by readiness level indicates that the teacher is well aware of the current levels of students' ability and has established a variety of tiers to accommodate those needs (Pierce & Adams, 2003, 2004, 2006). When tiering for readiness, teachers must engage with constant interaction between them and the data by keeping tracks on students' engagement when completing tasks, evaluating their strengths and weaknesses, determining the missing piece or pieces in students' comprehension, and accommodating those empty space by tiering (Maynes & Julien-Schultz, 2014). There are usually three tiers designed in a tiered instruction based on readiness. The three tiers include below grade level, at grade level, and above grade level. Although, the amount of tiers designed may vary depending on the diversity of students' abilities in the classroom (Pierce & Adams, 2003, 2004, 2006).

Tiered by Interest

Another possible way to tier an instruction is to group students by their interest in various topics to be studied. To pre-assess students' interests, a teacher can design

a questionnaire that lists several topics students will be studying, ask them to choose and rank topics of their choice to identify their interest, and group students accordingly.

Tiered by Learning Profiles

When an instruction is tiered by learning profile, students are grouped based on the strengths, preferences of learning in which they work best. In this type of tiering, “students are expected to learn the same level of content as their classmates, but the way in which the material is presented differs” (Pierce & Adams, 2003, p. 36). For example, an instruction might be tiered to focus on three learning styles: auditory, visual, and kinesthetic or based on Howard Gardner’s eight intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist.

When an instruction is tiered by interest or learning profile, the focus is shifted from student’ ability level to their characteristics. In other senses, the purpose of tiering is not to accommodate the specific needs of gifted students, instead it is to prime all students with choices (Pierce & Adams, 2006).

Elements of Tiered Lesson

There are three elements of instruction that can be tiered. Tiering of instruction can be based on content, process, and/ or product Tiering is the use of the same curriculum material for all learners, but adjusted for depth of content, the learning activity process, and/or the type of product developed by the student (Pierce & Adams, 2003, 2004, 2006; Tomlinson, 1999).

Tiering the Content

Content refers to the essential knowledge, understandings, and skills that students are expected to learn. Traditionally, content is introduced to students mainly through a textbook or lecture. In a tiered classroom, teachers introduce students to content in differentiated ways to cater individual differences in readiness, interest, learning profile. Although, it is unnecessary for teachers to tier content for each lesson all the time, it is possible for teachers in tiered lesson to present the whole class with a resource and put students into small groups based on their readiness to explore the content further.

Tiering the Process

The process is how students make sense or understand the content. Process stage is commonly being accomplished through classroom activities that require practice and ongoing assessments in order to keep track on how well students are doing. In a tiered lesson, teachers create and assign multiple versions of an assignment to match with diversity in readiness, interest, and learning profile among students. The different processes are commonly referred to as tiered activities. According to Gregory (2011) tiered activities are particular assignments with varying difficulty levels provided by teachers in order to cater a wide range of readiness levels among students.

Tiering the Product

Product can be described as how students present what they have learned over a period of time. Based on students' readiness levels, interest, and learning profile, teachers can tier the product to encourage the student to apply their knowledge in a specific way that best match their ability, preferences, or strongest learning profiles.

Components of a Successful Tiered Lesson

To be successful in tiering an instruction, it is recommended for teachers to implement four essential components proposed by Pierce and Adams (2006). The components consist of classroom management techniques, anchor activities, differentiated instructional strategies, and differentiated assessment. The details are presented in the following sections.

Classroom Management Techniques

Having no rules or procedures for classroom structure lead to a loss of instructional time and student learning is limited. Classroom management techniques include setting positive and firm classroom rules, applying the concepts of flexible grouping arrangements, and providing flexible time and space.

Anchor Activities

To minimize chaos in the classroom in the case that students finish tasks at different times, anchor activities, or sponge activities, should be provided. The primary focuses of anchor activities are to extend the curriculum, encourage skill building,

provide choices and challenges, and most importantly, to foster autonomy.

Differentiated Instructional Strategy (Tiered Lesson)

Instruction can be tiered in a variety of ways include, tiered according to students' readiness (ability to understand a particular level of content), tiered by interests (students interest in the topics to be studied), or tiered by learning profiles (style of learning) (Pierce & Adams, 2003, 2004, 2006). In the book *Differentiating Instruction: A Practical Guide to Tiered Instruction in the Elementary Grades*, Pierce and Adams (2006) recommended nine continual steps when developing a tiered instruction. The steps include:

1. Identify the grade level and subject for which you will write the lesson.
2. Identify the standard (national, state, district, etc.) you are targeting. It is

important to know which direction the lesson is heading before planning how to instruct a lesson. Teacher should start with standards rather than designing three activities and then later shape them into a tiered lesson.

3. Identify the key concept and essential understanding. Teacher should generate self-questioning about what targeted learning outcomes are and what students are expected to accomplish at the end of the lesson.

4. Develop a power lesson that addresses the essential understanding. This will be the base from which tiers are developed.

5. Identify the background necessary background to complete the lesson and ensure that students have the background necessary to be successful in the lesson. Think logically, what content should have been covered before teaching another or what skills should be instructed first in order to successfully gain another.

6. Determine in which part of the lesson (content, process, and product) you will tier. During this part, teacher may choose content (what you want students to learn), process (the way students make sense of the content), or product (the outcome at the end of a lesson) to be tiered. It is recommended to select one or two out of the three to tier first and become familiar with the process before trying to accommodate all three parts in one lesson.

7. Determine the type of tiering you will do (readiness, interest, or learning profiles). Readiness is according to students' levels of learning ability. To determine readiness levels, pre-assessment should be implemented. Interest comes from students' preferences towards a topic. Teacher may provide a list of topics that students will be studying and ask them to choose and rank topics of their choice to identify their interest. Learning profile may be investigated through learning style questionnaire.

8. Based on your choices above, determine how many tiers you will need and develop the lesson. Teacher may purposely provide a certain amount of topic choices to control numbers of tiers when based on interest. If teacher plan to tier lesson based on Gardner's multiple intelligences, only pick two or three intelligence so that numbers of tiers are limited.

9. Develop the assessment component to the lesson. The assessment can be formative or summative.

Kryza, Stephens, and Duncan (2007) came up with similar guidelines of how to a tiered instruction can be managed successfully. The guidelines include:

1. Establish the environment at the beginning of the year. Teacher may begin by setting up a classroom belief where students are aware that fair is not everybody gets the same thing, instead fair is when everybody gets what is appropriate for them to become successful. It is important for students to know that they can all achieve the same objective in a variety of ways.

2. Anchor activities are highly recommended when tiering instruction. In a tiered lesson, students will start and finish their work at different time. Preparing anchor activities will help keeping those that finish work early busy and giving other students some time to work on their tasks.

3. Allow advanced learning to work together and challenge one another to minimize boredom that may occur.

4. Encourage fluidity and flexibility in leadership among low achiever students. This way, teacher can minimize unequal workload and students to become independent.

5. Provide appropriate support when needed. Since students will work on tasks that are level-appropriate, teacher may offer more challenge to advanced students

where you see fits and help students in beginning level to break down the task into manageable chunks.

Assessment in Tiered Instruction

Assessment in a tiered classroom can be approached as formative, summative, or a combination of both. Teachers in a tiered classroom are required to constantly monitoring their students' progress meaning that in each lesson, they closely collect data through a variety of means, both formal and informal.

1. Formative Assessment

Teachers in a differentiated classroom are suggested not to delay their assessment until the end of the unit or chapter. Implementing student-teacher conferences, exit cards, journaling, small group interviews, graphic organizers, and surveys are effective formative assessment tools.

2. Summative Assessment

Summative assessments are given at the end of unit as a way to evaluate, grade, and notify student's learning process. Teacher should use summative

assessment in a form of self-made rubric where students' evidence of learning can be assessed. Teacher may also implement paper-based test to assess students or apply alternative assessment for example, portfolios, projects, and other authentic tasks.

Even though creating successful tiered instruction seem to be burdensome, tiering an instruction is a practical way to include all students in the learning process and satisfy the needs of a diverse classroom.

Designing a Tiered Lesson (Tomlinson's Equalizer)

In order to best cater to a wide range of readiness levels of students in a heterogeneous classroom, varying difficulty levels should be offered by teachers so that each student can succeed in their own learning. To effectively design a tiered instruction, Pierce and Adams (2006) recommended the use of the Equalizer, a tool devised by Carol Ann Tomlinson (Tomlinson, 2001). The Equalizer is a profound educational tool with eight aspects that help teachers adjust the difficulty level of a differentiated classroom in terms of content, process, or product. The following sections explain each aspect in-depth.

Content

1. Simple to Complex

Content can be tiered from simple to complex in order to comply with various levels of students' readiness in a heterogeneous classroom. The simplified version of an area of study without many details may be suitable for some students. These students need to be primed with resources, research, issues, problems, skills, and goals that help them achieve a framework of understanding with clarity. However, in the same classroom, some other students may benefit more from content that is more in-depth and detailed.

Process

2. Less Independence to Greater Independence

Process in a tiered lesson varies in terms of level of teacher support and involvement. Students with limited knowledge about the content should be given more teacher involvement. In other words, how students make sense of the given content is largely prescribed and modeled by the teacher. Although, students who are

somewhat familiar with the topic area should be given more independence and self-directedness while a teacher acts in a facilitator role.

3. Slow to Quick

Students with different levels of readiness require different paces of learning.

When the given content is unknown to some students, those students should be provided a deliberate pace of learning as they need more time to comprehend a topic in depth. Some other students that show their mastery in the content can be given a quicker pace of study.

Product

4. More Structured to More Open

Sometimes, students need to complete tasks that are fairly well laid out for them, where they are not expected to make too many decisions. At other times, however, students are more independent and ready to perform tasks that involve decision making or include multiple options.

5. Small Leap to Great Leap

In a tiered lesson, for some students, learning about how to make sense of a topic area and then applying that learning by, for example, comparing one object to another may be enough of a leap of application and transfer in the beginning. Other students that are more familiar in a topic area may be able to move from that level to putting ideas to work in unfamiliar settings or making connections.

6. Foundational to Transformational

In a tiered lesson, some students may be best exposed to learning materials that are basic and presented in ways that help them build a solid foundation of understanding. Some students, on the other hand, may attend the classroom with some background knowledge and understanding about the content. These students should be given information that is transformational and presented in ways that encourages them to stretch and bend the idea and relate those ideas into building up a new thought.

7. Concrete to Abstract

Tomlinson (2001) described that teachers should differ the product in a tiered lesson from concrete to abstract. Some students are ready to accomplish learning materials that require high-levels of thinking and abstractness while some students are able to work only at the level of application.

8. Single Facet to Multiple Facets

Students with greater understanding in an area of study will feel more challenged if the product involves greater flexibility of approach, more steps, actions, and applications. In contrast, some students who have far less background knowledge are best working with learning materials with one or few steps, actions, and applications.

Studies Implementing Tiered Instruction in English Language Teaching

For decades, there have been a growing number of researches discussing the benefits of tiered instruction. Many have shown that tiered instruction can increase English as a Foreign Language (EFL) students' learning achievement (Aliakbari &

Haghighi, 2014; Amkham & Chinokul, 2010; García Fonseca & Casallas Gordillo, 2016; Magableh & Abdullah, 2020; Natsir & Asrawiah, 2013; Pasuy Pedroza & Mendieta Aguilar, 2013; Pourdana & Shahpouri Rad, 2017).

Pasuy Pedroza and Mendieta Aguilar (2013), for example, explored bilingual students' reading comprehension ability through the implementation of differentiated reading instruction using tiered products specifically. The study showed a positive correlation between the differentiated reading instruction and the students' reading comprehension ability.

In the same year, Natsir and Asrawiah (2013) investigated the use of tiered tasks strategy on grade ninth students' reading comprehension in literal and interpretive comprehensions through a classroom action research. The analysis indicated that teaching reading comprehension using tiered tasks profoundly enhanced the students' achievement in literal and interpretive comprehensions.

In the following year, Aliakbari and Haghighi (2014) further studied the effectiveness of differentiated reading instruction using a combination of flexible

grouping, tiered instruction, and tiered assignments on reading comprehension of EFL students in Iran, specifically in separate gender education. The results of the study showed that, concerning reading comprehension ability, students in the experimental group who received differentiated reading instruction outperformed those in control group who were taught through traditional instructional strategies.

Later, García Fonseca and Casallas Gordillo (2016) studied the effects of oral tiered activities on speaking ability of students in grade eight and nine in Columbia. The researchers found that tiering oral activities in terms of levels of complexity was an effective instructional strategy to improve the students' speaking ability.

One study that analyzed the impacts in a Thai EFL context was conducted by Amkham and Chinokul (2010). As one of the very first studies concerning the effects of differentiated instruction, she attempted to ascertain whether or not differentiated instruction, using tiered assignments in particular, could increase Thai secondary school students' writing ability. The results showed that the implementation of differentiated writing instruction had a positive correlation with the students' writing ability.

Despite the studied and proven positive effects of tiered instruction on language proficiencies worldwide (Aliakbari & Haghghi, 2014; Amkham & Chinokul, 2010; García Fonseca & Casallas Gordillo, 2016; Magableh & Abdullah, 2020; Natsir & Asrawiah, 2013; Pasuy Pedroza & Mendieta Aguilar, 2013; Pourdana & Shahpouri Rad, 2017), a lack of research on differentiated instruction in a Thai context still remains.

Reading Comprehension Ability



Reading comprehension has long been acknowledged as a critical factor in educational success. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge (Prado & Plourde, 2011). Reading comprehension is defined differently by different researchers. Reading comprehension, in a general and over-arching sense, can be defined as the process of making meaning from text. The goal of reading, therefore, is “to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences” (Woolley, 2011, p. 15). In other terms, reading comprehension can be simply described according to Snow (2002) as the active process of concurrently building and removing meaning

which appears when one interacts and associates language in written forms. There are three elements involved in comprehension: the reader who is doing the comprehending, the text that is to be comprehended, and the activity that promotes comprehension.

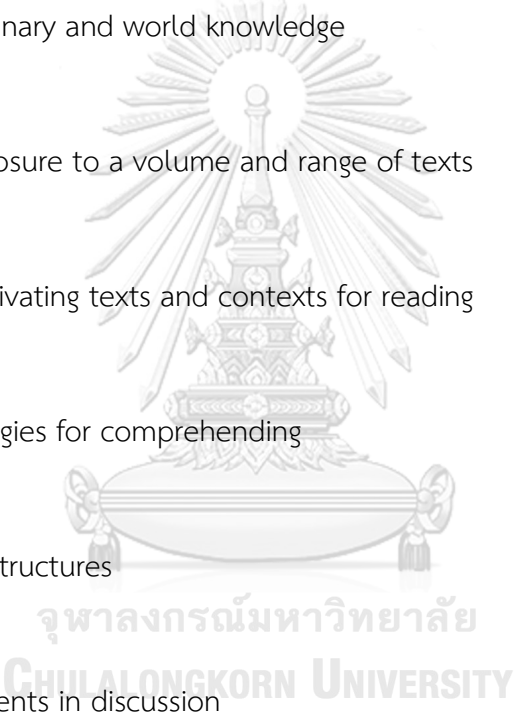
Principles of Reading Comprehension Ability

To build strong reading comprehension knowledge, students should not only be fully prepared with background knowledge and good working memory skills, but students should also be exposed to the varied practices associated with language processes such as basic reading skills, decoding, vocabulary, and motivation. (N. K. Duke & Pearson, 2008). N. K. Duke and Pearson (2008) developed a model of comprehension instruction based on five fundamental principles which include:

1. An explicit description of the strategy and when and how it should be used
2. Teacher and/or student modeling of the strategy in action
3. Collaborative use of the strategy in action
4. Guided practice using the strategy with gradual release of responsibility

5. Independent use of the strategy

Later, N. Duke, Pearson, Strachan, and Billman (2011) proposed ten essential elements of effective reading comprehension instruction. They suggested that when teaching reading comprehension, teachers should:

1. Build disciplinary and world knowledge
 2. Provide exposure to a volume and range of texts
 3. Provide motivating texts and contexts for reading
 4. Teach strategies for comprehending
 5. Teach text structures
 6. Engage students in discussion
 7. Build vocabulary and language knowledge
 8. Integrate reading and writing
 9. Observe and assess
 10. Differentiate instruction.
- 
- The image contains a large, faint watermark of the Chulalongkorn University logo. The logo features a central emblem with a crown and a sunburst, surrounded by a circular border. Below the emblem, the text 'จุฬาลงกรณ์มหาวิทยาลัย' (Chulalongkorn University) is written in Thai script, and 'CHULALONGKORN UNIVERSITY' is written in English capital letters.

Levels of Comprehension

Comprehension occurs in the transaction between the reader and the text (Kucer, 2001, as cited in Prado & Plourde, 2011). There are four levels of comprehension proposed by (Heilman, Rupley, & Blair, 1981), which are: literal comprehension, interpretive comprehension, critical comprehension, and creative comprehension.

1. Literal Comprehension

This initial level of comprehension is the simplest. During this level, the reader is required to give the stated facts of what has been read and questions are factual and detailed.



2. Interpretive Comprehension

This level requires the reader to overstep the stated facts given by the writer. The reader is required to identify the important meaning, analyze causes and effects, compare, conclude, interfere and generalize the information that has been read.

3. Critical Comprehension

At this level, the reader is required to consciously evaluate and give judgmental opinions about the information as well as the writer's use of language.

4. Creative Comprehension

This final level requires the reader to use the information to formulate his or her own ideas. Questions at this level entail open-endedness and abstractness.

Approaches in Teaching Reading Comprehension

Language teachers across the world have implemented various instructional plans to create the most significant and authentic reading activities and tasks. One of the most recommended instructional procedures for teaching reading is dividing instruction into three main stages: pre-reading, while-reading, and post-reading.

1. Pre-reading

Pre-reading is the beginning stage of instruction where the teacher introduces a topic, presents a selection of texts, and activates students' prior knowledge. The goals of pre-reading stage are to tackle the student's prior knowledge of the content,

to equip students with language readiness in case they face difficulty when reading passages and, finally to increase reading pleasure among students (Celce-Murcia, 1991, as cited in Alemi & Ebadi, 2010). Pre-reading activities and tasks can be, for example, discussion, brainstorm, and skimming and scanning.

2. While-reading

While-reading is the second stage where the students interact with the reading texts. The goal of the while-reading stage is to expose students to various reading strategies. Guided-reading is a common form of exercise during the while-reading stage. Teachers are recommended to provide students with a sense of purpose while reading texts, instead of having to read because they are merely told to do so (H. D. Brown & Lee, 2015).

3. Post-reading


Post-reading is the final stage where the teacher expands students' comprehension ability through high order thinking activities and tasks. The goal of the post-reading stage is to encourage students to make sense of what they have read, by using their prior knowledge, critical thinking, and other learning skills. One common

form of post-reading activity is to answer comprehension questions. Teachers should also consider other activities such as role-plays, discussions, and follow-up writing exercises.

Assessing Reading Comprehension Ability

The underlying features when designing classroom assessment procedures for reading skills, as suggested by H. D. Brown and Lee (2015) are be specific about which reading skills you are assessing, identify the genre of written communication that is being evaluated, and choose carefully among the range of possibilities from simply perceiving letters or words all the way to extensive reading. However, in a more specific type of reading, Snow (2002) pointed out some practical classroom assessment guidelines for reading comprehension following four main concepts. The proposed concepts are: to strongly reflect the nature of comprehension; to satisfactorily represent the active process among the dimensions among the reader, the activity, the text, and context; and to meet expected requirements in psychometric theory.

Assessment of reading skills can be done in multiple ways for example, multiple-choice, matching tasks, editing tasks, and picture-cued tasks. Performance-based is another form of assessment that can be used to assess reading comprehension. Performance assessment helps teachers identify what students understand from reading and how they use what they understand (Afflerbach, 2017). In performance assessment, students participate in the assessment, they interact with texts, draw, write, and use their new found knowledge to solve problems in ways that reflect on reading comprehension ability (Afflerbach, Kapinus, T. Guthrie, Meter, & Mitchell, 1994).



Reading Strategies that Support Comprehension

The ultimate goal of reading strategies are to have students using the trained strategies autonomously, skillfully, appropriately, and creatively. Grabe (2009) suggested eight effective reading comprehension strategies: summarizing, forming questions, answering questions and elaborating interrogation, activating prior

knowledge, monitoring comprehension, using text-structure awareness, using visual graphics and graphic organizers, and inferencing.

1. Summarizing

Summarizing is the strategy used to teach students how to discern the most significant concepts and ideas in a text, how to disregard irrelevant information, and how to integrate the central ideas in a meaningful way.

2. Forming Questions

Emerging from first language reading researchers, forming questions involves teaching students how to appropriately generate questions relating to the text they read.

3. Answering Questions and Elaborating Interrogation

This strategy involves turning facts to be learned into why-questions and then answering them. The strategy is of proven effectiveness when the information to be learned concerns familiar concepts.

4. Activating Prior Knowledge

Activating prior knowledge means both eliciting from students what they already know and building initial knowledge that they need in order to access upcoming content.

5. Monitoring Comprehension

Monitoring comprehension is a learning process where students identify whether they understand what they are reading. If they realize that they cannot determine the main idea of the passage, they can take steps to develop their comprehension before continuing to read.

6. Using Text-Structure Awareness

Using Text-Structure Awareness has been shown to be powerful means for improving reading comprehension and recall of information. Text-Structure Awareness includes recognizing, and attending to, a number of discourse-signaling systems.

7. Using Visual Graphics and Graphic Organizers

Visual graphics and graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers can be designed in

many forms for example, maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts.

8. Inferencing

Inferences are what students figure out based on their experiences. This strategy helps students understand when information is implied, or not directly stated, will improve their skill in drawing conclusions and making inferences.

Reading Test Development

To generate effective assessment, suggests three fundamental processes of constructing a language assessment which are (1) determine the purpose and objectives of the test, (2) draw up test specifications, and (3) design the test items.

1. Determine the Purpose and Objectives of the Test

The initial step when constructing a language assessment is to define the purpose and objectives of the test. The purpose and objectives set must be clear and unambiguous so that the test can be designed to meet those particular ends.

2. Draw Up Test Specifications

Once the purpose and objectives of the test is established, the next step is to design the test specifications. This process involves deciding and structuring the specifications of the test. Specifications may detail the properties of individual items or the knowledge, skills, and abilities that are encoded in specific items.

3. Design, Select, and Arrange the Test Items

After determining the purpose and outlining the specifications of the tests, the next step is to design the test items. Test items are designed and developed based on the specifications. This process involves determine the number and types of items to be created.



Reading Comprehension Skills for Ninth Grade Students in Thailand

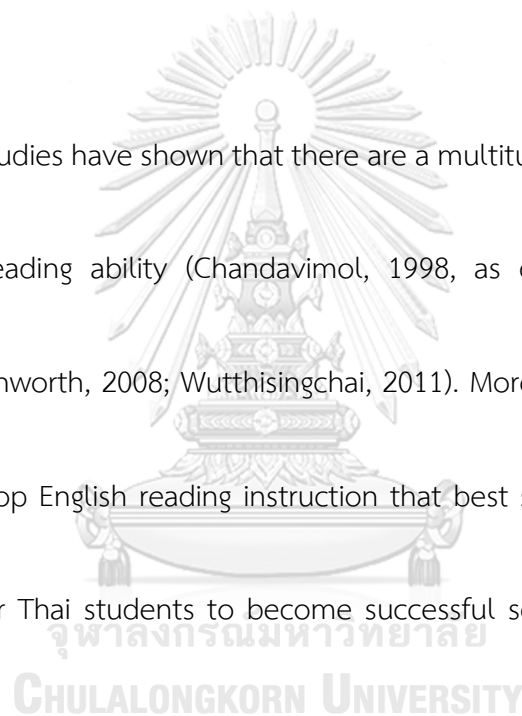
In Thailand, the Office of Basic Education Commission (OBEC), part of the Ministry of Education, recognizes the importance of English language and requests, in The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) (Ministry of Education, 2008), that Thai ninth graders are expected to accurately read aloud texts, news,

advertisements, tales and short verses by observing the principles of reading. They should be able to specify and write various forms of non-text information related to sentences and texts that they have heard and read as well as choosing and specifying the topics, main ideas and supporting details, and expressing opinions about what they have heard or read from various types of media with justifications and examples. However, Thai students' reading performance does not seem to be satisfactory (Sawangsamutchai & Rattanaich, 2016). Chandavimol, 1998, as cited in Akkakoson (2011), among other Thai researchers, has pointed out issues in English reading comprehension classrooms in Thailand, specifically that the textbooks provided were boring and irrelevant to students, and the instructions concerned mostly translation instead of focusing on establishing deeper reading comprehension.

In a more recent study, Chomchaiya and Dunworth (2008) investigated significant learning barriers that caused Thai students to have difficulty in reading English. They found that the teaching procedures used in reading class discouraged students from becoming independent and autonomous in learning.

Later, Wutthisingchai (2011) explored factors contributing to the progression of Thai students' poor performance in English reading specifically. The study suggested that one major reason could be because reading instruction in Thailand primarily focuses on linguistic parts of the language rather than focusing on deeper reading comprehension.

Previous studies have shown that there are a multitude of factors affecting Thai students' poor reading ability (Chandavimol, 1998, as cited in Akkakoson, 2011; Chomchaiya & Dunworth, 2008; Wutthisingchai, 2011). More studies need to be done to properly develop English reading instruction that best suites the Thai context, so the foundation for Thai students to become successful second-language learners is created.



CHAPTER 3

RESEARCH METHODOLOGY

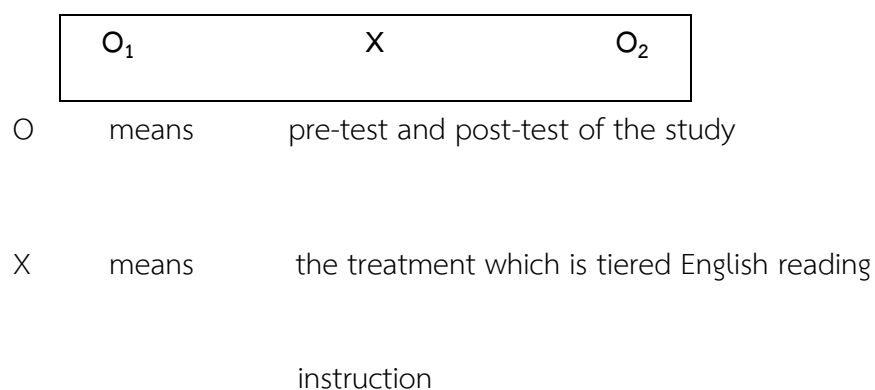
This chapter provides the description of the research design, population and participants, instruments, data collection procedures, and data analysis.

Research Design

This present study employed a one-group pretest-posttest, experimental design, as shown in Figure 2, and aimed to investigate the effects of tiered English reading instruction on reading comprehension ability and the opinions of the students towards the instruction. The data from the two tests and the semi-structured interviews were collected and analyzed.

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Figure 2 One-Group Pretest-Posttest Experimental Design



Population and Participants

The population in this study was Thai secondary school students in public schools in Thailand. A purposive sampling technique was used to select one classroom with mixed-ability ninth grade students, based on their grade point average or GPA, in one public school in the north eastern region of Thailand. There were 29 students, 6 males and 23 females between 14 and 16 years of age, in the class that agreed to participate in the study. An additional course “Introduction to Khorat Province” was designed for the participants in the second semester of the 2019 academic year.

Before the study began, each participant was given a consent form describing the objectives of the study and the participant’s roles and involvement in the study (see Appendix A). They were also made aware that their information would be kept confidential and that their participation was voluntary and would not affect their grades in any classes. Since the participants were minors, their parents and guardians were also informed and asked for consent.

At the end of the course, a random sampling technique was used to select six representative participants—three participants from basic group and three participants from advanced group to participate in the semi-structured interviews in order to assess their opinions after the implementation of the tiered English reading instruction.

Instruments

Three instruments were employed in this study, one instructional instrument and two research instruments.

Instructional Instrument

A tiered English reading instruction, consisting of eight two-hour lessons, was designed as an English additional course to enhance reading comprehension using the content about Khorat province, as requested by the participating school. The course was entitled “Introduction to Khorat Province” and offered in the second semester of the 2019 academic year. The course syllabus is shown in Appendix B. Each lesson focused on one topic related to Khorat province and was divided into three stages: pre-reading, while-reading, and post-reading (H. D. Brown & Lee, 2015).

Course Development Process

The tiered reading instruction was developed based on the processes proposed by Pierce and Adams (2006), including the following nine steps.

Step 1 Identify the Grade Level and Subject

Ninth grade students were selected as the target audience of the course since ninth grade is the last level of the basic education required for all Thais (Ministry of Education, 2008). The target subject was English and the target skill was reading comprehension.

Step 2 Identify the Standard

To determine the standard or the learning outcomes of the course, interviews were conducted with one grade ninth English language teacher and one administrator from the academic administration office. The two informants recommended using the local curriculum framework standards, suggested by the Ministry of Education (2008) and the Secondary Educational Service Area (SESA) Office 31 (Secondary Educational Service Area Office 31, 2018), to determine the learning outcomes of the course as

shown in Appendix C.

Step 3 Identify the Key Concepts and Essential Understanding

In order to properly design the tiered instruction, key concepts and essential understanding were identified based on the local curriculum framework standards (see Appendix D).

Step 4 Develop a Lesson that Addresses the Essential Understanding

To satisfy the needs of the participating school and align with the national standards, a tiered English reading comprehension course consisting of eight lessons was developed.

Each lesson was designed to improve the participants' English reading comprehension ability through the practice of reading tasks (see Appendix E for a sample lesson plan).

Step 5 Identify the Necessary Background

In order to properly ascertain that all participants have an appropriate level of background knowledge about Khorat province, a pre-assessment task was used to

assess the participants' background knowledge at the beginning of each lesson. The participants were required to self-organize into three groups, based on their readiness: basic tier group, grade-level tier group, and advanced tier group. The readiness-based groups were based on the following criteria shown in Table 1.

Table 1 Readiness-based Groups and Criteria

Tier Group	Criteria
Basic	Participants who identify themselves as having no or a low level of background knowledge in regards to the pre-assessment question
Grade-level	Participants who identify themselves as having a medium level of background knowledge in regards to the pre-assessment question
Advanced	Participants who identify themselves as having a high level of background knowledge in regards to the pre-assessment question

The grouping was not fixed. Each student might be grouped in a different tier in each lesson. The number of students in each tier was therefore not predetermined,

depending on the results of the pre-assessment. Nevertheless, rearrangement may be made during the lesson if any participant was observed to be placed in a wrong tier.

Since the students were able to move to a different tier if they later found that they were placed in the wrong tier, classroom management was significant. In this present study, the students were provided two-sided table signs to avoid chaos in the classroom in case some students need teacher assistance or consultant about the learning process.

Step 6 Determine the Type of Tiering

Considering that this study aimed at supporting the students in mainstream classrooms in Thailand, which are mostly mixed abilities, the instruction was tiered based on readiness--the participants' background knowledge relating to the content of a given lesson.

Step 7 Determine how many Tiers will be Needed

Three possible tiers were used when grouping the students in each lesson: basic tier, grade-level tier, and advanced tier. According to the Ministry of Education,

grade ninth students are expected to achieve A2 proficiency level of the Common European Framework of Reference (CEFR) (Ministry of Education, 2014); therefore, the three tiers were aligned with the reading competence described in CEFR, as shown in Table 2.

Table 2 Expected Reading Competence of the students in Each Tier

Tiers	Expected Reading Competence
Basic Tier	I can read very short, <i>fairly easy-to-read</i> texts. I can find specific, predictable information in simple everyday materials such as advertisements, prospectuses, menus and timetables and understand short <i>fairly easy-to-read</i> personal letters.
Grade-level Tier	I can read very short, <i>simple</i> texts. I can find specific, predictable information in simple everyday materials such as advertisements, prospectuses, menus and timetables and I can understand short <i>simple</i> personal letters.

Advanced Tier I can read very short, *fairly difficult-to-read* texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short *fairly difficult-to-read* personal letters.

Step 8 Determine Which Part of the Lesson will be Tiered

In this present study, the English reading instruction was tiered in all three elements: content, process, and product. Each element of the instruction was tiered by adapting the Equalizer, a tool devised by Tomlinson (2001), to adjust the complexity of the aspects of each element (see Appendix F for details).

Tiered by Content

The topics of content were chosen to be about Khorat province, as recommended by the two informants in Step 2. Altogether, eight topics were used (see Appendix G for readability index). Authentic reading texts were then chosen from

various sources including online articles, encyclopedias, brochures, and print advertisements.

The chosen texts were then modified into three versions, using the Flesch Reading Ease Readability (see Appendix H for details). Three primary steps were employed (Saggion, 2017):

1. Formulate an appropriate grade-level reading material
2. Simplify the grade-level reading material to basic level
3. Increase the difficulty of the grade-level reading material to advanced level

As a result, each version differs in terms of the reading ease score, the average syllables per word and the average sentence length as shown in Appendix G. Each lesson plan revolved around a single reading text, tiered into three versions: basic, grade-level, and advanced. The Flesch Reading Ease score ranges from 0 to 100 with lower scores representing more difficult-to-read texts and higher scores representing easier-to-read texts. In this present study, the content for all three versions of reading texts remained the same and fell under the 60.00 to 69.99 Flesch Reading Ease score range of 'plain English texts'.

In basic tier, the participants were given reading texts that contained only simple sentence structures with one clause per sentence.

In grade-level tier, the participants were given reading texts that contained a mix of simple sentence structures, complex sentence structures, and compound sentence structures.

Finally, in advanced tier, the participants were given reading texts that contained only complex and compound sentence structures with two to three clauses per sentence. The sample texts of each tier are shown in Appendix E.

Tiered by Process

In this present study, the levels of teacher assistance in class for each tier was tiered from dependence to independence.

In basic tier, the participants were given full assistance by the teacher. They were given feedbacks with frequent checks for understanding and skill development.

In grade-level tier, the participants were given assistance mostly by their peer while the teacher provided occasionally checks for understanding.

Finally, in advanced tier, the participants were given independency and self-directedness.

Moreover, the pace of study for the participants of each tier while they read the reading texts was also tiered from slow to quick.

In basic tier, the participants were be given the maximum pace of learning to allow for greater depth of study.

In grade-level tier, the participants were given average pace of study, with a time limit and a time warning.

Finally, in advanced tier, the participants were given full control over the pace of study and had no a time limit and a time warning.

Tiered by Product

In each lesson, the participants were asked to demonstrate their understanding about the topic in various tasks (see Appendix D). The tasks were designed as an integration of reading, speaking, and writing skills since they mutually reinforce each other in a number of ways (Harmer, 2015). The tasks differed from more structure to

more open, small leap to greater leap, foundational to transformational, concrete to abstract, and single facet to multiple facets (see Appendix E for sample reading tasks for each tier).

In the basic tier, the participants were given post-reading tasks that contained a structured template and required them to make connections and apply ideas that were familiar to them. The post-reading tasks for the basic tier focused on only key information and had one single correct answer.

In the grade-level tier, the participants were given post-reading tasks that contained a semi-structured template and required them to make connections and apply ideas that were somewhat familiar to them. The post-reading tasks for grade-level tier focused on key information and implications and had few correct answers.

Finally, in the advanced tier, the participants were given post-reading tasks that contained an open-ended template that required decision-making and independence. The post-reading tasks required the participants to make connections among far-flung fields ideas and stretched and bended ideas to create a new thought beyond the given

examples. The tasks contained multiple correct answer and focused on mainly implications.

Step 9 Develop Assessment

The assessment integrated in this present study was an ongoing formative assessment to keep track of the participants' progress and gather feedback on the teaching at the end of each unit. The purpose of ongoing formative assessment was not to compare the participants' performance with one another but instead, to determine the area where the participants were in their learning and use that information to adjust further learning experiences. To ensure that the participants were assessed on only their reading comprehension ability, not writing, language mistakes that occurred on the reading tasks were not taken into consideration and counted as the evidence of learning.

Instructional Procedures

In this present study, each unit lesson was divided into three consecutive procedures: pre-reading, while-reading, and post-reading (see Appendix E).

Stage 1 Pre-reading

During the first stage, the participants were introduced to a topic of the day as a whole class. The teacher began the instruction by providing a brief overview of the content to activate the participants' prior knowledge.

After, a pre-assessment task was conducted on the participants to gauge their background knowledge of the subject at hand. The participants were required to self-organize into three groups, based on their readiness: basic tier, grade-level tier, and advanced tier. The three readiness-based groups were flexible and the participants were able to fluidly move from one readiness-based group to another if they later found a different group to be more suitable and appropriate.

Next, the teacher introduced a reading strategy to the class and distributed a handout that contained a step-by-step guidance of how to use a reading strategy and a short paragraph. The participants then were given time to read the handout and practice using the reading strategy.

Finally, the teacher introduced new vocabulary to the participants before they proceeded reading the text.

Stage 2 While-reading

At this stage, the participants were given approximately 10-15 minutes to read the texts. In this present study, the role of the teacher was a facilitator. The teacher guided, assisted, and encouraged the participants to be active learners.

Stage 3 Post-reading

After reading the texts, the participants were given approximately 25-30 minutes to complete a reading task. The reading tasks focused on the use of the reading strategy learned in the beginning of the lesson. Anchor activities designed by the teacher were also provided at this stage to the participants who completed learning tasks at different times but the class was not yet ready to move as a whole in order to minimize chaos in the classroom.

Validation and Try out

The criteria for tiering each reading text was checked by one expert—a university lecturer in English language teaching (ELT) field with an expertise in linguistic (see Appendix I for the evaluation form). The expert agreed that the criteria was

appropriate and suggested that in practice, all three versions of the reading texts should be compared and read altogether in order to maintain content consistency and appropriate tiering techniques.

Next, eight reading texts, tiered into three versions, were formulated. The content consistency of the reading texts were checked by two experts—native speaking English teachers in ELT field (see Appendix J for the evaluation form). The experts agreed that the content of all three versions of the reading texts contained appropriate level of difficulty and consistency. There were major comments and suggestions about grammatical errors, word choices, and diacritical marks (see Appendix K for details). Necessary revisions were made accordingly and the Flesch Reading Ease analysis was used to ensure the validity and appropriateness of the reading texts.

To ensure the effectiveness of tiered English reading instruction, three sample reading texts, lesson plans, and the instructional materials, were checked by four experts—three university lecturers in ELT field and one ninth grade English teacher from the participating school (see Appendix L for the evaluation form). Major

comments were about the learning outcomes and teaching procedures. Necessary revisions were made accordingly and the same concepts were used to design the rest of the lesson plans. One lesson was tried out with a group of ninth grade students that had the same characteristics with the participants. The results showed that the pilot lesson was successful and the lesson could be implemented in the classroom with no major difficulties.

Research Instrument

Two instruments were used to collect the data in this study which include English reading comprehension test and semi-structured interview.

English Reading Comprehension Tests

Two paralleled forms of the English reading comprehension test were designed and used as the pretest and posttest to assess the participants' reading comprehension ability before and after the classroom intervention (see Appendix M). Parallel tests were employed in order to minimize the leakage of test content and avoid invalid

increases in test scores that may occur due to practice based on previous exposure and memorization (Hausknecht, Halpert, Di Paolo, & Moriarty Gerrard, 2007).

Each test consisted of two passages about Khorat province. The topics were similar to those used in the instruction. The four passages were selected and modified using steps suggested by Saggion (2017) to match with the level of reading difficulty for ninth grade students “plain English” with the Flesch Reading Ease scores ranging from 64.50 to 65.49. There were 18 items in each test. Time allocation was 60 minutes.

The test specification of both tests is summarized in Table 3. The two tests are paralleled in terms of the test specification and were designed to assess the first three levels of reading comprehension: literal comprehension, interpretive comprehension, and critical comprehension, since secondary school students are expected to be able to do (Ministry of Education, 2008). As shown in Table 3, for each passage, all three levels of reading comprehension were assessed, using three types of questions that the participants were familiar with.

Table 3 Test Specifications

Passage	Test Format (Numbers of Item)	Level of Reading Comprehension	Test Item
Tourist Attractions of Khorat	True-False (3)	Literal	1, 2
	Multiple-Choice (5)	Literal	4
		Interpretive	5, 6, 7, 8
	Short Answer (1)	Critical	9
Natural Heritages of Khorat	True-False (3)	Literal	10, 11
	Multiple-Choice (5)	Interpretive	12
		Literal	13
	Short Answer (1)	Interpretive	14, 15, 16, 17
	Short Answer (1)	Critical	18

After determining the purpose and designing the specification of the tests, the test items were designed. As shown in Table 3, nine questions were used for each passage. Three true-false questions assessed literal and interpretive comprehension, five multiple-choice questions assessed literal and interpretive comprehension, and one short-answer question assessed critical comprehension.

In the items that assessed literal comprehension, the participants were required to look for facts and details that are directly stated in the text read. In the items that assessed the interpretive comprehension, the participants were required to analyze information about the text read. For the items that assessed the critical comprehension, the participants were required to express opinions about the text read.

Test Validation

The validity of the test items were checked by three experts—two English teachers, one had experiences with constructing O-NET test items specifically, and one university lecturer in ELT field (see Appendix N for the Index of Item Objective

Congruence or IOC). Based on the IOC results, the test items were congruent with the grand mean scores of 0.71 and 0.91 respectively. The test items were rearranged based on the length of each item and eight items that received the score lower than 0.5 were revised (see Appendix O for details).

After the revisions, both pretest and posttest were piloted with a group of ninth grade students that had similar characteristics with the participants to check whether the two tests were parallel in the aspects of reliability, consistency, and the quality of test items (see Appendix O for details).

First, Kuder-Richardson Coefficient of Reliability, or KR-20 was used to check the reliability of the test items. The results of KR-20 of the pretest and posttest were 0.71 and 0.72 respectively which showed that the two tests were reliable.

Second, the consistency of the two tests were checked using Pearson Correlation Coefficient. The results of Pearson Correlation Coefficient was 0.88 which can be interpreted that there was a consistency between the two tests.

Third, in terms of the quality of the test items, the Item difficulty (P-value) was checked to ensure that the test items in the two tests were level-appropriate. Based on the results, the test items in the two test had appropriate levels of difficulty with the grand mean scores of 0.57 and 0.58 respectively. Two items that received the scores higher than 0.80 were revised.

Forth, the item discrimination (ID) was also checked to ensure that the test items in the two tests could differentiate between low-ability test-takers and high-ability test-takers. Based on the results, the test items in the two tests had appropriate levels of discrimination with the grand mean scores of 0.36 and 0.38 respectively. Three items that received the scores lower than 0.20 were revised.

Fifth, the quality of the short answer questions in the two tests was checked with a group of ninth grade students that had the same characteristics with the participants to minimize any confusions that arise when the questions were read. Four students, one female and one male from low-ability group and one female and one male from high-ability group were chosen for an interview. All four students indicated

that all short answer questions in the two tests were appropriate and did not cause any confusion.

Finally, the consistency of the short answer questions as well as the rubric used in the two tests were checked using Inter-Rater Reliability. The researcher and another alternative rater—a grade ninth English teacher from the participating school, read and scored the participants' written responses separately. Pearson Correlation Coefficient was used to calculate the consistency of the two raters. The results of Pearson Correlation Coefficient were 0.82 and 0.77 (pretest) and 0.81 and 0.75 (posttest) which can be interpreted that the two raters were consistent at a high level of consistency.

Based on the results of the reliability, consistency, and the quality of test items, it can be concluded that the two tests were paralleled and they can be used interchangeably.

After the implementation of the tiered instruction, two items that received the scores higher than 0.80 during the pilot test were analyzed to ensure that the test items were level-appropriate. The item difficulty results indicated that both items from

the pretest and posttest had an appropriate level of difficulty at 0.68 and 0.64 respectively.

Further, three items that received the scores lower than 0.20 during the pilot test were analyzed to ensure that the test items could differentiate between low-ability test-takers and high-ability test-takers. The item discrimination results indicated that all three items were appropriate in terms of its discrimination at 0.27, 0.36, and 0.36 respectively.

Semi-structured Interviews

Semi-structured interviews were developed and used to assess the participants' opinions after the classroom intervention (see Appendix P).

Six participants—three from the basic group and three from the advanced group were selected to participate in the interviews. The description of each participant is presented in Table 4.

Table 4 Description of Participations in the Interviews

Ability Group	Student	Abbreviation Used
Basic	Female Student 1	B1
	Female Student 2	B2
	Male Student 5	B3
Advanced	Female Student 3	A1
	Female Student 4	A2
	Male Student 6	A3

The participants' opinions were examined in four aspects: the tiered instruction, tiered content, tiered process, and tiered product. The interview questions consisted of four parts, each part contains two questions types: main questions and follow-up questions. The main questions were designed to assess three components: affective, cognitive, and behavioral and the follow-up questions were designed to gain more in-depth information about the participants' responses if needed. The interview questions specifications were summarized in Table 5.

Table 5 Semi-structured Interview Question Specifications

Part	Component	Interview Item
Part 1: Overall Experiences about Tiered English Reading Instruction	Affective	1
	Cognitive	2
	Behavior	3
Part 2: The Effects of Tiered Content on the Participants' Reading Comprehension Ability	Affective	4
	Cognitive	5
Part 3: The Effects of Tiered Process on the Participants' Reading Comprehension Ability	Affective	6
	Cognitive	7
Part 4: The Effects of Tiered Product on the Participants' Reading Comprehension Ability	Affective	8
	Cognitive	9

To avoid any possible misinterpretation and to encourage the participants to freely express their opinions, the interview was conducted in Thai.

Interview Question Validation

The validity of the interview questions were checked by three experts—two university lecturers in ELT field and one ninth grade English teacher from the participating school (see Appendix Q for the IOC). Based on the IOC results, the interview questions were congruent with the grand mean scores of 0.83. There were minor comments and suggestions about word choices and the interview questions were revised accordingly (see Appendix R for details).

After revisions, the interview questions were piloted with two ninth grade students--one low-ability student and the other, a high-ability--that had similar characteristics with the participants to minimize any confusions that arise when the interview questions were asked. Both students indicated that they were able to understand all interview questions without any confusion.

Data Collection Procedures

The data collection was conducted in the second semester of the academic year 2019. Before implementing the tiered reading instruction, the pretest was administered with the whole group of participants. Then, after the instruction, the posttest was conducted. The semi-structured interviews were conducted with six participants.

Originally, the researcher's plan was to conduct the interview in person; the plan, however, had to be modified due to time constraints. The representative participants were interviewed one-by-one using video conference. All videoconference resources including a computer, a webcam, and a headset were provided by the researcher. The interview lasted 5-10 minutes for each participant.

Data Analysis

To examine the effects of the tiered English reading instruction, the scores obtained from the English reading comprehension pretest and posttest were analyzed

using Wilcoxon Matched-Pairs Signed-Rank Test and effect size. Wilcoxon Matched-Pairs Signed-Rank Test was employed as the normality assumption was not met and the sample size was small.

To examine the participants' opinions towards the tiered English reading instruction, the transcripts of the audio recordings obtained from the interviews were analyzed using a content analysis method. The transcripts were read multiple times to identify the participants' opinions, positive or negative, towards the instruction in four aspects: the tiered instruction, tiered content, tiered process, and tiered product. The interview questions were based on two components: affective, cognitive. The behavioral component was specifically added to explore the participants' opinions in terms of their actions after the classroom intervention.

The words, phrases, or sentences that were found in the interview were coded using criteria shown in Appendix S.

The reliability of the content analysis was checked using Inter-Rater Reliability. The researcher and another alternative coder—a lower secondary school English

teacher, read and coded the transcripts separately. Based on the results of Pearson Correlation Coefficient, the content analysis used in this study was reliable at a high level.



CHAPTER 4

FINDINGS

This chapter describes the research findings of this present study based on two research questions. The first research question concerns the effects of tiered English reading instruction on English reading comprehension ability. The second research question concerns the students' opinions towards the instruction.

English Reading Comprehension Ability

The students' English reading comprehension ability was evaluated on three individual levels of reading comprehension and an overall level of reading comprehension using a Wilcoxon matched-pairs signed-rank test.

The results of Wilcoxon matched-pairs signed-rank test showed that the implementation of tiered English reading instruction significantly improved the students' overall, interpretive, and critical comprehension levels. However, there was no statistically significant difference in the students' literal comprehension level before and after the classroom intervention (see Appendix T for details).

Overall Comprehension

The students' overall comprehension pretest score was significantly different from the students' overall comprehension posttest score at the significance level of $p < 0.05$ which indicated that the overall English reading comprehension ability of the students increased after the implementation of the tiered English reading instruction.

Furthermore, the effect size was analyzed to investigate the effectiveness of the tiered English reading instruction on the students' overall reading comprehension ability. The results showed that the effect size value was 0.96 which indicated that the tiered English reading instruction enhanced the students' overall reading comprehension ability at a high level.



Literal Comprehension

The students' literal comprehension pretest score was not significantly different from the students' posttest score at the significance level of $p < 0.05$ which indicated that there was no statistically significant difference in the literal English

reading comprehension ability of the students after the implementation of the tiered English reading instruction.

Interpretive Comprehension

The students' interpretative comprehension pretest score was significantly different from the students' posttest score at the significance level of $p < 0.05$ which indicated that the interpretive English reading comprehension ability of the students increased after the implementation of the tiered English reading instruction.

Critical Comprehension

The students' critical comprehension pretest score was significantly different from the students' posttest score at the significance level of $p < 0.05$ which indicated that the critical English reading comprehension ability of the students increased after the implementation of the tiered English reading instruction.

Opinions

The students' opinions were evaluated on three individual elements of tiered instruction and overall opinions of tiered instructions using the content analysis method.

The results of the content analysis showed that the implementation of tiered English reading instruction, created positive opinions among students from both basic and advanced groups in all four elements: tiered English reading instruction, tiered content, tiered process, and tiered product. Although the tiered English reading instruction generally created positive opinions, there was one negative response expressed by one student from the basic group (see Appendix U for details).

Basic Group Students

Tiered Instruction

The data from the semi-structured interview showed that basic group students felt joy and relaxation towards the tiered instruction, and that the instruction increased

their interest in learning (see Excerpt 1). They mentioned that they felt joy when learning new reading skills.

Excerpt 1 เอ่อ ก็สนุกดีครับเพราะว่าได้ทำเวิร์คชีทที่ไม่เคยทำมาก่อน ได้ฝึกอ่านบทความต่างๆ
ที่ไม่เคยได้อ่าน สนุกดีครับ

Hmmm I had fun because I had done some type of worksheets that I never did before. I practiced reading texts that I never read before. It was good fun. (B3, line 5)

Also, the data showed that the tiered instruction helped basic group students learn new reading skills and vocabulary, read in English easily (see Excerpt 2). They reported that the tiered instruction created opportunities to learn new reading skills.

Excerpt 2 ช่วยค่ะ ช่วยมากๆเลยค่ะ เพราะว่าได้เรียนเทคนิควิธีการอ่านภาษาอังกฤษจากครู
ฝ้ายเยอะมากเลยค่ะ

It helped. It helped a lot because I got to learn so many English reading techniques from teacher Fai. (B2, line 8)

Furthermore, the data revealed that the tiered instruction increased motivation in English reading among basic group students (see Excerpt 3). They reported that their English reading motivation increased significantly after the course.

Excerpt 3 เปลี่ยนครับ ทำให้อยากอ่านมากขึ้นจากเดิมครับ เพราะพอเข้าใจว่าควรอ่านยังไง

It changed. It makes me want to read more than before because I know how to read. (B3, line 14)

Tiered Content

The data showed that basic group students felt that the tiered content increased their interest in reading (see Excerpt 4). They mentioned that the tiered content was interesting because many topics were relatable.

Excerpt 4 รู้สึกว่ามันน่าสนใจค่ะ เพราะมันก็ไม่ยากจนเกินไปค่ะ บางอันก็ใกล้ตัวเพราะหนูก็เคย

ได้ยินมาก่อน แบบมีคนเคยเล่าให้ฟังแบบนี้ค่ะ

I felt that they were interesting because they were not too easy or too difficult. Some of them I'm familiar with because I have heard

about it before. It is like someone has told me the stories something like that. (B1, line 18)

Moreover, the data also showed that the tiered content helped basic group students read easily because it contained simple vocabulary (see Excerpt 5).

Excerpt 5 มีส่วนช่วยอยู่ครับ บางบทความมีคำศัพท์ง่าย ผมก็พออ่านเองได้นิดหน่อย

It helped. Some reading texts contained simple vocabulary. I can read by myself a little. (B3, line 21)

However, one low-ability student expressed that the tiered content increased the difficulty in reading in English (see Excerpt 6). The student claimed that the reading texts created some confusion because he was unfamiliar with the content.

Excerpt 6 ผมรู้สึกงงนิดนึงครับ เพราะว่าผมไม่เคยอ่านเรื่องพวกนี้มาก่อนเลย

I felt a little confused because I have never read about anything like this before. (B3, line 18)

Tiered Process

The data showed that basic group students felt joy and relaxation towards the tiered process (see Excerpt 7). They mentioned that they felt relaxed when the teacher provided assistance during the learning process.

Excerpt 7 รู้สึกที่ดีค่ะ ส่วนใหญ่หนูก็จะรู้เรื่องพวกนี้อยู่แล้ว ครูแค่มาช่วยเช็คดูบ้างนิดหน่อยก็
รู้สึกดีแล้วค่ะ

I felt good. I know most of these topics. The teacher just helped checking here and there and made me feel good. (B2, line 24)

Moreover, the data showed that the tiered process helped basic group students learn new content and vocabulary, and helped them read easily (see Excerpt 8). They mentioned that they could understand new vocabulary because of the teacher support they received.

Excerpt 8 มีส่วนช่วยค่ะ เพราะว่าบางคำศัพท์ที่หนูไม่เข้าใจครูก็สามารถช่วยบอกได้ ก็ทำให้
อ่านได้เข้าใจมากขึ้นค่ะ

It helped because some vocabulary that I did not understand, the teacher helped. That makes me understand more of what I read. (B2, line 28)

Tiered Product

The data from the semi-structured interview showed that basic group students felt that the tiered product not only increased their interest in learning, but also created joy, excitement (see Excerpt 9). They reported that the tiered product was interesting because there was little emphasis on grammar.

Excerpt 9 รู้สึกว่ามันน่าสนใจค่ะ หนูชอบกิจกรรมที่มันไม่ค่อยเป็นทางการอะค่ะ ชอบตรงที่ครูไม่ได้เน้นหรือซีเรียสเรื่องแกรมม่า ทำให้หนูอยากทำกิจกรรมมากขึ้นค่ะ

I felt that they were interesting. I like activities that were not so formal. I liked that the teacher did not focus on grammar too much. That encouraged me to do the activities more. (B2, line 32)

Also, the data revealed that the tiered product helped basic group students read in English easily (see Excerpt 10). They reported that they can read in English easily with the help of the tiered product.

Excerpt 10 รู้สึกว่าการช่วยให้อ่านได้ดีขึ้นมากค่ะ เช่นกิจกรรมที่ครูสอนหาใจความสำคัญ หาเซต

ไลน์ หนูก็จะใช้เทคนิคที่ครูสอนในห้องมาหาช่วยโดยที่ไม่ต้องอ่านทีละตัวเหมือน

เมื่อก่อนอะค่ะ

It helped me read a lot better. For example, the activities taught us how to look for the main idea of a reading text, look for the headline, and I can use this technique that you taught in class to look for the main idea without having to read one word at a time like I did before.

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(B1, line 38)

In conclusion, the implementation of tiered English reading instruction, created a number of positive opinions among basic group students in all four aspects: tiered English reading instruction, tiered content, tiered process, and tiered product. The positive opinions included learning and reading with joy, excitement, and relaxation,

reading English easily, learning new content, vocabulary, and reading skills, and an increase in motivation to read. Although, there was one negative response by one student which claimed that the tiered content tended to create difficulty in learning.

Advanced Group Students

Tiered Instruction

The data from the semi-structured interview revealed that advanced group students felt that the tiered instruction created joy and relaxation in learning (see Excerpt 11). They reported that they enjoyed learning new reading skills.

Excerpt 11 ก็รู้สึกสนุกดีครับเพราะการเรียนครั้งนี้เป็นเหมือนการเพิ่มทักษะการอ่านใหม่ๆ

I felt joy because learning like this is like learning new reading skills.

(A3, line 14)

Moreover, the data showed that the tiered instruction helped advanced group students learn new reading skills and reading in English easily (see Excerpt 12). They mentioned that

Excerpt 12 พอได้เรียนก็ได้เรียนการหาใจความสำคัญหรือการหาหัวข้อหลักทำให้หนูคิดว่าการ

อ่านภาษาอังกฤษมันง่ายกว่าที่คิดมากๆเลยคะ

After learning, I learned how to read for the main idea and find the

title. It makes me think that reading in English is a lot easier than I

thought. (A1, line 9)

Also, the data revealed that the tiered instruction changed advanced group students' English reading behavior because it increased their motivation in English reading (see Excerpt 13). They mentioned that they had more interest in reading in English than they did in the past.

Excerpt 13 พอได้เรียนกับครูก็มีความสนใจในการอ่านภาษาอังกฤษมากขึ้นคะ ได้เรียนรู้เคล็ดลับ

ในการอ่านก็เลยทำให้รู้สึกว่าการอ่านภาษาอังกฤษมันง่ายขึ้นสำหรับหนูคะ

After learning with you, my interest in reading in English has

increased. I learned reading techniques which made reading in English

easier for me. (A1, line 14)

Tiered Content

The data showed that advanced group students felt that the tiered content increased their interest in reading (see Excerpt 14). They expressed that the content was interesting because it was relatable.

Excerpt 14 รู้สึกว่ามันน่าสนใจครับ ใกล้เคียง เช่นเป็นเกี่ยวกับสถานที่เกี่ยวโคราชที่น่าสนใจอะไรแบบนี้ครับ

I felt that it was interesting. Relatable. Like it was about interesting tourist attractions in Khorat something like that. (A3, line 19)

In addition, the data showed that the tiered content helped advanced group students read in English easily (see Excerpt 15). The students mentioned that when reading texts that contained familiar vocabulary, they could understand the content better.

Excerpt 15 มีส่วนช่วยค่ะ ช่วยให้อ่านได้ดีกว่าเดิมค่ะ ก็อย่างเช่นบางบทความที่หนูได้ไปอยู่ที่มสี

เหลือง ก็ได้อ่านมีคำศัพท์ง่าย หนูก็พออ่านได้เองบ้าง

It helped. It helped me read better than before. For example, when I

was in the yellow team, there were easy vocabulary so I could

somewhat read by myself. (A2, line 21)

Tiered Process

The data showed that advanced group students felt that the tiered process created joy in learning (see Excerpt 16). They expressed that the teacher support was appropriate and that they felt ease when learning new vocabulary.

Excerpt 16 รู้สึกประทับใจค่ะ อย่างเวลาหนูอยู่ที่มเยลโล่เพราะหนูไม่รู้อะไรเลยเกี่ยวกับ

บทความนั้น อย่างบางคำศัพท์หนูไม่รู้เลย ครูก็ไปช่วยเน้น ไปช่วยย้ำ แล้วก็ไปช่วย

ให้หนูได้เรียนรู้อะไรขึ้นเยอะแยะเลยค่ะ

I felt impressed. For example, when I was in the yellow team

because I did not know anything about the reading texts, or some of

the vocabulary I was not familiar with, the teacher helped stress, repeated, and helped me learn so many things.” (A1, line 27)

Also, the data showed that advanced group students felt that the teacher support helped them learn new content and vocabulary (see Excerpt 17). They expressed that the teacher support was appropriate and that they felt ease when learning new vocabulary.

Excerpt 17 สำหรับผม ผมจะชอบอยู่สีเขียว ครูมาช่วยผมบ้าง นิดๆหน่อยๆผมว่าก็ดีครับ ช่วยเสริมบางที่ที่ผมหลงประเด็นไปหรือคำศัพท์ที่ผมเข้าใจผิดไป ผมว่าแค่นี้ก็โอเคแล้วครับ

For me, I was mostly in the green team. The teacher helped me a little, I thought it was good. The teacher helped guide when I was off track or when I mistook the meaning of the vocabulary. I thought it was ok. (A3, line 32)

Tiered Product

The data showed that advanced group students felt that the tiered product increased interest and created joy and excitement in learning (see Excerpt 18). They expressed that the tiered product was fun and appropriate for their ability.

Excerpt 18 เป็นกิจกรรมที่สนุก ทำให้รู้สึกว่าการอ่านภาษาอังกฤษให้เข้าใจมันไม่ได้ยากเท่าที่คิด

ถ้าเรารู้เทคนิคการอ่านอะไรแบบนี้ค่ะ

They were fun tasks. It made me feel that English reading is not as

difficult as I thought if you know the reading techniques. (A1, line 41)

In conclusion, the implementation of tiered English reading instruction, created a number of positive opinions among advanced group students in all four aspects:

tiered English reading instruction, tiered content, tiered process, and tiered product.

The positive opinions included learning and reading with joy, excitement, and relaxation, reading English easily, learning new content, vocabulary, and reading skills, and an increase in motivation to read.

CHAPTER 5

DISCUSSIONS

This chapter presents the summary of the study, summary of the findings, discussions of the findings including pedagogical implications, limitations of the study, and recommendations for further study.

Summary of the Study

This present study employed a one-group pretest-posttest, experimental design and aimed to investigate the effects of tiered English reading instruction on reading comprehension ability and opinions of lower secondary school students in Thailand. The data were obtained using two paralleled forms of reading comprehension tests and a semi-structured interview.

To select participants to participate in this present study, a purposive sampling technique was employed. A group of ninth grade Thai students—six males and 23 females between 14 and 16 years of age, in one public school in the north eastern region of Thailand were selected to participate in the study.

The tiered English reading instruction was designed based on the model proposed by Pierce and Adams (2006). The model consists of a nine-step process to successfully tier instruction. All aspects in this instruction: content, process, and product were tiered based on Tomlinson (1999). The course “Introduction to Khorat Province” aimed to enhance the students’ reading comprehension at three levels: literal, interpretive, and critical comprehensions and was offered as an English additional course for ninth grade students at the participating school. The course consisted of eight two-hour lessons which were implemented over a two week period.

The reading texts were primarily chosen from authentic materials about Khorat province then modified into three versions, one for each tier (basic, grade-level, and advanced). The students were assessed as to which tier to join using a pre-assessment task at the beginning of each lesson.

The process of the instruction was tiered by providing different teacher support and pace of study to the students in each tier. The level of teacher support was tiered

from dependence to independence and the pace of learning was also tiered from having a deliberate pace of learning to having control over pace of learning.

Lastly, for the product, the participants were asked to demonstrate their understanding about the topic in various reading tasks which differed from more structured to more open, small leap to greater leap, foundational to transformational, concrete to abstract, and single facet to multiple facets.

The English reading comprehension was assessed by using pre and post English reading comprehension tests before and after the classroom intervention. The scores were then statistically analyzed to determine the effects of the instruction on the students' reading comprehension. The students' opinions about the tiered instruction were obtained by using semi-structured interview which was conducted with six representative participants—three participants from basic group and three participants from advanced group. The students' opinions were analyzed using content analysis.

Summary of the Findings

The findings are summarized based on the two research questions as follows.

First, the data from the English reading comprehension tests indicated that the tiered English reading instruction could enhance the students' overall English reading comprehension ability. The posttest score was significantly higher than that of the pretest. When analyzing the three levels of comprehension, the findings showed that the instruction had effects on only two levels—interpretive comprehension and critical comprehension. In contrast, the students' literal comprehension pretest and posttest scores were not significantly different.

In addition, the results from the effect size analysis also supported that the tiered English reading instruction could foster the students' overall reading comprehension ability at a high level.

Second, the data from the semi-structured interview indicated that overall, regardless of their ability, the students expressed positive opinions about the tiered English reading instruction. They found the instruction to be fun, relaxing, and interesting. They also mentioned that the instruction helped them learn new reading

skills, read in English easily, learn new vocabulary, and increased their motivation in English reading.

The students' opinions were further analyzed in three specific aspects of the instruction: tiered content, tiered process, and tiered product.

First, the data showed that the students, regardless of their ability, expressed positive opinions about the tiered content. They reported that the content increased their interest in reading and helped them read in English easily. However, one student from basic group argued that the content increased the difficulty in reading in English.

Second, the data showed that the students, regardless of their ability, expressed joy and relaxation in learning when provided with the tiered process. They also further stated that the tiered levels of teacher support helped them learn new content and vocabulary and read in English easily.

Finally, for the tiered product, the data revealed that the tiered product created joy, excitement, relaxation, and increased their interest in learning. Also, they expressed that the tiered product helped them read in English easily.

Based on the data obtained from the reading comprehension tests and the semi-structured interview, it can be concluded that the tiered English reading instruction developed by the researcher is considerably effective in promoting the students' English reading comprehension ability and creating positive opinions towards L2 classroom.

Discussion

The discussions of the findings are presented based on the two research questions as follows.

English Reading Comprehension Ability

The improvement of the overall reading comprehension and the two high levels of comprehension--critical and interpretive comprehension--suggests that all students, regardless of their existing level of reading ability, must have received adequate support during the instruction (Gregory, 2011; Tomlinson, 2000). These findings are consistent with previous studies (e.g. Aliakbari & Haghighi, 2014; Narvaez et al., 2010; Pasuy Pedroza & Mendieta Aguilar, 2013). However, the scores of the items

measuring literal comprehension, which is the lowest level of comprehension, were not significantly different before and after the instruction. This finding is not consistent with Natsir and Asrawiah (2013). One possible explanation may be because the students who participated in this present study have already mastered the initial stage of comprehension prior the implementation of the tiered English instruction so their ability to understand the ideas and information explicitly stated in the text, i.e. literal comprehension, was not affected.

Considering that the reading instruction in this study was tiered in all three elements, the tiering of each element must have helped facilitate the reading of the students as explained by Tomlinson (2000). Three main strategies employed in this instruction seemed to yield positive effects as follows.

First, since the students were asked to assess their own understanding of the new topic before beginning each lesson, they must have developed significant proficiencies necessary for growth (Tieso, 2003). When students acknowledge that differentiated tasks often are based on pre-assessment information, they begin to

realize that the ultimate goal is to take the next appropriate step in their own learning (Tomlinson & Moon, 2013).

Second, the tiered content in this study may have helped the students to achieve high standards of comprehension and content (Tomlinson, 2000). Since the students were able to select a text with the readability that matched with their readiness, their motivation to read and their reading comprehension must have been aided effectively (Gambrell, 2011; Olsen, 2017).

Third, the tiered process and product may have helped increase opportunities for the students to gain an understanding of the new knowledge in ways that are relatable with their background knowledge base (Tomlinson, 2000). Since the students received different levels of teacher support and paces of learning and worked on different reading tasks that also matched with their readiness, their reading comprehension must have also been enhanced tremendously (Aliakbari & Haghghi, 2014; Natsir & Asrawiah, 2013; Pasuy Pedroza & Mendieta Aguilar, 2013).

Opinions towards Tiered English Reading Instruction

The findings of this present study revealed that the tiered English instruction had a positive impact on students' opinions, similarly to a number of previous studies in Thailand (e.g. Amkham & Chinokul, 2010; Suthipiyapathra et al., 2019) and elsewhere (e.g. Avci, Yuksel, Soyer, & Balikcioglu, 2009; Bal, 2016; Danzi, Reul, & Smith, 2008; Karadag & Yasar, 2010; Senturk, 2018). Many positive effects were found as follows.

First, the tiered instruction in this study may have helped increase the motivation and interest to read among the students. Since the instruction was tiered to match with the students' levels of readiness, they were able to complete a learning task by themselves. According to Amkham and Chinokul (2010) when students were able to complete a learning task, they felt that they succeed in learning.

Second, the tiered instruction may have helped deepen the students' knowledge in content, vocabulary, and reading skills. These findings led to the same conclusion as to what Avci et al. (2009) found in their research that not only the students in their tiered instruction reported deepening their knowledge, but some also

mentioned that they improved their knowledge and learned at such a level that they can even teach their peers.

Third, the tiered instruction must have helped increase the students' joy and relaxation in learning. These findings demonstrate similarity with the results of similar studies Avci et al. (2009) and Bal (2016) which supported that students in a tiered classroom experienced positivity in learning. Based on Tomlinson (1999), in a healthy differentiated classroom, the teacher's end goal should always be joyful learning.

Although the English reading instruction created positive opinions, the tiered content in particular was found to create difficulty in reading in English among one student from basic group. The possible explanation as to why there was a negative response towards the tiered content may be due to unfamiliarity with the context.

Since the topics of the tiered reading texts solely were set by the Secondary Educational Service Area Office 31 (2018), some of the topics may be unfamiliar to the students whose age ranges from 14-15, for example, local performance arts in Khorat.

The data from the semi-structured interviews confirmed this claim. Based on the data,

students from both basic and advanced groups reported having mixed feelings of the tiered content as some of the content were easy and relatable while some were rather difficult and not relatable.

Based on the positive effects of this tiered English reading instruction shown in the present study, it can be concluded that differentiated instruction using tiering can shift away from a ‘standardized’ teacher-center classroom which may not support students with mixed-abilities effectively (Loima & Vibulphol, 2014; Suthipiyapathra et al., 2019; Vibulphol, 2016) to a student-centered classroom that caters to the needs of the individual learner (Gregory & Chapman, 2007). The teacher transformed her role from being the center of knowledge to becoming a provider of learning opportunities and a mentor that helped students become autonomous learners as suggested by Tomlinson (2001). Moreover, the instruction has successfully been shifted away from a typical English classrooms in Thai schools where the excessive focus is on grammar and rote learning (Sereemongkolpol, 2018) to a classroom that promotes positivity in language learning.

Pedagogical Implications

The findings from this present study recommended the following pedagogical implications.

First, the findings suggested that the development of the instruction model using tiered instructional approach to teach English reading comprehension was proven to be successful. Since the tiering of each element helped facilitate the reading of the students, English reading teachers can adapt the instructional design developed by the researcher to develop reading lessons that help all students succeed.

Second, the findings suggested that self-assessment, based on the student's understanding of the new topic, helped improve the student's English reading comprehension ability. English reading teachers should encourage student involvement and responsibility in thinning and reflecting on their role and contribution to the learning process.

Third, the findings suggested that the tiered reading materials in this study could enhance the students' reading ability, motivation, and interest to read. English reading

teachers should provide reading materials that match with students' abilities to increase their motivation, engagement, and independence in reading. Approaches suggested by Saggion (2017) can be implemented as a tool to simplify and increase the difficult level of reading materials. Moreover, online ready-made tiered reading materials may also be helpful to use (e.g. <http://www.readworks.org> and <https://www.commonlit.org>).

Lastly, the findings suggested that the tiered process and product were effective strategies for improving the students' reading ability and knowledge in content, vocabulary, and reading skills. English reading teachers should provide different levels of independence and pace of learning and design different reading tasks in terms of the task structure, leap in learning, foundation of information, abstractness, and number of facets to match with students' abilities as suggested by Tomlinson (2000). Moreover, English reading teacher should also design reading tasks that are fun, engaging, and most importantly, relevant to students to increase their interest, joy, and excitement.

Limitations of the Study

Although the development of the instruction model using tiered instructional approach to teach English reading comprehension for grade nine students was successful, the main limitation of the study was time constraints. Originally, the researcher's plan was to span the tiered instruction out over an eight-week period. However, the plan had to be adjusted because the schedule of the participating school was limited. This resulted in the data collection period to be shortened from an eight-week period to a two-week period.

Recommendations for Further Study

As previously mentioned, the majority of previous studies only implemented one or two elements out of the three when tiering the instruction and there have only been a few studies that were conducted in the English classroom context within Thailand. The findings of this present study therefore have revealed preliminary results that should be further investigated and substantiated in further research in the field as follows:

First, since the development of the instruction model using tiered instructional approach to enhance students' English reading comprehension was successful in this present study, further research can be conducted to examine whether tiered instruction can be implemented to enhance other language skills including writing, speaking, and listening since each language skill is different in nature and the students may require different kinds of support.

Second, since the design of this study does not allow a deep understanding of how the instruction impacted different groups of students, further research may seek to find ways to keep track of the development of the students who identified themselves in different tiers, in addition to the classroom as a whole.

Lastly, since the main limitation of the study was time, further research that plans to be conducted in the second semester of the academic year in Thailand may need to be aware that students may be occupied with extra-curricular activities that affect the schedule of the study. The effects of the instruction might have differed if

the students were provided more time to familiarize themselves with the learning process.



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Appendix A: Consent Form

เอกสารข้อมูลสำหรับผู้มีส่วนร่วมในการวิจัย

ชื่อโครงการวิจัย ผลการสอนการอ่านภาษาอังกฤษแบบแบ่งชั้นการเรียนการสอนตาม
 ความสามารถของผู้เรียนที่มีต่อความสามารถในการอ่านเพื่อความ
 เข้าใจและความคิดเห็นของนักเรียนมัธยมศึกษาตอนต้น

ชื่อผู้วิจัยหลัก นางปิยะวดี ไวก์

โทรศัพท์ 088 128 3800

1. ขอเรียนเชิญท่านเข้าร่วมในการวิจัย ก่อนที่ท่านจะตัดสินใจเข้าร่วมในการวิจัย มีความ
 จำเป็นที่ท่านควรทำความเข้าใจว่างานวิจัยนี้ทำเพราะเหตุใด และเกี่ยวข้องกับอะไร กรุณา
 ใช้เวลาในการอ่านข้อมูลต่อไปนี้อย่างละเอียดรอบคอบ ท่านสามารถสอบถามได้ หากถ้อย
 ความใดไม่ชัดเจน หรือขอข้อมูลเพิ่มเติมได้
2. โครงการวิจัยนี้จัดทำขึ้นเพื่อศึกษาผลการสอนการอ่านภาษาอังกฤษแบบแบ่งชั้นการเรียน
 การสอนตามความสามารถของผู้เรียนที่มีต่อความสามารถในการอ่านเพื่อความเข้าใจและ
 ความคิดเห็นของนักเรียนมัธยมศึกษาตอนต้น ประโยชน์ที่คาดว่าจะได้รับจากการวิจัยนี้คือ
 ผู้วิจัยจะสามารถนำผลที่ได้จากการวิจัยไปใช้ในการพัฒนาการจัดการเรียนการสอนการอ่าน

เพื่อความเข้าใจให้มีประสิทธิภาพยิ่งขึ้น ระยะเวลาที่จะทำวิจัยทั้งสิ้น 2 อาทิตย์ จากวันที่ 3 กุมภาพันธ์ 2563 ถึงวันที่ 15 กุมภาพันธ์ 2563

3. ท่านได้รับเชิญให้เข้าร่วมการวิจัยนี้เนื่องจาก ท่านเป็นนักเรียนมัธยมศึกษาตอนต้นที่เรียนในห้องเรียนที่นักเรียนมีความสามารถในการอ่านเพื่อความเข้าใจที่หลากหลาย จำนวนผู้เข้าร่วมการวิจัยทั้งสิ้น 29 คน
4. หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว ผู้วิจัยอาจจะเลือกสัมภาษณ์ท่านและให้ท่านร่วมแสดงความคิดเห็นในประเด็นเกี่ยวกับ ความพึงพอใจหลังการเรียนอ่านภาษาอังกฤษแบบแบ่งชั้นการเรียนการสอนตามความสามารถของผู้เรียน โดยใช้เวลาในการสัมภาษณ์ประมาณ 10-15 นาที ซึ่งมีคำถามทั้งหมด 9 ข้อ
5. ข้อมูลที่ได้จากการจัดการเรียนการสอน การทดสอบก่อนเรียน และการทดสอบหลังเรียน ผู้วิจัยจะขออนุญาตเก็บข้อมูล และจะดำเนินการทำลายข้อมูลตลอดจนข้อมูลอื่น ๆ ทั้งหมดที่เกี่ยวข้องกับท่าน
6. ข้อมูลที่ได้จากสัมภาษณ์ ผู้วิจัยจะขออนุญาตบันทึกเสียง และถอดเทปบันทึกเสียง และจะดำเนินการทำลายข้อมูลตลอดจนข้อมูลอื่น ๆ ทั้งหมดที่เกี่ยวข้องกับท่าน
7. หากท่านอาจรู้สึกอึดอัด หรืออาจรู้สึกไม่สบายใจในระหว่างการวิจัย ท่านมีสิทธิ์ถอนตัวออกจากโครงการนี้เมื่อใดก็ได้ โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมวิจัยหรือถอน

ตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบหรือความเสี่ยงกับการประเมินผลในรายวิชาที่

ท่านกำลังศึกษาอยู่หรือในอนาคตแต่อย่างใด

8. ข้อมูลส่วนตัวของท่านจะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล แต่จะ

รายงานผลการวิจัยเป็นภาพรวม ผู้ที่มีสิทธิ์เข้าถึงข้อมูลของท่านจะมีเฉพาะผู้ที่เกี่ยวข้องกับ

การวิจัยนี้เท่านั้น

9. การวิจัยครั้งนี้ท่านจะไม่เสียค่าใช้จ่ายใด ๆ

10. หากท่านมีข้อสงสัยใดๆ โปรดสอบถามเพิ่มเติม โดยติดต่อกับผู้วิจัยได้ตลอดเวลา และหาก

ผู้วิจัยมีข้อมูลเพิ่มเติมที่เป็นประโยชน์หรือโทษเกี่ยวกับการวิจัย ผู้วิจัยจะแจ้งให้ท่านทราบ

อย่างรวดเร็ว

11. หากท่านไม่ได้รับการปฏิบัติตามข้อมูลดังกล่าวข้างต้น ท่านสามารถร้องเรียนได้ที่

ผู้ช่วยศาสตราจารย์ ดร. จุฑารัตน์ วิบูลผล จุฬาลงกรณ์มหาวิทยาลัย 254 ถนนพญาไท

แขวงวังใหม่ เขตปทุมวัน กรุงเทพมหานคร 10330 โทรศัพท์ 081 8245585 อีเมล

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ลงชื่อ

(นางปิยะวดี ไหวท์)

ผู้วิจัยหลัก

หนังสือยินยอมเข้าร่วมในการวิจัย

สำหรับบิดามารดา ผู้ปกครอง และผู้อยู่ในปกครอง

เรื่อง ผู้มีส่วนร่วมในการในการวิจัย

ข้าพเจ้า.....ซึ่งได้ลงนามทำหนังสือนี้เกี่ยวข้องเป็น

(บิดา/มารดา/ผู้ปกครอง/) ของ.....ขอแสดงความยินยอม

ให้ผู้ที่อยู่ในความดูแลของข้าพเจ้าเข้าร่วมในโครงการวิจัย

ข้าพเจ้าและผู้ที่อยู่ในความดูแลของข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและ
วัตถุประสงค์ในการทำวิจัย รายละเอียดขั้นตอนต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ความ
เสี่ยง/อันตราย และประโยชน์ซึ่งจะเกิดขึ้นจากการวิจัยเรื่องนี้ โดยได้อ่านรายละเอียดในเอกสาร
ชี้แจงผู้เข้าร่วมการวิจัยโดยตลอด และได้รับคำอธิบายจากผู้วิจัยจนเข้าใจเป็นอย่างดีแล้ว

ข้าพเจ้าจึง**สมัครใจ**ให้ผู้ที่อยู่ในความดูแลของข้าพเจ้าเข้าร่วมในโครงการวิจัยนี้ตามที่ระบุไว้
ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย โดยข้าพเจ้ายินยอมที่จะเข้าเรียนในรายวิชา Introduction to
Khorat Province ที่ถูกจัดขึ้นโดยผู้วิจัย โดยมีเวลาเรียนทั้งหมด 16 ชั่วโมง โดยผู้วิจัยได้จัดการเรียน
การสอนตามคาบที่โรงเรียนได้กำหนดให้ และเข้าร่วมการทดสอบก่อนเรียนและการทดสอบหลัง
เรียน รวมทั้งอาจถูกเลือกให้แสดงความคิดเห็นในประเด็นเกี่ยวกับความพึงพอใจหลังการเรียน

ข้าพเจ้าได้รับคำรับรองว่าผู้วิจัยจะปฏิบัติต่อผู้ที่อยู่ในความดูแลของข้าพเจ้าตามข้อมูลที่ระบุไว้ในเอกสารข้อมูลสำหรับผู้มีส่วนร่วมในการวิจัยซึ่งเป็นคำชี้แจงผู้เข้าร่วมในการวิจัย และข้อมูลใดๆ ที่เกี่ยวข้องกับผู้ที่อยู่ในความดูแลของข้าพเจ้า ผู้วิจัยจะเก็บรักษาเป็นความลับ โดยจะนำเสนอผลการวิจัยเป็นภาพรวมเท่านั้น ไม่มีข้อมูลใดในการรายงานที่จะนำไปสู่การระบุตัวผู้ที่อยู่ในความดูแลของข้าพเจ้าและตัวข้าพเจ้า

ข้าพเจ้ามีสิทธิให้ผู้ที่อยู่ในความดูแลของข้าพเจ้าหรือเป็นความประสงค์ของผู้ที่อยู่ในความดูแลของข้าพเจ้าถอนตัวออกจากการศึกษาเมื่อใดก็ได้โดยไม่ต้องแจ้งเหตุผล ซึ่งการถอนตัวออกจากการวิจัยนั้น จะไม่มีผลกระทบทางลบใดๆ ต่อผู้ที่อยู่ในความดูแลของข้าพเจ้าและตัวข้าพเจ้าทั้งสิ้น

ข้าพเจ้าและผู้ที่อยู่ในความดูแลของข้าพเจ้าได้อ่านรายละเอียดอย่างรอบคอบและเข้าใจข้อความในเอกสารข้อมูลสำหรับผู้มีส่วนร่วมในการวิจัยและหนังสือยินยอมเข้าร่วมในการวิจัยโดยตลอดแล้ว จึงได้ลงลายมือชื่อไว้เป็นหลักฐานต่อหน้าพยาน นอกจากนี้ ข้าพเจ้าได้รับสำเนาเอกสาร

ข้อมูลสำหรับ ผู้มีส่วนร่วมในการวิจัยและสำเนาหนังสือยินยอมเข้าร่วมในการวิจัยไว้แล้ว

ลงชื่อ.....

ลงชื่อ.....

(.....)

(.....)

ผู้มีส่วนร่วมในการวิจัย

บิดา/มารดา/ผู้ปกครอง/ผู้ดูแล

Appendix B: Course Syllabus

Course Title Introduction to Khorat Province

Type of Course Elective Course

Semester Second Semester

Academic Year 2019

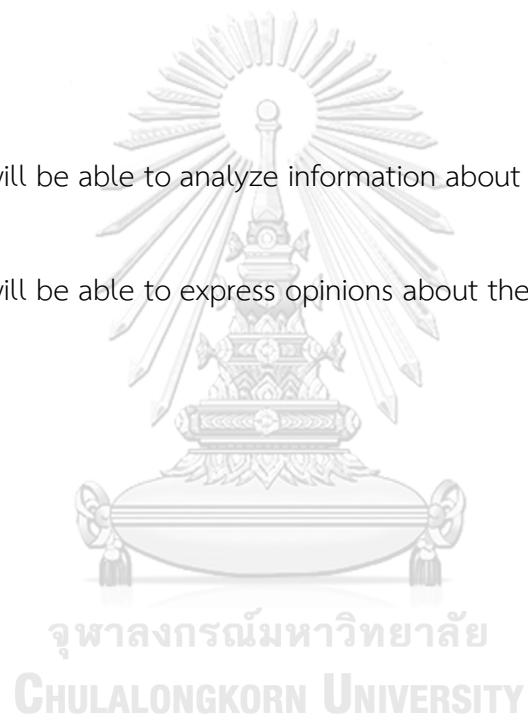
Length of the Course 16 Hour Over 2 Weeks (2 Hours/ Week)

The aim of this course is to improve student's English reading comprehension ability through the practice of reading comprehension activities. During the course, students will analyze and evaluate a variety of short and simple texts about Khorat province including (1) Khorat dialects, (2) tourist attractions in Khorat (3) famous historical people of Khorat (4) handcrafted products of Khorat, (5) local performance arts in Khorat, (6) Khorat folk plays, (7) natural heritages of Khorat, and (8) Korat folktales in simple everyday materials including online articles, encyclopedias, brochures, and print advertisements.

Course Outcomes

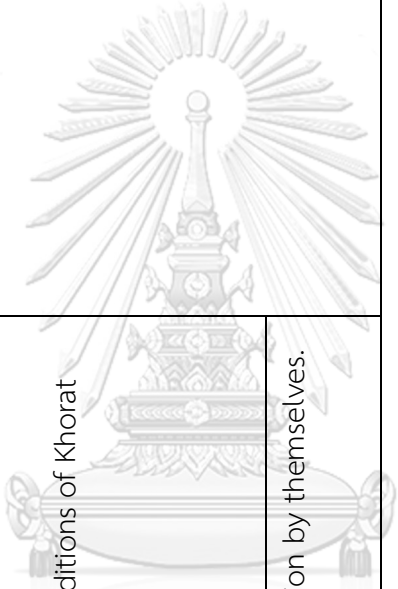
Upon successful completion of this course, by the end of the course, students will be able to demonstrate the following skills:

1. Students will be able to identify main ideas and supporting details of the text read.
2. Students will be able to analyze information about the text read.
3. Students will be able to express opinions about the text read.

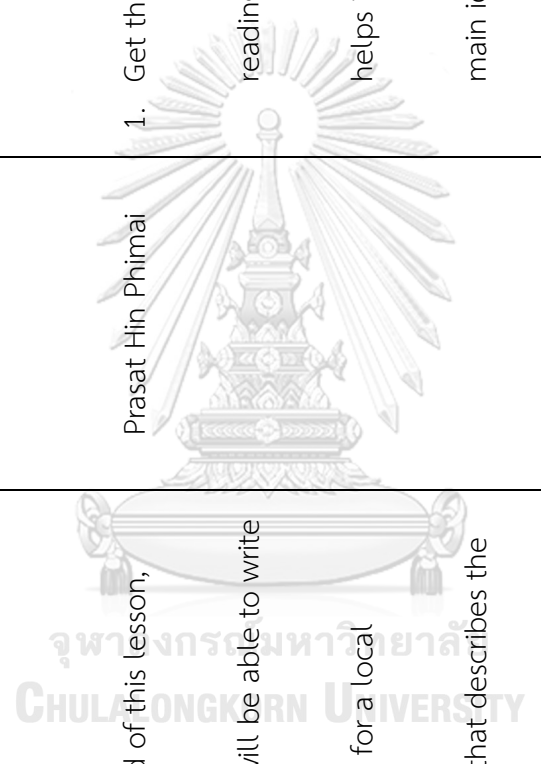


Appendix C: Local Curriculum Framework and Course Learning Outcomes

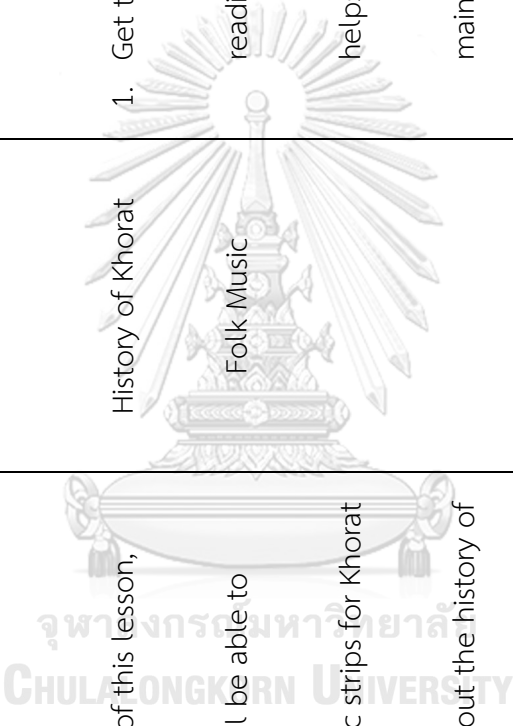
Local Curriculum Framework Standards	Course Learning Outcomes
<p>1. Understanding of the past, present, and future of Khorat province by analyzing information from a wide variety of local sources.</p>	<p>1. Students will be able to identify main ideas and supporting details of the text read.</p>
<p>2. Understanding of geography, natural resources, history, archeology, tourist attractions, ethnic groups, traditions and beliefs, famous historical people, languages and literatures, living conditions, local foods and herbs, and</p>	<p>2. Students will be able to analyze information about the text read.</p> <p>3. Students will be able to express opinions about the text read.</p>

Local Curriculum Framework Standards	Course Learning Outcomes
<p>objects produced by local people of Khorat province.</p> <p>3. Developing ways to improve economic growth, society, environment, living conditions, and traditions of Khorat province.</p>	
<p>4. Learning from analyzing local information by themselves.</p>	

Appendix D: Long-Range Plan

Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
<p>Tourist Attractions of Khorat/ Lesson 1</p>	<p>By the end of this lesson, students will be able to write a headline for a local magazine that describes the key elements of Prasat Hin Phimai. (<u>Learning Outcome 1</u>)</p>	<p>Prasat Hin Phimai</p> 	<p>1. Get the Gist is a reading strategy that helps identify the main idea of a text.</p> <p>2. A headline covers the main idea of a text.</p>	<ul style="list-style-type: none"> - Historical Park - Influence - Tourist Attraction - Statue

Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
<p>Natural Heritages of Khorat/ Lesson 2</p>	<p>By the end of this lesson, students will be able write a tweet explaining the effects that may occur if there were bushfires in Khao Yai National Park using SQ4R strategy. <u>(Learning Outcome 2)</u></p>	<p>Khao Yai Natural Park – Thai Natural Heritage</p>	<ul style="list-style-type: none"> - SQ4R is a reading strategy used to make sense of a text by translating it into a reader's own words. 	<ul style="list-style-type: none"> - Forest Complex - Widespread - Diversity - Threaten - Rainfall - Ecosystem

Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
<p>Local Performance</p> <p>Arts in Khorat/</p> <p><i>Lesson 3</i></p>	<p>By the end of this lesson, students will be able to create comic strips for Khorat museum about the history of Khorat Folk Music. (<u>Learning Outcome 1</u>)</p>	<p>History of Khorat</p> <p>Folk Music</p> 	<p>1. Get the Gist is a reading strategy that helps identify the main idea of a text.</p> <p>2. A paragraph contain supporting details that</p>	<ul style="list-style-type: none"> - Folk Music - Performance - Elder - Recreate

Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
<p>Khorat Folk Plays/ Lesson 4</p>	<p>By the end of this lesson, students will be able to write a comment on an Instagram post explaining the effects</p>	<p>Konga Dance</p>	<p>guide us to a full understanding of the main idea.</p> <p>1. After reading self-questioning strategy is a reading strategy that helps a reader</p>	<ul style="list-style-type: none"> - Essential - Educate - Poverty - Entertain


Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
	<p>Konga dance may have on Khorat locals.</p> <p><u>(Learning Outcome 2)</u></p>		<p>understand a text by generating questions and answering questions after they have read a text.</p> <p>2. Self-questioning helps a reader stay engaged in their reading and</p>	<p>- Instrument</p>

Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
Famous Historical People of Khorat/ Lesson 5	By the end of this lesson, students will be able to write a Facebook post to their class representative proposing the	Thao Suranari – A Great Thai Heroine	understand what they read more deeply. 1. Making text-to-self connection is a reading strategy that helps find meaning in	- Conflict - Tribute - Invade - Honor

Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
	<p>best way to present the story of Thao Suranari on Thao Suranari Memorial Fair 2020. (<u>Learning Outcome 3</u>)</p>		<p>a text by connecting it to a reader's own experiences.</p> <p>2. Good opinions are supported by reasons.</p>	<p>- Bravery</p>
<p>Khorat Folktales/ <i>Lesson 6</i></p>	<p>By the end of this lesson, students will be able leave a</p>	<p>Kop Kin Duan (Frog Eats Moon)</p>	<p>1. Retelling is a reading strategy that helps a</p>	<p>- Homeless - Magical</p>

Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
	<p>LINE voice recording for a friend that missed the class describing the key events of Kop Kin Duan story. (Learning Outcome 1)</p>		<p>reader understand a text by retelling the important parts of the text in the right order.</p> <p>2. The elements of fiction include beginning, middle, and end.</p>	<ul style="list-style-type: none"> - Attempt - Devastated - Swallow

Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
<p>Khorat Dialects/ Lesson 7</p>	<p>By the end of this lesson, students will be able create a poster for Language Day at school that describes the generalization of Khorat dialect. (<u>Learning Outcome 2</u>)</p>	<p>Khorat Dialect</p>	<p>1. A generalization is a broad judgment or conclusion that is usually true, based on some evidences or examples.</p>	<ul style="list-style-type: none"> - Dialect - Extensively - Combination - Unique - Humorous

Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
<p>Handcrafted</p> <p>Products of Khorat/</p> <p><i>Lesson 8</i></p>			<p>2. Identifying generalizations help the reader evaluate and understand more of what they read.</p>	

Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
	<p>By the end of this lesson, students will be able to write a postcard to a person who they think will enjoy going to Dan Kwian Pottery Village and express their opinions on why Dan Kwian Pottery Village</p>	<p>Dan Kwian Pottery Village</p>	<p>1. Making text-to-self connection is a reading strategy that helps find meaning in a text by connecting it to a reader's own experiences.</p> <p>2. Good opinions are</p>	<ul style="list-style-type: none"> - Pottery - Value - Potter - Vase - Decoration

Topics/Lessons	Learning Outcome	Content	Essential Understanding	Vocabulary
	<p>would be a great place to visit.</p> <p>(Learning Outcome 3)</p>		<p>supported by reasons.</p>	



Appendix E: Sample of Lesson Plan

Unit 1: Phasat Hin Phimai

Course: Introduction to Khorat Province (Additional Course)

Time: 100 minutes

Class: Mathayom 3

Learning Outcome:

By the end of this lesson, students will be able to write a headline for a local magazine that describes the key elements of Prasat Hin Phimai.

Essential Understanding:


1. Get the Gist is a reading strategy that helps identify the main idea of a text.
2. A headline covers the main idea of a text.

Reading Comprehension Strategy:

Finding the Main Idea

Materials:

1. Handout 1
2. Handout 2
3. Worksheet (A, B, C)
4. Anchor Activity
5. Teacher-created PowerPoint Slides
6. Yellow/Blue/Green Ribbon Pins
7. Two-Sided Table Signs



Note: To avoid chaos in the classroom in case some students need teacher assistance while they reading, each student will be given a two-sided table sign. Students place the “Please help!” sign on their table if they need help or place the “I’m working on it!” if they are working independently.

8. Projector
9. Whiteboard

10. Video Clip (adapted from <https://www.youtube.com/watch?v=8rZTsQiFlw4>)

Assessment:

Students will be able to choose a headline that describes the key elements of

Prasat Hin Phimai.



Instructional Procedures:

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
<p>Warm-up</p> <p>(5 Minutes)</p>	<p>(Show slide page 1)</p> <p>(Greetings)</p> <p>- Now, I would like you to watch this short video clip and try to guess the topic of today's lesson.</p> <p>(Show slide page 2)</p> <p>(Play a video clip adapted from https://www.youtube.com/watch?v=8rZTsQIFlw4. The video clip shows different parts of Prasat Hin Phimai)</p>		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<ul style="list-style-type: none"> - Can anyone share with me and the class what they think the topic of today's lesson may be? - That's right. Today, we're going to learn about Prasat Hin Phimai. 		
Pre-assessment (5 Minutes)	<ul style="list-style-type: none"> - Before we begin our lesson, please pass around the ribbon pins. Make sure each of you have all 3 colors: yellow, blue, and green. - Next, I would like to know how much you know about Prasat Hin Phimai. What I will do is I'll ask you a question about Prasat Hin Phimai. Please think quietly if you can answer my question or not. 		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
		<p>Do not shout out the answer. Just think quietly.</p> <p><i>(Show slide page 3)</i></p> <ul style="list-style-type: none"> - My question is, what is Prasat Hin Phimai famous for? I'll give you 2 minutes to think about your answer. - If you don't know what Prasat Hin Phimai is famous for at all or have very little idea, please put a yellow ribbon pin on your chest. Today, you are in yellow team. If you have some ideas about what Prasat Hin Phimai is famous for, please put a blue ribbon pin on your chest. Today, you are in blue 	

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>team. If you have the answer of what Prasat Hin Phimai is famous for, put a green ribbon pin on your chest. Today, you are in green team.</p> <ul style="list-style-type: none"> - Please find your team and stay in these teams throughout the lesson. 		
<p>Pre-reading (40 Minutes)</p>	<ul style="list-style-type: none"> - Please pass around handout 1. <p><i>(Pass around handout 1. In handout 1, there is a paragraph about Prasat Hin Phimai.)</i></p>		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
		<p data-bbox="555 219 592 1568">- You're going to read this paragraph about Prasat Hin Phimai. I would like you to imagine if you were</p> <p data-bbox="671 232 708 1523">reading this paragraph and a friend walked by and asked what you were reading about, what would</p> <p data-bbox="786 416 823 1523">you say? I'll give you 2 minutes to read the paragraph and come up with the answer.</p> <p data-bbox="901 232 1050 1568">- Now can some of you share with me your ideas? What would you say to your friend? What strategy did you use?</p> <p data-bbox="1134 241 1171 1568">- Some of you mentioned that you will only tell the main thing the author is telling us. That's good.</p> <p data-bbox="1249 719 1286 1523">The main thing the author is telling us is called the main idea.</p>	

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<ul style="list-style-type: none"> - Finding the main idea can be a challenge. Today, we're going to learn one strategy that will help you identify the main idea of a paragraph. It's called Get the Gist strategy. <i>(Show slide page 4)</i> - Get the Gist strategy is a reading strategy that helps us identify the main idea of a paragraph or a short passage. The Gist or the main idea is the most important information of a paragraph. - Next, we're going to learn how to use Get the Gist strategy. Before we begin, please place the double-sided table sign on your table. As you can see, there are 2 sides. When you work on a task, 		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>place the “Please help!” sign on your table if you need my help or place the “I’m working on it!” sign on if you’re working on the task just fine.</p> <ul style="list-style-type: none"> - Now, please pass around handout 2. (Show slide page 5) <p>(Pass around handout 2. In handout 2, there are 2 pages consisting of the step-by-step guidance of how to use Get the Gist strategy and the answer key which is covered by crayon)</p>		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>- I would like you to study handout 2 carefully and answer the questions on the handout. For yellow team, you are going to sit with me and we will do this together. Blue team, please find a partner and work in pairs. Green team, please work on this individually.</p> <p>- For blue and green team, when you're finished with the handout, you can go ahead and look at the answer key on the next page.</p> <p>- If any of you need my help during the task, place the "Please help!" sign on your table. Do not shout. I'll come help you when the yellow team are working on their task.</p>		

Instructional Stage	Instructional Procedure		
	<p>Basic Tier</p> <p><i>(Students sit and study</i> <i>handout 2 with the</i> <i>teacher)</i></p> <ul style="list-style-type: none"> - Please read the introduction. Can you tell me what Get the Gist strategy is? That's correct. 	<p>Grade-level Tier</p> <p><i>(Students sit and study</i> <i>handout 2 with a partner)</i></p>	<p>Advanced Tier</p> <p><i>(Students sit and study</i> <i>handout 2 individually)</i></p>

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>Get the Gist strategy is a reading strategy that helps us read faster.</p> <ul style="list-style-type: none"> - Next, what is the Gist or the main idea? That's correct. The Gist or the main idea is the most 		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>important information of a paragraph.</p> <ul style="list-style-type: none"> - Now, we're going to learn how to use Get the Gist strategy. Please start with step 1 which is look at the title. Why do we need to 		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>look at the title? That's correct. The title provides the subject of the paragraph. I'll give you 2 minutes to write down your answer.</p>		


Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<ul style="list-style-type: none"> - Next, step 2, look for repeated words or phrases in a paragraph. Why do we need to look for repeated words or phrases? That's correct. How often words or phrases appear in a 		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>paragraph will be a strong indicator of their importance. I'll give you 2 minutes to write down your answers.</p> <ul style="list-style-type: none"> - Finally, step 3, look at the first and last sentence of a 		


Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>paragraph. Why do we need to look at the first and last sentence? That's correct. The main idea is often introduced and summarized in these parts in a paragraph. Again, I'll</p>		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>give you 2 minutes to write down your answer.</p> <ul style="list-style-type: none"> - Next, we'll take a look at the answer key together. <p>Please bring out a coin or something sharp to scratch and reveal the answers.</p>		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<ul style="list-style-type: none"> - Were you able to find the main idea? Did your main idea match with the main idea presented on the answer key? - Next, we're going to use Get the Gist strategy with our text. Before we begin, we are going to learn some new words. <p><i>(Show slide page 6-12)</i></p>		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
		<p>- Our first word is historical park. Can you say historical park? Does anybody know what historical park means? I will show you some examples of historical parks in Thailand. Please take a look at these pictures.</p>  <p>- The first picture is Panom Rung Historical Park.</p> <p>- The second one is Phimai Historical Park.</p> <p>- The third one is Phra Nakhorn Khiri Historical Park.</p> <p>- The last one is Wiang Kum Kam Historical Park.</p>	

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
		<ul style="list-style-type: none"> - Now, can you help me come up with a definition for historical park? A historical park is an area protected by the government because of its values in the past. - Please take a look at these two sample sentences. The first one is Phanom Rung Historical Park was built on an old volcano. The second one is One of Thailand’s most impressive World Heritage sites is Sukhothai Historical Park. <p><i>(Show slide page 13-19)</i></p>	

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>- Our next word is influence. Can you say influence? Does anybody know what influence mean? I will show you an example. Please take a look at these pictures.</p>  <p>- Do you know who this is? This is Fahsai. Fahsai is a Miss Thailand Universe 2019 and she has tanned skin.</p> <p>- Next, as you can see in the picture, many Thai girls like to go sunbathing to have tanned skin. This means Fahsai has an influence on Thai girls. Or Thai girls are influenced by Fahsai. In the first</p>		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
		<p data-bbox="555 264 587 1525">sentence, the word influence was used as a noun. The second sentence, the word influence was used as a verb.</p> <ul data-bbox="786 264 1273 1570" style="list-style-type: none"> <li data-bbox="786 264 1046 1570">- Next, can you help me come up with a definition for influence after this example? As a noun, an influence is the power to have an effect on people or things. As a verb, to influence or to be influenced means to affect or change how someone or something develops. <li data-bbox="1129 264 1273 1570">- Please take a look at these sample sentences. K-pop stars has a big amount of influence over Thai teens. Next, Many Thai dishes are influenced by Chinese food. 	

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>(Show slide page 20-25)</p> <ul style="list-style-type: none"> - Our next word is tourist attraction. Can you say tourist attraction? Does anybody know what a tourist attraction is? Please take a look at these examples of tourist attractions in Thailand. - The first picture is Phi Phi Island. - The second picture is the Grand Palace. - The last picture is Khao San Road. 		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
		<p>- Now, can you help me come up with a definition for tourist attraction? Tourist attraction is a place that people visit for pleasure and interest, usually while they are on holiday.</p> <p>- Now, please take a look at these sample sentences. Phi Phi Island Koh Phi Phi is one of the most famous tourist attractions in southern Thailand. Next, the main tourist attraction in Erawan National Park in Kanchanaburi is Erawan Falls.</p> <p><i>(Show slide page 26-31)</i></p>	

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
		<p data-bbox="555 264 592 1570">- I have another word. It is statue. Can you say statue? Does anybody know what a statue is? I will</p> <p data-bbox="667 887 703 1525">show you some examples of statues in Thailand.</p> <ul style="list-style-type: none"> <li data-bbox="783 965 820 1570">- The first picture is Thao Suaranaree statue. <li data-bbox="900 976 936 1570">- The second picture is King Rama V statue. <li data-bbox="1016 842 1053 1570">- The last picture is Khmer King Jayavarman VII statue. <p data-bbox="1134 219 1171 1570">- Now, can you help me come up with a definition for statue? A statue is an object made from a hard material, especially stone or metal, to look like a person or animal.</p>	

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
		<p>- Please take a look at these sample sentences. The statue of Thao Suranaree was designed by Phra Thewaphinimit. Another one is Khmer King Jayavarman VII statue is placed inside Prasat Hin Phimai.</p> <p><i>(Show slide page 32-35)</i></p> <ul style="list-style-type: none"> - Next, we're going to do a quick vocabulary check. Please answer the questions. - First, which picture is a historical park? - Second, western culture has an influence on which woman? - Third, which picture is a tourist attraction? 	

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<ul style="list-style-type: none"> - Last, which picture is a statue? <p>(Show slide page 36)</p> <ul style="list-style-type: none"> - When you read the text, try to remember these examples to help you understand these words better. - Now, I think we're ready to read our text. For yellow team, I'm going sit with you while you read. <p>Blue team, with your partner that you paired up with before. I'll check in with you once a while if you need me. For green team, please read the text individually.</p>		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
<p>While-reading (10 Minutes)</p>	<p>- When you read, please use Get the Gist strategy to help you identify the main idea of the text.</p>		
<p>Post-reading (35 Minutes)</p>	<p><i>(Students read the text on Worksheet A with a full teacher assistance)</i></p>	<p><i>(Students read the text on Worksheet B with a partner)</i></p>	<p><i>(Students read the text on Worksheet C independently)</i></p>
	<p>- Next, the text you have just read is going to be published in a local magazine. You, as our best writer, are going to have to come up with a headline for the article.</p> <p><i>(Show slide page 37-42)</i></p>		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<ul style="list-style-type: none"> - Do you know what a headline is? A heading is a statement at the top of a page in a newspaper or magazine. - A headline has 3 characteristics which is short, covers the main idea, and interesting to grab the reader's attention. - First, a headline has to be short. Which one do you think is a good headline? - Second, a headline has to cover the main idea of the text. Which one do you think seems to cover the main idea of a text? 		

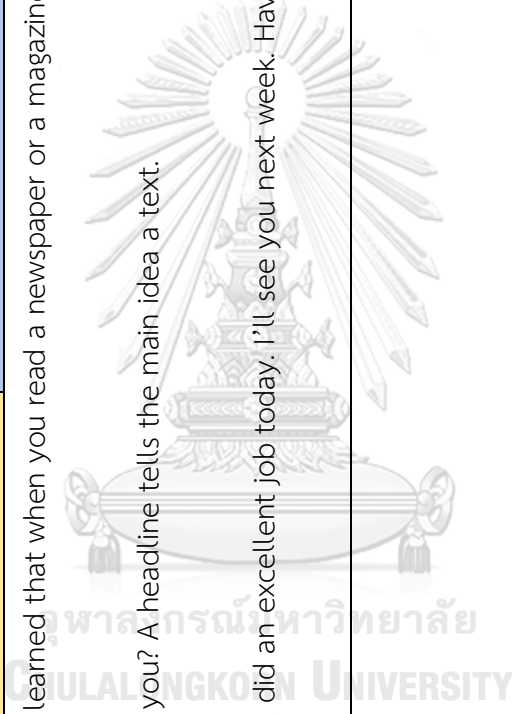
Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
		<p>- Third, a headline has to be interesting to grab the reader’s attention. Which one do you think is an interesting headline?</p> <p>- Before you start, I’ll show you how I’ll write a headline based on the main idea we found from handout 2. From handout 2, the main idea is Prasat Hin Phimai is the largest and most unique sandstone sanctuary in Thailand. Is it shot? Yes, it is. Does it cover the main points of the text? Yes, it does. Is it interesting enough to grab the reader’s attention? No, it’s not. Here is how I’ll write the headline. Prasat Hin Phimai—Thailand’s largest and most unique sandstone sanctuary. Now, that’s</p>	

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>more interesting. When the readers read this headline, they will be curious to read more about</p> <p>Prasat Hin Phimai.</p> <ul style="list-style-type: none"> - Next, please write a headline based on the main idea found. Make sure when you write a headline, the sentence is short, covers key main idea of the text, and interesting. - If you're finished with the task before the other, you may go to the silent corner and work on an extra task while waiting for your friends. 		

Instructional Stage	Instructional Procedure		
	<p>Basic Tier</p> <p>(Students select a headline for a local magazine that describes the key elements of Prasat Hin Phimai from the statements provided on Worksheet A)</p>	<p>Grade-level Tier</p> <p>(Students write a headline for a local magazine that describes the key elements of Prasat Hin Phimai from the words provided on Worksheet B)</p>	<p>Advanced Tier</p> <p>(Students write a headline for a local magazine that describes the key elements of Prasat Hin Phimai on Worksheet C)</p>

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<ul style="list-style-type: none"> - Now, let's share our work by putting them up on the board. Please walk around to read each other's work. 		
Conclusion (5 Minutes)	<ul style="list-style-type: none"> - Can I have a few volunteers to share with me and the class what we have learned today? <i>(Show slide page 43)</i> - We learned that when you reading something, you don't need to try to understand every single word. You can use a reading strategy like 'Get the Gist' to help you identify only the main idea of a text. 		

Instructional Stage	Instructional Procedure		
	Basic Tier	Grade-level Tier	Advanced Tier
	<p>- We learned that when you read a newspaper or a magazine and you see a headline, what does that tell you? A headline tells the main idea a text.</p> <p>- You did an excellent job today. I'll see you next week. Have a good day!</p>		



Handout 1

Direction: Read the following paragraph quickly. What is the paragraph about?

Prasat Hin Phimai

Prasat Hin Phimai is the largest and most unique sandstone sanctuary in Thailand. Located in the center of Phimai ancient city, Prasat Hin Phimai has a large area which covers 665 meters wide and 1,030 meters long. Some unique characteristics of Prasat Hin Phimai are also similar to the Angkor Wat style, which became popular at a later period. Prasat Hin Phimai has been renovated and preserved as a Historical Park.



Handout 2

Get the Gist Strategy

(Adapted from <https://www.literacyideas.com/getting-the-main-idea>)

Introduction: Get the Gist strategy is a reading strategy that helps us read faster. The Gist or the main idea is the most important information of a paragraph. Finding the Gist can help us understand what the paragraph is about. The following is a step-by-step guidance of how to use Get the Gist strategy.

Step 1: Look at the title.

Often, the title provides the subject of the paragraph. What is the subject of the paragraph?

Prasat Hin Phimai

Prasat Hin Phimai is the largest and most unique sandstone sanctuary in Thailand. Located in the center of Phimai ancient city, Prasat Hin Phimai has a large area which covers 665 meters wide and 1,030 meters long. Some unique characteristics of Prasat Hin Phimai are also similar to the Angkor Wat style, which became popular at a later period. Prasat Hin Phimai has been renovated and preserved as a Historical Park.

Answer:

Step 2: Look for repeated words or phrases in a paragraph.

The frequency of words or phrases will be a strong indicator of their importance and will help you in the direction of finding the main idea. In the paragraph given, what are the repeated words or phrases?

Answer:

Step 3: Look at the first and last sentence of a paragraph.

Often, the main idea will be introduced and summarized in these parts of the paragraph. The rest of the sentences are just details that support it. In the paragraph given, what is the main idea?

Answer:

Answer Key

Direction: Scratch to reveal the correct answer.

Step 1: Look at the title.

Answer: Prasat Hin Phimai.

Step 2: Look for repeated words or phrases in a paragraph.

Answer: Prasat Hin Phimai, large, unique

Step 3: Look at the first and last sentence of a paragraph.

Answer: Prasat Hin Phimai is the largest and most unique sandstone sanctuary in Thailand.



Worksheet A

Name..... Date.....

Direction: Read the following passage and follow the instructions.**Step 1:** Find the main idea of the passage.

KHORAT TODAY

The Ultimate Guide for Local Attractions
Mar 6, 2020

.....

.....

(Insert your headline here)

Phimai Historical Park is the greatest Khmer temple in Thailand. The temple is large, beautiful, and has traditional Hindu influences. The official name of Phimai Park is Prasat Hin Phimai. Yet, most people call it Phimai Park for short. Phimai Park is in Phimai District, Khorat Province. The park has become a famous tourist attraction.



The temple is the largest and most beautiful Khmer temple in Thailand. The temple covers an area 1,000 meters by 600 meters. It resembles Angkor Wat in its size and beauty. The temple also has statues, artwork, and a museum. The museum in the temple has a lot of ancient items on display. The temple may be on UNESCO's list of future World Heritage Sites.

The temple in Phimai Park has influences from the traditions of Hinduism. During the 11th and 12th centuries, Khmer people constructed the temple. They constructed the temple as part of the Khmer empire. Khmer people were mostly Hindus at that time. Yet, Khmer people constructed a Buddhist temple instead. The temple also has a lot of pieces of art. These pieces of art represent Buddhist and Hindu stories and gods.

Step 2: Select a headline for the article.

- a) Prasat Hin Phimai—the largest and most beautiful Khmer temple in Thailand
- b) Prasat Hin Phimai—the greatest Khmer temple in Thailand for its large size, beauty, and Hindu influences
- c) Prasat Hin Phimai—the temple influenced by the traditions of Hinduism

Worksheet B

Name..... Date.....

Direction: Read the following passage and follow the instructions.**Step 1:** Find the main idea of the passage.

KHORAT TODAY


The Ultimate Guide for Local Attractions
Mar 6, 2020

.....

.....

(Insert your headline here)

Phimai Historical Park is the greatest Khmer temple in Thailand for many reasons. The temple is large, beautiful, and influenced by the traditions of



the Hindu religion. Phimai Park's official name is Prasat Hin Phimai, but most call it Phimai Park for short. Phimai Park is in Phimai District, Khorat Province, and has become a famous tourist attraction.

The temple in Phimai Park is the largest and most beautiful Khmer temple in Thailand. The temple, which covers an area 1,000 meters by 600 meters, resembles Angkor Wat's size and beauty. The temple has statues, artwork, and a museum, which has many ancient items on display. In the future, the temple may be listed as a UNESCO World Heritage Site.

The temple in Phimai Park is influenced by the traditions of Hinduism. During the 11th and 12th centuries, Khmer people built the temple as part of the Khmer empire. Even though Khmer people were Hindus at that time, the temple was built

Step 2: Write a headline for the article using the key words provided.

Khmer Temple	Beauty
Hindu Influences	Size

Worksheet C

Name..... Date.....

Direction: Read the following passage, find the main idea, and write a headline for the article.

KHORAT TODAY

The Ultimate Guide for Local Attractions

Mar 6, 2020

(Insert your headline here)

Phimai Historical Park is the greatest Khmer temple in Thailand because it is large, beautiful, and influenced by Hindu traditions. The official



name of Phimai Park is Prasat Hin Phimai, but most people call it Phimai Park for short. Phimai Park is located in Phimai District, Khorat Province, and has become a popular tourist attraction.

The temple, which covers an area 1,000 meters by 600 meters, is the largest and most beautiful Khmer temple in Thailand. The temple, which resembles Angkor Wat's size and beauty, has statues, artwork, and a museum, where many ancient items are displayed. In the future, the temple in Phimai Park may be listed as a UNESCO World Heritage Site.

The temple, which was built during the 11th and 12th centuries, is influenced by traditions of the Hindu religion. During that time, the temple was constructed by Khmer people as part of the empire of Khmer. Even though Khmer people were mostly Hindus at that time, the temple was constructed as a Buddhist temple instead. The temple has a lot of pieces of arts, in which many Buddhist and Hindu stories and gods are represented.



Anchor Activity

Direction: Read the following passage, find the main idea, and write a headline for the article.

KHORAT TODAY

The Ultimate Guide for Local Attractions

Mar 6, 2020

(Insert your headline here)

Lady Mo is a great Thai heroine who was honored with a grand monument, the Suranari memorial, in the center of Khorat. The monument is a sacred shrine embedding Lady Mo's guardian spirit which protects the people of the city. She is a warrior and a guardian, but also a grandmother and a symbol of patriotism and loving kindness. Lady Mo's monument is made of black copper in 1934. It is 1.85 meters high and is dressed in regalia in a standing posture. The right hand holds a sword and the statue faces west towards the capital of Bangkok. The monument base holds her ashes.



Every year, during 23 March to 3 April, there will be a festival to remind people of her bravery, locals will sing Korat songs and other traditional folk music to celebrate, and lots of people from all over the country will visit the monument, pay homage and ask for blessings.



Appendix F: Tiered Instructional Design Adapted from Tomlinson's Equalizer

Aspect	Basic Tier	Grade-Level Tier	Advanced Tier
Tiered Content			
<i>Simple to Complex</i>	Simple sentence structures	A mix of simple, complex, and compound sentence structures	Only complex and compound sentence structures
Tiered Process			
<i>Dependence to Independence</i>	Students learn a reading comprehension strategy with teacher assistance.	Students learn a reading comprehension strategy in pairs.	Students learn a reading comprehension strategy independently.
<i>Slow to Quick</i>	Students are given the maximum pace of learning.	Students have control over the pace of learning, with a time limit and a time warning.	Students have control over the pace of learning, without a time limit
Tiered Product			
<i>Structured to Open-ended</i>	Post-reading tasks contain a structured template and step-by-step directions	Post-reading tasks contain a semi-structured template and step-by-step directions	Post-reading tasks contain an open-ended template that requires decision-making

Aspect	Basic Tier	Grade-Level Tier	Advanced Tier
<i>Small Leap to Greater Leap</i>	Post-reading tasks does not require students to make connections among ideas.	Post-reading tasks require students to make connections among ideas that are somewhat familiar to them.	Post-reading tasks require students to make connections among far-flung fields and ideas.
<i>Foundational to Transformational</i>	Post-reading tasks require students to apply ideas in a way that is similar to the examples presented in class.	Post-reading tasks require students to apply ideas in a way that is somewhat similar to the examples presented in class.	Post-reading tasks require students to stretch and bend ideas to create a new thought beyond the examples presented in class.
<i>Concrete to Abstract</i>	Post-reading tasks focus on only key information.	Post-reading tasks focus on key information and implications.	Post-reading tasks focus on implications.
<i>Single Facet to Multiple Facets</i>	Post-reading tasks contain one single right answer.	Post-reading tasks contain a few right answers.	Post-reading tasks does not contain fixed answers and can be answered in many ways.

Appendix G: Readability Index and Tier Group

Reading Ease Score		Average Syllables Per Word	Average Sentence Length	Tier Group
60.00-60.99		1.50	18.75-19.64	<i>Advanced Tier</i>
61.00-61.99		1.50	17.77-18.66	
62.00-62.99		1.50	16.78-17.67	
63.00-63.99		1.50	15.80- 16.68	
64.00-64.99	64.50-65.49	1.50	14.32-15.21	<i>Grade-level Tier</i>
65.00-65.99				
66.00-66.99		1.50	12.84-13.73	
67.00-67.99		1.50	11.86-12.74	
68.00-68.99		1.50	10.87-11.76	
69.00-69.99		1.50	9.89-10.77	<i>Basic Tier</i>

Appendix H:Using Flesch Reading Ease to Tier Content

Each lesson plan revolved around a single reading text, tiered into three versions. The Flesch Reading Ease score ranges from 0 to 100 with lower scores representing more difficult-to-read texts and higher scores representing easier-to-read texts. In this present study, the content for all three versions remained the same and fell under the 60.00 to 69.99 Flesch Reading Ease score range of ‘plain English texts’. The reading texts were differentiated into three tiers, basic, grade-level, and advanced by changing the average sentence length and keeping the average syllables per word constant. The average syllables per word remained constant, at an average of 1.50, for each version constant so that each reading text contains only on the same difficulty level of vocabulary.

There were three primary steps implemented when tiering the reading texts into three basic, grade-level, and advanced tiers:

Step 1 Formulate an Appropriate Grade-Level Reading Text

Once an authentic reading text was identified, it was then rewritten and adjusted to fall into the Flesch Reading Ease scores between 64.50 to 65.49. This range represents the middle part of the “plain English” portion of the Flesch Reading Ease scale which was most appropriate for the grade-level tier group. All grade-level reading texts consist of an average sentence length of 14.34 to 15.21 words at 1.50 average syllables per words. All grade-level reading texts contained a mix of simple sentence structures (one clause per sentence), complex sentence structures (one or two clauses per sentence), and compound sentence structures (one or two clauses per sentence).

Step 2 Simplify the Grade-Level Reading Text to Basic Level

The simplified basic tier reading texts consisted of short sentences with simple structures that fell into the Flesch Reading Ease scores between 69.00 to 69.99. This range represents the easiest part of the “plain English” portion of the Flesch Reading Ease scale, which was most appropriate for the basic tier group. All reading texts

consisted of an average sentence length of 9.89 to 10.77 words at 1.50 average syllables per words.

There were nine primary procedures used as an approach when simplifying grade-level reading texts (Saggion, 2017) as follows.

Approach	Grade-level Sentence	Basic Sentence
<p>1. Passive Constructions:</p> <p>When a passive construction is encounter, it is replaced with an active construction.</p>	<p>High quality ceramic vases are used as decorations in temples all over Thailand.</p>	<p>Some temples in Thailand use these ceramic vases for decorations.</p>
<p>2. Appositive Constructions:</p> <p>When an apposition is encountered, it is converted into a new sentence, by</p>	<p>Dan Kwian, a small town southeast of Khorat, is located along the Mun</p>	<p>Dan Kwian is a small town southeast of Khorat city. It is a small</p>

Approach	Grade-level Sentence	Basic Sentence
<p>introducing an auxiliary verb.</p>	<p>River.</p>	<p>town along the Mun River.</p>
<p>3. Relative Clauses:</p> <p>The wh-word is replaced with the word it refers to, and the clause is turned into a new sentence.</p>	<p>Dan Kwian has become the main stop for merchants, who look for ceramic products.</p>	<p>Dan Kwian has become the main stop for merchants. These merchants look for ceramic products in Dan Kwian.</p>
<p>4. Coordinated Constructions:</p> <p>Two parts of a sentence connected by 'and' are split into two sentences.</p>	<p>Locals collect clay from the Mun River and fire it in ovens to create ceramic products.</p>	<p>Khorat local people collect clay from the Mun River. Then, they fire the clay in pottery</p>

Approach	Grade-level Sentence	Basic Sentence
		ovens to create ceramic products.
<p>5. Correlated Correlatives:</p> <p>Two parts of a sentence connected by correlative conjunctions are split into two sentences.</p>	<p>The Khorat deputy governor not only invaded the Mekhong River area of Laos, but also took prisoners.</p>	<p>The Khorat deputy governor invaded the Mekhong River area of Laos. The deputy governor of Khorat also took prisoners.</p>
<p>6. Subordinated Clauses:</p> <p>Two parts of a sentence connected by subordinate conjunctions are split into two sentences.</p>	<p>Many ceramic shops in Thailand have been closed, yet Dan Kwian remains open to this day.</p>	<p>A lot of ceramic shops in Thailand are no longer open. Yet, Dan Kwian is still open even to this</p>

Approach	Grade-level Sentence	Basic Sentence
		day.
<p>7. Adverbial Clauses:</p> <p>When an adverbial clause is identified, it is turned into a new sentence.</p>	<p>During the 11th and 12th centuries, Khmer people constructed the temple as part of the Khmer empire.</p>	<p>During the 11th and 12th centuries, Khmer people constructed the temple. They constructed the temple as part of the Khmer empire.</p>
<p>8. Sentence Reduction:</p> <p>An unnecessary information is extracted and only the essential information of the sentence remains in the</p>	<p>Lady Mo became famous from a war between the two cities, Bangkok and Vientiane.</p>	<p>Lady Mo became known from a war between Bangkok and Vientiane.</p>

Approach	Grade-level Sentence	Basic Sentence
sentence.		
9. Synonym Replacement: A word is replaced with another shorter alternative.	Dan Kwian is a famous place in Thailand.	Dan Kwian is a popular place in Thailand.

All basic reading texts contained only simple sentence structures with one clause per sentence.

Step 3 Increase the Difficulty of the Grade-Level Reading Text to Advanced

Level

The complex advanced tier reading texts consisted of longer sentences with complex structures that fell into Flesch Reading Ease scores between 60.00 to 60.99.

This range represents the most difficult part of the “plain English” portion of the Flesch Reading Ease scale which was most appropriate for our advanced learners. All reading

texts consisted of an average sentence length of 18.75 to 19.64 words at 1.50 average syllables per words.

There were ten primary procedures implemented, most of which were in a reversible manner of the simplifying procedures in order to increase the difficulty of the grade-level reading text to advanced level (Saggion, 2017) as follows.

Approach	Grade-level Sentence	Advanced Sentence
<p>1. Active Constructions:</p> <p>When an active construction is encounter, it is replaced with a passive construction.</p>	<p>Later, Phet Noi recreated the music from his memories and this music became Khorat folk music.</p>	<p>Later, the music was recreated by Phet Noi's memories and this music became Khorat folk music.</p>
<p>2. Appositive Constructions:</p> <p>Sentence(s) are converted</p>	<p>Khorat dialect is the</p>	<p>Khorat dialect, the most</p>

Approach	Grade-level Sentence	Advanced Sentence
<p>into one complex sentence</p> <p>using an apposition</p> <p>construction as a</p> <p>connection.</p>	<p>most widely spoken</p> <p>dialect in the province of</p> <p>Khorat. Khorat dialect</p> <p>comes from a</p> <p>combination of Issan,</p> <p>Khmer, and Central Thai.</p>	<p>widely spoken dialect in</p> <p>Khorat province, is a</p> <p>combination of Issan,</p> <p>Khmer, and Central Thai.</p>
<p>3. Relative Clauses:</p> <p>Sentence(s) are converted</p> <p>into one complex sentence</p> <p>using the wh-word as a</p> <p>connection.</p>	<p>There is a wide range of</p> <p>ceramic products on</p> <p>offer, some of which are</p> <p>high quality. High quality</p> <p>ceramic vases are used</p> <p>as decorations in</p> <p>temples all over</p>	<p>There are ceramic</p> <p>products on offer, some</p> <p>of which are high quality</p> <p>vases which are used in</p> <p>temple decorations in</p> <p>Thailand.</p>

Approach	Grade-level Sentence	Advanced Sentence
	Thailand.	
<p>4. Coordinated Constructions:</p> <p>Sentence(s) are converted into one complex sentence using 'and' as a connection.</p>	<p>Today, Konga dance has both Thai and western influences and uses Thai and western instruments.</p> <p>To this day, the Konga dance remains an important part of Khorat's culture and history.</p>	<p>Konga dance has both Thai and western influences and instruments, and remains an important part of Khorat's culture and history.</p>
<p>5. Correlated Correlatives:</p> <p>Sentence(s) are converted into one complex sentence</p>	<p>Lady Mo was the head planner for this war and</p>	<p>Lady Mo was not only the head planner for</p>

Approach	Grade-level Sentence	Advanced Sentence
<p>using a correlative conjunction as a connection.</p>	<p>main leader of the Khorat soldiers.</p>	<p>this war, but she was also main leader of the Khorat soldiers.</p>
<p>6. Subordinated Clauses:</p> <p>Sentence(s) are converted into one complex sentence using a subordinate conjunction as a connection.</p>	<p>Phimai historical park is the greatest Khmer temple in Thailand for many reasons. The temple is not only large and beautiful, but also has Hindu influences.</p>	<p>Phimai historical park is the greatest Khmer temple in Thailand because it is large, beautiful, and influenced by Hinduism.</p>
<p>7. Adverbial Clauses:</p> <p>Sentence(s) are converted into one complex sentence</p>	<p>Later, Phet Noi recreated the music from his</p>	<p>From his memories of her singing, Phet Noi</p>

Approach	Grade-level Sentence	Advanced Sentence
<p>using an adverbial clause as a connection.</p>	<p>memories and this music became Khorat folk music.</p>	<p>recreated the music, which later became known as Khorat folk music.</p>
<p>8. Sentence Reduction:</p> <p>An unnecessary information is extracted and only the essential information of the sentence remains in the sentence.</p>	<p>Khorat folk music is believed to have been created many years ago, during King Rama III's reign. Khorat folk music became famous from big performances in front of Thao Suranaree's monument.</p>	<p>Khorat folk music, which was first created years ago during King Rama III's reign, became popular from big performances at Thao Suranaree's monument.</p>

Approach	Grade-level Sentence	Advanced Sentence
<p>9. Sentence Expansion:</p> <p>An unnecessary information is added to the sentence.</p>	<p>Locals collect clay from the Mun River and fire it in ovens to create ceramic products.</p>	<p>In Dan Kwian, locals take clay from the Mun River and fire it in ovens to make ceramic products.</p>
<p>10. Synonym Replacement:</p> <p>A word is replaced with another shorter alternative</p>	<p>Locals collect clay from the Mun River and fire it in ovens to create ceramic products.</p>	<p>Locals take clay from the Mun River and fire it in ovens to make ceramic products.</p>

All advanced reading texts contained only complex and compound sentence structures with two to three clauses per sentence.

Appendix I: Criteria for Tiering Reading Material Technique Evaluation Form

Name of Expert:..... Date:.....

Direction: Please indicate whether you agree with the statement below or not, based on your own opinion. If you agree, please check (✓) in the “Appropriate” box. If you disagree, please check (✓) in the “Need Improvement” box and provide comments in the space provided.

Statements	Feedback	
1. <i>Active Constructions</i>	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions		
2. <i>Appositive Constructions</i>	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions		

Statements	Feedback	
<p>.....</p> <p>.....</p>		
<p>3. <i>Relative Clauses</i></p>	<p>Appropriate</p> <p><input type="checkbox"/></p>	<p>Need Improvement</p> <p><input type="checkbox"/></p>
<p>Comments/ Suggestions</p> <p>.....</p> <p>.....</p>		
<p>4. <i>Coordinated Constructions</i></p>	<p>Appropriate</p> <p><input type="checkbox"/></p>	<p>Need Improvement</p> <p><input type="checkbox"/></p>
<p>Comments/ Suggestions</p> <p>.....</p> <p>.....</p>		
<p>5. <i>Correlated Correlatives</i></p>	<p>Appropriate</p> <p><input type="checkbox"/></p>	<p>Need Improvement</p> <p><input type="checkbox"/></p>

Statements	Feedback	
Comments/ Suggestions		
6. <i>Subordinated Clauses</i>	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions		
7. <i>Adverbial Clauses</i>	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions		

Statements	Feedback	
8. <i>Sentence Reduction</i>	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions		
9. <i>Sentence Expansion</i>	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions		
10. <i>Synonym Replacement</i>	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions		

Statements	Feedback
<hr/> <hr/>	



Appendix J: Content of Tiered Reading Material Evaluation Form

Name of Expert: Date:

Direction:

1. The English reading materials are for grade ninth students ONLY
2. The evaluation form consists of three parts:
 - **Part 1:** Overall Content of the Three Versions of Tiered Reading Material Evaluation Form
 - **Part 2:** Content of a Simplified Grade-level Reading Material Evaluation Form
 - **Part 3:** Content of a Complex Grade-level Reading Material Evaluation Form

Unit 2: Dan Kwian Pottery Village

Part 1: Overall Content of the Three Versions of Tiered Reading Material Evaluation Form

Direction: Please indicate whether you agree or disagree with the statement below.

Statements	Feedbacks	
	Same	Different
1. Overall, the content of all three versions of the reading material remain the same.	<input type="checkbox"/>	<input type="checkbox"/>
2. Overall, the content of all three versions show appropriate different levels of difficulty (basic, grade-level, advanced).	<input type="checkbox"/>	<input type="checkbox"/>
Comments/ Suggestions		
<p>.....</p>		

Part 2: Content of a Simplified Grade-level Reading Material Evaluation Form

Direction: Please indicate whether the content of simplified grade-level sentences remain the same. If you agree, please check (✓) in the “Same” box. If you disagree, please check (✓) in the “Different” and provide comments in the space provided.

Tiered Groups		Technique Application	
Grade-level	Basic	Same	Different
Dan Kwian, a small town southeast of Khorat, is located along the Mun River.	Dan Kwian is a small town southeast of Khorat city.	<input type="checkbox"/>	<input type="checkbox"/>
	It is a small town along the Mun River area.	

Tiered Groups		Technique Application	
Grade-level	Basic	Same	Different
<p>Dan Kwian, a famous place in Thailand, is well-known for pottery products.</p> <p>Locals collect clay from the Mun River and fire it in ovens to create ceramic products.</p>	<p>Dan Kwian has become a famous place in Thailand.</p> <p>Dan Kwian is well-known for its pottery products.</p>	<p><input type="checkbox"/></p>	<p>Different</p> <p><input type="checkbox"/></p> <p>.....</p> <p>.....</p>
	<p>Locals collect clay from the Mun River area.</p> <p>Then, they fire the clay in ovens to create ceramic products.</p>	<p><input type="checkbox"/></p>	<p>Different</p> <p><input type="checkbox"/></p> <p>.....</p> <p>.....</p>

Tiered Groups		Technique Application	
Grade-level	Basic	Same	Different
<p>Kha, an ethnic group from the Mekong River, saw the value of the local clay.</p>	<p>Kha are an ethnic people from the Mekong River area.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Then, the Kha people taught Khorat locals how to fire clay into ceramic products.</p>	<p>The Kha people saw the value of the local clay.</p> <p>Then, they taught Khorat locals how to fire clay into ceramic products.</p>	<input type="checkbox"/>	<input type="checkbox"/>

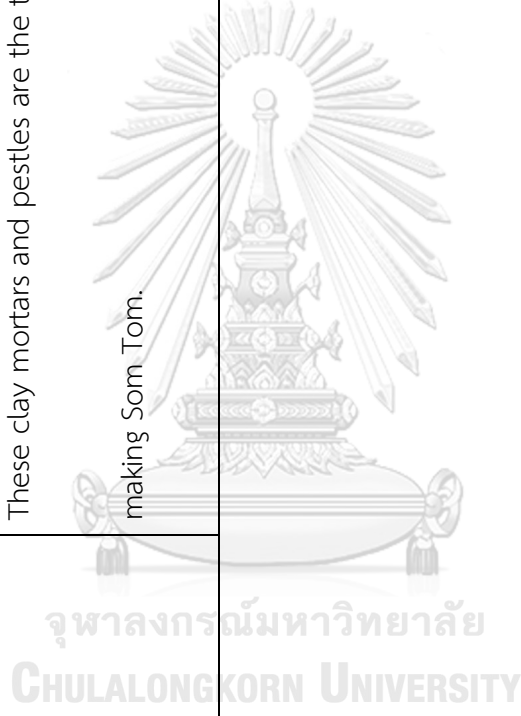
Tiered Groups		Technique Application	
Grade-level	Basic	Same	Different
<p>Dan Kwian has become the main stop for merchants, who look for ceramic products.</p> <p>The merchants come to Dan Kwian to buy ceramic products and resell them all across Asia.</p>	<p>Dan Kwian has become the main stop for merchants.</p> <p>The merchants are in search of ceramic products.</p>	<input type="checkbox"/>	<input type="checkbox"/> <p>.....</p> <p>.....</p>
	<p>They come to Dan Kwian to buy ceramic products.</p> <p>Then, they later resell the ceramic products all across Asia.</p>	<input type="checkbox"/>	<input type="checkbox"/> <p>.....</p> <p>.....</p>

Tiered Groups		Technique Application	
Grade-level	Basic		
Many ceramic shops in Thailand have been closed, yet Dan Kwian remains open to this day.	A lot of ceramic shops in Thailand are no longer open. Yet, Dan Kwian still remains open even to this day.	Same <input type="checkbox"/>	Different <input type="checkbox"/>
	In Dan Kwian, you can watch local potters.	Same	Different

Tiered Groups		Technique Application	
Grade-level	Basic		
In Dan Kwian, you can watch local potters who make ceramic products using wooden wheels.	The local potters make ceramic products using wooden wheels.	<input type="checkbox"/>	<input type="checkbox"/>
There is a wide range of ceramic products on offer, some of which are high quality.	There is a wide range of ceramic products on offer. Some of the ceramic products are of high quality.	Same <input type="checkbox"/>	Different <input type="checkbox"/>

Tiered Groups		Technique Application	
Grade-level	Basic	Same	Different
High quality ceramic vases are used as decorations in some temples all over Thailand.	Some temples all over Thailand use these high quality ceramic vases for decorations.	<input type="checkbox"/>	<input type="checkbox"/>
Dan Kwian is also known for clay mortars and pestles, the tools for making Som Tam.	Dan Kwian is also a well-known place for clay mortars and pestles.	<input type="checkbox"/>	<input type="checkbox"/>

Tiered Groups		Technique Application	
		
Grade-level	Basic	These clay mortars and pestles are the tools for making Som Tom.	



Part 3: Content of a Complex Grade-level Reading Material Evaluation Form

Direction: Please indicate whether the content of complex grade-level sentences remain the same. If you agree, please check (✓) in the “Same” box. If you disagree, please check (✓) in the “Different” and provide comments in the space provided.

Tiered Groups		Technique Application	
Grade-level	Advanced	Same	Different
Dan Kwian, a small town southeast of Khorat, is located along the Mun River.	Dan Kwian, a small town southeast of Khorat, is located along the Mun River and well-known for pottery products.	<input type="checkbox"/>	<input type="checkbox"/>
Dan Kwian, a famous place in Thailand, is well-known for pottery products.	Dan Kwian, a popular place in

Tiered Groups		Technique Application	
Grade-level	Advanced		
Locals collect clay from the Mun River and fire it in ovens to create ceramic products.	Thailand, locals collect the Mun River's clay and fire it in ovens to create ceramic products.		
Kha, an ethnic group from the Mekong River, saw the value of the local clay.	The value of the local clay was discovered by Kha people, an ethnic group from the Mekong River area.	Same <input type="checkbox"/>	Different <input type="checkbox"/>

Tiered Groups		Technique Application	
Grade-level	Advanced	Same	Different
Then, the Kha people taught Khorat locals how to fire clay into ceramic products.	Then, Khorat locals were taught how to fire clay into ceramic products by the Kha people.	<input type="checkbox"/>	<input type="checkbox"/>
Dan Kwian has become the main stop for merchants, who look for ceramic products.	Dan Kwian has become the primary stop in Thailand for merchants, who are in search of ceramic products.	<input type="checkbox"/>	<input type="checkbox"/>

Tiered Groups		Technique Application	
Grade-level	Advanced	Same	Different
<p>The merchants come to Dan Kwian to buy ceramic products and resell them all across Asia.</p>	<p>The merchants come to Dan Kwian to buy ceramic products and resell the ceramic products all across Asia.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Many ceramic shops in Thailand have been closed, yet Dan Kwian remains open to this day.</p>	<p>A lot of ceramic shops in Thailand have been shut down, yet Dan Kwian still remains open even to this day.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Tiered Groups		Technique Application	
Grade-level	Advanced	Same	Different
<p>In Dan Kwian, you can watch local potters who make ceramic products using wooden wheels.</p>	<p>In Dan Kwian, local potters, who make ceramic products using their wooden wheels, can be observed in person.</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p>.....</p> <p>.....</p>
<p>There is a wide range of ceramic products on offer, some of which are high quality.</p>		<p><input type="checkbox"/></p>	<p>Different</p> <p><input type="checkbox"/></p>

Tiered Groups		Technique Application	
Grade-level	Advanced		
High quality ceramic vases are used as decorations in some temples all over Thailand.	There are ceramic products on offer, some of which are high quality vases that are used in temple decorations all over Thailand.
Dan Kwian is also known for clay mortars and pestles, the tools for making Som Tam.	Dan Kwian is also known for clay mortars and pestles, which can be used as the tools for making Som Tam.	Same <input type="checkbox"/>	Different <input type="checkbox"/>

Appendix K: Examples of the Sentences that Needs Adjustment

Original Sentence	Modified Sentence	Improvement
<p>Konga dance is a folk dance in Khorat. For Khorat elders, Konga dance <u>was</u> an essential part of their life.</p>	<p>Konga dance is a folk dance in Khorat. For Khorat elders, Konga dance <u>is</u> an essential part of their life.</p>	Grammatical Error
<p>King Kem Phet saw local Indian art shows, which included musical <u>drama</u>, singing, and folk music.</p>	<p>King Kem Phet saw local Indian art shows, which included musical <u>dramas</u>, singing, and folk music.</p>	Grammatical Error
<p>The merchants come to Dan Kwian to buy ceramic products and <u>resell</u> them all across Asia.</p>	<p>The merchants come to Dan Kwian to buy ceramic products and <u>sell</u> them all across Asia.</p>	Word Choice

Original Sentence	Modified Sentence	Improvement
<p>The forest complex is a mountain range with high yearly rainfall that <u>feeds local</u> people.</p>	<p>The forest complex is a mountain range with high yearly rainfall that <u>helps</u> sustain the ecosystem.</p>	<p>Word Choice</p>
<p>A student told the teacher that his friend took “<u>ya pid</u>”, which means “poison” in Central Thai. The teacher then rushed to the hospital and told the doctor the student took “<u>ya pid</u>”.</p>	<p>A student told the teacher that his friend took “<u>ya pid</u>”, which means “poison” in Central Thai. The teacher rushed to the hospital and told the doctor the student took “<u>ya pid</u>”.</p>	<p>Diacritical Marks</p>

Appendix L: Tiered English Reading Instruction Evaluation Form

Name of Expert:..... Date:.....

Direction: Please indicate whether you agree with the statement below or not, based on your own opinion. If you agree, please check (✓) in the “Appropriate” box. If you disagree, please check (✓) in the “Need Improvement” box and provide comments in the space provided.

Statements	Feedback	
1. Learning Outcomes <i>The learning outcome is clear and can be assessed.</i>	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions 		
2. Pre-assessment	Appropriate	Need Improvement

Statements	Feedback	
<p><i>The pre-assessment test is appropriate for grade ninth students.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments/ Suggestions</p> <p>.....</p> <p>.....</p>		
<p>3. Teaching Procedures</p> <p><i>3.1 The teaching procedures during the pre-reading stage each tier is relevant to Tomlinson's Equalizer.</i></p>	<p>Appropriate</p> <input type="checkbox"/>	<p>Need Improvement</p> <input type="checkbox"/>
<p>Comments/ Suggestions</p> <p>.....</p> <p>.....</p>		

Statements	Feedback	
<p>3.2 <i>The teaching procedures during the <u>while-reading stage</u> each tier is relevant to Tomlinson's Equalizer.</i></p>	<p>Appropriate</p> <p><input type="checkbox"/></p>	<p>Need Improvement</p> <p><input type="checkbox"/></p>
<p>Comments/ Suggestions</p> <p>.....</p> <p>.....</p>		
<p>3.3 <i>The reading tasks during the <u>post-reading stage</u> each tier is relevant to Tomlinson's Equalizer.</i></p>	<p>Appropriate</p> <p><input type="checkbox"/></p>	<p>Need Improvement</p> <p><input type="checkbox"/></p>
<p>Comments/ Suggestions</p> <p>.....</p> <p>.....</p>		

Appendix M: Reading Comprehension Tests

(Pretest)

Name..... No.....

Direction

1. This reading test consists of two passages. Read each passage and answer all questions in each part.

Part 1: True-False	3 questions	(3 points)
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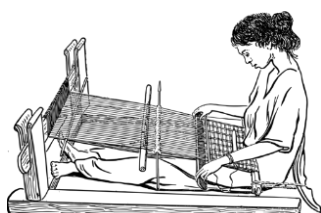
Part 2: Multiple-Choice	5 questions	(5 points)
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Part 3: Short Answer	1 question	(2 points)
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2. You have 60 minutes to complete the test.

Passage 1 (10 points) (Questions 1-9)

Pak Thong Chai village is one of the most famous silk-weaving villages in



Thailand. This famous silk-weaving village is best known

for its high quality silk. A lot of famous silk houses,

including Jim Thompson, set up their factories here. These silk factories in Pak Thong Chai village have been selling Thai silk products worldwide.

In the old days, Khorat silk was the main fabric used to create formal dresses.

After the arrival of polyesters, the Khorat silk factories have been in a decline. Yet,

Pak Thong Chai silk-weaving village still continues to preserve the art of traditional silk-weaving. Each local weaver shows great patience in weaving and making beautiful Khorat silk.

In Pak Thong Chai silk-weaving village, you can learn how to make Khorat silk. The local weavers offer many fun stations such as the natural dyes making station and silk-weaving station. There is also a museum that was built inside the village to present the traditional way of silk-weaving. Inside the museum, there are century-old silk fabrics and ancient weaving tools. After watching the silk making process and visiting the museum, you can explore around. You can choose to buy some of the famous Khorat silk as souvenir.

To get there from Khorat city center, take Highway 304 to Pak Thong Chai District. This will take you around 30 kilometers and then you will see the Pak Thong Chai intersection. From there, follow the sign to Ban Japoh to arrive at Pak Thong Chai silk-weaving village.

(Adapted from <https://patricklepetit.jalbum.net>)

Part 1: From the passage, circle "TRUE" or "FALSE".

1. Pak Thong Chai village is the only silk-weaving village in Thailand. (1 point) TRUE FALSE

2. Thai silk products from Pak Thong Chai village are sold mainly in South East Asia. (1 point) TRUE FALSE

3. Everyone in Pak Thong Chai village knows how to make silk. (1 point) TRUE FALSE

Part 2: From the passage, circle the best answer to each question.

4. How does polyester fabric affect Khorat silk business? (1 point)

a) There are now fewer Khorat silk factories than in the past.

- b) The price of Khorat silk products have been increased.
- c) Polyester fabrics has replaced Khorat silk products.
- d) There is no effect on Khorat silk business.
5. What is the author's attitude towards Pak Thong Chai village? (1 point)
- a) Appreciative b) Shameful
- c) Disapproving d) Sympathetic
6. What is the author's purpose in this passage? (1 point)
- a) To share his/her opinions about Pak Thong Chai village.
- b) To inform the readers of facts about Pak Thong Chai village.
- c) To humor the readers with the story about Pak Thong Chai village.
- d) To suggest that Pak Thong Chai village should be better promoted.
7. What would most likely happen to Thai silk business if silk factories in Pak Thong Chai village were closed down? (1 point)
- a) Thai silk business would continue to grow.
- b) Thai silk products would not be found anywhere.
- c) There would be a decrease in sale of Thai silk products.

d) There would be fewer new factories set up in Pak Thong Chai village.

8. What is the best title for this passage? (1 point)

a) The Thai Silk Distribution

b) Jim Thompson - The Thai Silk Company

c) The Famous Silk-Weaving Village in Thailand

d) Pak Thong Chai – Where Locals Make Silk Products as Souvenirs

Part 3: From the passage, write a short answer to the question.

9. Who would you recommend to visit Pak Thong Chai village? Why do you think that the person may enjoy visiting Pak Thong Chai village? (2 points)

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Passage 2 (10 points) (Questions 10-18)

Khao Yai National Park is located approximately 2.5 hours north of Bangkok, Thailand. Established in 1962, this place was Thailand's first national park and is

easily one of the best. The park is filled with varieties of plants and flowers, millions of birds, waterfalls, and breathtaking hikes. There are also several wild elephants and it is usually empty of tourists.

Arriving at our guesthouse in early afternoon, we were just in time to participate in a tour. This half-day tour brought us to 2 popular bat caves in Khao Yai National Park. The first cave was home to over 2,000 bats and used to be a Buddhist monastery. However, the monks still continue to make a journey down here, mostly at night, to meditate.

The second cave that we visited featured more than two million bats. Luckily, we arrived just in time to witness them head out



for their nightly feed. As the sun set below the horizon, it was like watching something extraordinary on the Discovery Channel. We witnessed a seemingly endless stream of bats flying out in pursuit of their evening meal.

On our journey back, our guide was showing us all the insects. He seemed to be a jungle expert as he was talking about the life cycle of bats. He even taught us how bat guano can be used to make explosives.

Despite being the most popular national park in Thailand, there were only a few tourists there. With it being relatively close to Bangkok, you should really consider visiting Khao Yai National Park.

(Adapted from <https://www.nomadicmatt.com/travel-blogs/khao-yai-national-park-thailand/>)

Part 1: From the passage, circle "TRUE" or "FALSE".

10. Khao Yai National Park is always full of tourists. (1 point) TRUE FALSE

11. Wild elephants can be found in Khao Yai National Park. (1 TRUE FALSE

point)

12. Some monks go to meditate in a cave in Khao Yai National TRUE FALSE

Park because it is quiet. (1 point)

Part 2: From the passage, circle the best answer to each question.

13. What was the first cave used to be in the past? (1 point)

- a) Medication center
- b) Hiking route
- c) Shelter for bats
- d) Buddhist Monastery

14. What did the author feel about the trip in Khao Yai National Park? (1 point)

- a) Irritated
- b) Annoyed
- c) Amazed
- d) Proud

15. When should visitors visit Khao Yai National Park if they want to see lots of bats? (1 point)

- a) Early afternoon
- b) Late evening
- c) At night
- d) Anytime of the day

16. According to the passage, which of the following statements would the author most likely agree with? (1 point)

- a) Khao Yai National Park is a must-visit national park.
- b) Khao Yai National Park is famous because of the bat caves.
- c) Khao Yai National Park is the best national park in Thailand.
- d) All tour guides in Khao Yai National Park knows everything about bats.

17. What is the best title for this passage? (1 point)

- a) Most Visited Caves in Khao Yai
- b) Thailand's First National Park
- c) The Beautiful National Park near Bangkok
- d) Thailand's Most Popular National Parks

Part 3: From the passage, write a short answer to the question.

18. If you have a chance to visit Khao Yai National Park, would you join this half-day tour? Please provide reasons to support your answers. (2 points)

Researcher-Made Scoring Rubric:

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Category	1	0
Response to the Question	Student provides a response that address the question.	Students does not provide a response or provides a response that does not address the

Category	1	0
		question.
Explanation	Student provides logical explanation(s) to support his/her response.	Student does not provide explanation(s) to support his/her response or provides illogical explanation(s).

(Posttest)

Name..... No.....

Direction

1. This reading test consists of two passages. Read each passage and answer all

questions in each part.

Part 1: True-False 3 questions (3 points)

Part 2: Multiple-Choice 5 questions (5 points)

Part 3: Short Answer 1 question (2 points)

2. You have 60 minutes to complete the test.

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Passage 1 (10 points) (Questions 1-9)

Bung Ta Lua Park has been Khorat people's favorite place to exercise for a long time. The park is in a military base and offers many activities such as aerobics dancing, crafting, and kayaking. In some areas of the park, there are outdoor exercise

machines. These are light-exercise machines but certainly enough to have a nice workout session.

The beautiful sceneries of Bung Ta Lua Park and cool breeze make it a perfect place for runners.



The running track is separated into two sections: the inner part and the outer lane. The inner lane is designed for slow joggers and the outer lane designed for speed runners. The running track is three kilometers long and has markers every 100 meters so you can track your distance. There is also a digital clock to see what your lap times are. If you prefer to shorten your running time, you can take a shortcut. Go over the bridge and across the island, your running time will be about one kilometer shorter.

If you are looking for a running club, you will definitely find one here. Some running clubs have their own club houses, a couple blocks away from the park.

Enthusiastic members of all ages come together on Saturday mornings, as early as 7 a.m. For them, relaxation and the social aspect are more important than the

stopwatch or any competition. However, some of the members regularly join running events all over the country.

(Adapted from http://www.whatsonkorat.com/detail_topics.php?newid=FUhi3y4BSc)

Part 1: From the passage, circle "TRUE" or "FALSE".

1. Activities at Bung Ta Lua are mostly for runners. (1 point) TRUE FALSE
2. Running club members compete against one another. (1 point) TRUE FALSE
3. Everyone in Khorat loves exercising and working out. (1 point) TRUE FALSE

Part 2: From the passage, circle the best answer to each question.

4. Who are the two lanes of running track for? (1 point)
 - a) One lane is for walkers and the other one is for runners.
 - b) One lane is for runners and the other one is for other activities.
 - c) One lane is for slow runners and the other one is for fast runners.
 - d) One lane is for slow runners and the other one is for speed cyclists.

5. According to the passage, which of the following words best describes the author's feelings towards Bung Ta Lua Park? (1 point)

- a) Disliking
- b) Neutral
- c) Positive
- d) Appreciative

6. According to the passage, which of the following statements would the author most likely agree with? (1 point)

- a) Running is the most popular exercise in Khorat.
- b) There is no better park in Khorat than Bung Ta Lua Park.
- c) Many people run at Bung Ta Lua Park because of the military.
- d) Bung Ta Lua Park is a place to go for daily exercises in Khorat.

7. What might happen if Bung Ta Lua was closed down? (1 point)

- a) There would be fewer running clubs.
- b) The military would lose some income.
- c) The number of runners in Khorat would decline.
- d) Khorat people would have fewer places to exercise.

8. What is the best title for this passage? (1 point)

- a) A Runner's Dream Park
- b) A Beautiful Park for Khorat
- c) Khorat's Largest Green Space
- d) A Military Park in the Heart of Khorat

Part 3: From the passage, write a short answer to the question.

9. Who would you recommend to visit Bung Ta Lua Park? Why do you think that the person may enjoy visiting Bung Ta Lua Park? (2 points)

.....

.....

Passage 2 (10 points) (Questions 10-18)

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Khao Yai National Park in Khorat is an amazing destination for camping lovers. What could be more fun than camping under the stars while listening to the sound of wildlife? This national park has several campgrounds, but the most popular campground is Lam Ta Khong.

Lam Ta Khong has an open grass area surrounding a river which opens out into a lake. Otters can be closely observed swimming in the river and the trees above are home to monkeys. These monkeys are definitely going to surprise you with a wake-up call in the morning. Wild elephants do occasionally show up on the roads around the campground. There are also many deer that gather around, but they are completely relaxed. They are not dangerous but they help keep the grass around the campground short and tidy.

The campground can get crazily overcrowded during the high season and on public holidays. Tourists are recommended to



avoid the campground completely during the Thai New Year Festival or Songkran. It is possible to have the campground to yourself in other times of the year. However, during the wet season, you may have to take a gamble on the weather.

Lam Ta Khong campground is located in the center of Khao Yai National Park.

The campground is only a short distance away from the visitor center. Take the road

leading to Haew Suwat Waterfall and the campground will be on your left-hand side.

(Adapted from <https://www.thailandadventureguide.com/location/national-parks/khao-yai-national-park/>)

Part 1: From the passage, circle "TRUE" or "FALSE".

10. There are more than one campgrounds in Khao Yai National Park. (1 point) TRUE FALSE

11. The weather in Khao Yai National park can be unpredictable during the rainy season. (1 point) TRUE FALSE

12. Camping lovers enjoy waking up to monkey sounds in the morning. (1 point) TRUE FALSE

Part 2: From the passage, circle the best answer to each question.

13. Why should tourists avoid going to Lam Ta Khong campground during the Thai New Year Festival or Songkran? (1 point)

a) Because the campground is closed.

b) Because the weather is unpredictable.

c) Because there may be a lot of campers.

d) Because there are not many activities.

14. What did the author mean when he/she wrote, “What could be more enjoyable than camping under the stars while listening to the sounds of wildlife?”? (1 point)

a) Camping and listening to wildlife sounds are enjoyable.

b) Camping is more enjoyable than listening to wildlife sounds.

c) Visitors can camp and listen to wildlife in Khao Yai National Park.

d) There are more enjoyable things to do than camping and listening to wildlife.

15. What is the author’s purpose in this passage? (1 point)

a) To tell the history of Lam Ta Khong campground.

b) To persuade the readers to go camping in Lam Ta Khong.

c) To share his/her camping experiences Lam Ta Khong campground.

d) To compare the other campgrounds in Khao Yai National Park with Lam ta Khong campground.

16. What is the best title for this passage? (1 point)

- a) The Amazing Site for Campers
- b) The Best Campground for Wildlife Watching
- c) The Busiest Campground in Khao Yai National Park
- d) The Wonderful Campground near Haew Suwat waterfall

17. According to the passage, which statement would the author most likely

disagree with? (1 point)

- a) Lam Ta Khong campground is very easy to find.
- b) Wildlife sounds may wake visitors up in the morning.
- c) Lam Ta Khong is recommended for camping every season.
- d) Visitors can be in close contact with wild animals in Lam Ta Khong campground.

Part 3: From the passage, write a short answer to the question.

18. If you visit Khao Yai National Park, would you go camping in Lam Ta Khong?

Please provide reasons to support your answers. (2 points)

.....

.....

Researcher-Made Scoring Rubric:

Category	1	0
Response to the Question	Student provides a response that address the question.	Students does not provide a response or provides a response that does not address the question.
Explanation	Student provides logical explanation(s) to support his/her response.	Student does not provide explanation(s) to support his/her response or provides illogical explanation(s).

Appendix N: IOC of English Reading Comprehension Tests

(Pretest)

Name of Expert:..... Date:.....

Direction: Please indicate whether you agree with the statement below or not, based on your own opinion. If you agree, please check (✓) in the “Appropriate” box. If you disagree, please check (✓) in the “Need Improvement” box and provide comments in the space provided.

Part 1: Overall Comments

Statements	Feedback	
1. Test Instruction	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions 		

Statements	Feedback	
2. Time Allocation (60 Minutes)	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions <hr/> <hr/>		

Part 2: Test Item Analysis

Characteristics	Item Rating			Comment
Passage 1 (Questions 1-9) Literal Comprehension Q1. Pak Thong Chai village is the only silk-weaving village in Thailand.	+1	0	-1	

Characteristics	Item Rating			Comment
Q2. Thai silk products from Pak Thong Chai village are sold only in South East Asia.	+1	0	-1	
Q4. How does polyester fabric affect Khorat silk business?	+1	0	-1	
Interpretive Comprehension				
Q3. Everyone in Pak Thong Chai village knows how to make silk.	+1	0	-1	
Q5. What is the author's attitude towards Pak Thong Chai village?	+1	0	-1	
Q6. What is the author's purpose in this passage?	+1	0	-1	
Q7. What would most likely happen to Thai silk business if silk	+1	0	-1	

Characteristics	Item Rating			Comment
factories in Pak Thong Chai village were closed down?				
Q8. What is the best title for this passage?	+1	0	-1	
<p>Critical Comprehension</p> <p>Q9. Who would you recommend to visit Pak Thong Chai village? Why do you think that the person may enjoy visiting Pak Thong Chai village?</p>	+1	0	-1	
<p>Passage 2 (Questions 10-18)</p> <p>Literal Comprehension</p> <p>Q10. Khao Yai National Park is famous only among Thai People.</p>	+1	0	-1	

Characteristics	Item Rating			Comment
<p>Q11. Wild elephants can be found in Khao Yai National Park.</p>	+1	0	-1	
<p>Q13. What was the first cave used to be in the past?</p>	+1	0	-1	
<p>Interpretive Comprehension</p> <p>Q12. Khao Yai National Park is famous for meditation.</p>	+1	0	-1	
<p>Q14. What did the author feel about the trip in Khao Yai National Park?</p>	+1	0	-1	
<p>Q15. When is the best time to watch a seemingly endless stream of bats?</p>	+1	0	-1	

Characteristics	Item Rating			Comment
<p>Q16. Given the information included in the passage, which of the following statements would the author most likely agree with?</p>	+1	0	-1	
<p>Q17. What is the best title for this passage?</p>	+1	0	-1	
<p>Critical Comprehension</p> <p>Q18. If you visit Khao Yai National Park, would you join this half-day tour? What are your reasons?</p>	+1	0	-1	

(Posttest)

Name of Expert:.....Date:.....

Direction: Please indicate whether you agree with the statement below or not, based on your own opinion. If you agree, please check (✓) in the “Appropriate” box. If you disagree, please check (✓) in the “Need Improvement” box and provide comments in the space provided.



Part 1: Overall Comments

Statements	Feedback	
1. Test Instruction	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions		

Statements	Feedback	
2. Time Allocation (60 Minutes)	Appropriate <input type="checkbox"/>	Need Improvement <input type="checkbox"/>
Comments/ Suggestions 		

Part 2: Test Item Analysis

Characteristics	Item Rating			Comment
Passage 1 (Questions 1-9) Literal Comprehension Q1. There are many activities to do in Bung Ta Lua Park.	+1	0	-1	
Q2. Running club members compete against one another.	+1	0	-1	

Characteristics	Item Rating			Comment
<p>Q4. Why is the running track separated into two lanes?</p>	+1	0	-1	
Interpretive Comprehension				
<p>Q3. Everyone in Khorat loves to exercise.</p>	+1	0	-1	
<p>Q5. According to the passage, which of the following words best describes the author's feelings towards Bung Ta Lua Park?</p>	+1	0	-1	
<p>Q6. According to the passage, which of the following statements would the author most likely agree with?</p>	+1	0	-1	

Characteristics	Item Rating			Comment
<p>Q7. What might happen if Bung Ta Lua was closed down?</p>	+1	0	-1	
<p>Q8. What is the best title for this passage?</p>	+1	0	-1	
<p>Critical Comprehension</p> <p>Q9. Who would you recommend to visit Bung Ta Lua Park? Why do you think that the person may enjoy visiting Bung Ta Lua Park?</p>	+1	0	-1	
<p>Passage 2 (Questions 10-18)</p> <p>Literal Comprehension</p> <p>Q10. There are more than one campgrounds in Khao Yai National Park.</p>	+1	0	-1	

Characteristics	Item Rating			Comment
<p>Q11. The weather in Khao Yai National park can be unpredictable during the rainy season.</p>	+1	0	-1	
<p>Q13. Why should tourists avoid going to Lam Ta Khong campground during the Thai New Year Festival or Songkran?</p>	+1	0	-1	
<p>Interpretive Comprehension</p> <p>Q12. Camping lovers enjoy waking up to monkey sounds in the morning.</p>	+1	0	-1	
<p>Q14. What did the author mean when he/she wrote, “What could</p>	+1	0	-1	

Characteristics	Item Rating			Comment
<p>be more enjoyable than camping under the stars while listening to the sounds of wildlife?”?</p>				
<p>Q15. What is the author’s purpose in this passage?</p>	+1	0	-1	
<p>Q16. According to the passage, what would happen if there were bushfires in Khao Yai National Park?</p>	+1	0	-1	
<p>Q17. According to the passage, which statement would the author most likely disagree with?</p>	+1	0	-1	
<p>Critical Comprehension</p>	+1	0	-1	

Characteristics	Item Rating			Comment
<p>Q18. If you visit Khao Yai National Park, would you go camping in Lam Ta Khong? Please provide several reasons to support your answers.</p>				

Appendix O: Test Item Revisions

According to the IOC results, the test items in the pretest and posttest were congruent with the grand mean scores of 0.71 and 0.91 respectively. All items in both the pretest and the posttest were rearranged based on the length of each item. Six items from the pretest and two items from the posttest were written and revised as follows.

Pretest (Test Item 10)

Before revision: Khao Yai National Park is famous only among Thai People.

Experts' comments: The question is considered interpretive rather than literal.

After revision: Khao Yai National Park is always filled with tourists.

Pretest (Test Item 12)

Before revision: Khao Yai National Park is famous for meditation.

Experts' comments: The question is not considered interpretive because the students may be able to answer by using background knowledge.

After revision: Some monks go to mediate in a cave in Khao Yai National Park because it is quiet

Pretest (Test Item 15)

Before revision: When is the best time to watch a seemingly endless stream of bats?

Experts' comments: The question is considered literal rather an interpretive.

After revision: When should visitors visit Khao Yai National Park if they want to see lots of bats?

Pretest (Test Item 16)

Before revision: Given the information included in the passage, which of the following statements would the author most likely agree with?

Experts' comments: The question should be revised.

After revision: According to the passage, which of the following statements would the author most likely agree with?

Pretest (Test Item 17)

Before revision: What is the best title for this passage?

- a) The Beauty of Bats in Khao Yai National Park
- b) A Perfect Weekend Getaway
- c) Thailand's First National Park
- d) Thailand's Most Popular National Parks

Experts' comments: The correct answer is unclear.

After revision: What is the best title for this passage?

- a) Popular Caves in Khao Yai
- b) A Perfect Weekend Getaway
- c) Thailand's First National Park
- d) Thailand's Most Popular National Parks

Pretest (Test Item 18)

Before revision: If you visit Khao Yai National Park, would you join this half-day tour? What are your reasons?

Experts' comments: The question should be revised.

After revision: If you have a chance to visit Khao Yai National Park, would you join this half-day tour? Please provide reasons to support your answers.

Posttest (Test Item 4)

Before revision: Why is the running track separated into two lanes?

Experts' comments: Beginning the question with 'why' is implied either interpretive or critical rather than literal.

After revision: Who are the two lanes of running track for?

Posttest (Test Item 16)

Before revision: According to the passage, what would happen if there were bushfires in Khao Yai National Park?

- a) Some wild animals would lose their homes.
- b) The grass around the park would be kept short and tidy.
- c) There would be more tourists during the high season and on public holidays.
- d) More tourists would visit other campgrounds in Khao Yai National Park.

Experts' comments: The test item is considered critical rather than interpretive.

After revision: What is the best title for this passage?

- a) The Amazing Site for Campers
- b) The Best Campground for Wildlife Watching
- c) The Busiest Campground in Khao Yai National Park
- d) The Wonderful Campground near Haew Suwat waterfall

One item from the pretest and one item from the posttest that received the scores higher than 0.80 were revised as follows.

Pretest (Test Item 2)

Before revision: Thai silk products from Pak Thong Chai village are sold only in South East Asia.

Difficulty Index: p value is over .80

After revision: Thai silk products from Pak Thong Chai village are sold mainly South East Asia.

Posttest (Test Item 1)

Before revision: There are many activities to do in Bung Ta Lua Park.

Difficulty Index: p value is over .80

After revision: Activities at Bung Ta Lua are mostly for runners.

Two items from the pretest and one item from the posttest that received the scores lower than 0.20. This indicated that these items did not discriminate high-ability and low-ability participants. Those three items were revised as follows.

Pretest (Test Item 16)

Before revision: According to the passage, which of the following statements would the author most likely agree with?

- a) Visitors should go meditate in the first cave.
- b) Khao Yai National Park is a must-visit national park.
- c) Khao Yai National Park is a far ride from Bangkok.
- d) Visitors need a tour guide when visiting Khao Yai National Park.

Difficulty Index: r value is less than .20

After revision: According to the passage, which of the following statements would the author most likely agree with?

- a) Khao Yai National Park is a must-visit national park.
- b) Khao Yai National Park is famous because of the bat caves.
- c) Khao Yai National Park is the best national park in Thailand.

d) All tour guides in Khao Yai National Park knows everything about bats.

Pretest (Test Item 17)

Before revision: What is the best title for this passage?

- a) Popular Caves in Khao Yai
- b) Thailand's First National Park
- c) A Perfect Weekend Getaway
- d) Thailand's Most Popular National Parks

Difficulty Index: r value is less than .20

After revision: What is the best title for this passage?

- a) Most Visited Caves in Khao Yai
- b) Thailand's First National Park
- c) The Beautiful National Park near Bangkok
- d) Thailand's Most Popular National Parks

Posttest (Test Item 1)

Before revision: There are many activities to do in Bung Ta Lua Park.

Difficulty Index: r value is less than .20

After revision: Activities at Bung Ta Lua are mostly for runners.



Appendix P: Semi-structured Interview

ข้อมูลเกี่ยวกับผู้ให้สัมภาษณ์

ชื่อผู้ให้สัมภาษณ์.....

วันเดือนปี ที่สัมภาษณ์.....

เริ่มการสัมภาษณ์เวลา.....น. จบการสัมภาษณ์เวลา.....น.

ตอน	องค์ประกอบ	แนวประเด็นคำถามหลัก	คำถามเจาะ
ตอนที่ 1: ความคิดเห็น โดยรวมเกี่ยวกับผลการ สอนการอ่าน ภาษาอังกฤษแบบแบ่งชั้น การเรียนการสอนตาม ความสามารถของผู้เรียน ที่มีต่อความสามารถใน การอ่านเพื่อความเข้าใจ	ด้านอารมณ์	คำถามที่ 1: โดยรวมแล้ว นักเรียนมีความรู้สึก อย่างไรเกี่ยวกับการสอน การอ่านภาษาอังกฤษใน แบบที่เราเรียนกันนี้	เพราะเหตุใดนักเรียน จึงมีความรู้สึกเช่นนั้น
	ด้านความรู้	คำถามที่ 2: โดยรวมแล้ว นักเรียนคิดว่าการสอน การอ่านภาษาอังกฤษใน แบบที่เราเรียนกันนี้มี	หากช่วย นักเรียนคิดว่า ช่วยอย่างไร หากไม่ช่วย นักเรียนคิด ว่าเป็นเพราะสาเหตุใด

ตอน	องค์ประกอบ	แนวประเด็นคำถามหลัก	คำถามเจาะ
		<p>ส่วนช่วยให้นักเรียนอ่าน</p> <p>ภาษาอังกฤษได้เข้าใจ</p> <p>มากยิ่งขึ้นหรือไม่</p>	
	ด้านพฤติกรรม	<p>คำถามที่ 3: โดยรวมแล้ว</p> <p>นักเรียนคิดว่าการสอน</p> <p>การอ่านภาษาอังกฤษใน</p> <p>แบบที่เราเรียนกันนี้ทำให้</p>	<p>หากเปลี่ยนแปลง</p> <p>นักเรียนคิดว่า</p> <p>เปลี่ยนแปลงไปใน</p> <p>ลักษณะใด</p>
		<p>พฤติกรรมการอ่าน</p> <p>ภาษาอังกฤษของ</p> <p>นักเรียน ยกตัวอย่างเช่น</p> <p>การที่นักเรียนใช้เวลาว่าง</p> <p>อ่านหนังสือ หรือการที่</p> <p>นักเรียนอ่านหนังสือเพื่อ</p> <p>ความบันเทิง</p>	<p>หากไม่เปลี่ยนแปลง</p> <p>นักเรียนคิดว่าเป็น</p> <p>เพราะสาเหตุใด</p>

ตอน	องค์ประกอบ	แนวประเด็นคำถามหลัก	คำถามเจาะ
		เปลี่ยนแปลงไปจากเดิม หรือไม่	
ตอนที่ 2: ความคิดเห็น เกี่ยวกับผลการแข่งขัน บทอ่านภาษาอังกฤษตาม ความสามารถของผู้เรียน ที่มีต่อความสามารถใน การอ่านเพื่อความเข้าใจ	ด้านอารมณ์  จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY	คำถามที่ 4: นักเรียนมี ความรู้สึกอย่างไร เกี่ยวกับบทอ่าน ภาษาอังกฤษที่นักเรียน ได้อ่านในชั้นเรียน	เพราะเหตุใดนักเรียน จึงมีความรู้สึกเช่นนั้น <hr/> นักเรียนรู้สึกกว่าบทอ่าน ภาษาอังกฤษที่นักเรียน ได้อ่านในชั้นเรียน เหมาะสมกับ ความสามารถในการ อ่านของนักเรียน หรือไม่
		คำถามที่ 5: นักเรียนคิด ว่าระดับความยากง่าย ช่วยอย่างไร	หากช่วย นักเรียนคิดว่า ช่วยอย่างไร

ตอน	องค์ประกอบ	แนวประเด็นคำถามหลัก	คำถามเจาะ
		<p>ของบทอ่านภาษาอังกฤษ</p> <p>ที่นักเรียนได้อ่านในชั้นเรียนมีส่วนช่วยให้</p> <p>นักเรียนอ่านภาษาอังกฤษได้เข้าใจมากยิ่งขึ้นหรือไม่</p>	<p>หากไม่ช่วย นักเรียนคิดว่า</p> <p>ว่าเป็นเพราะสาเหตุใด</p>
<p>ตอนที่ 3: ความคิดเห็น</p> <p>เกี่ยวกับผลการแข่งขัน</p> <p>ความช่วยเหลือที่นักเรียนได้รับจากครูในระหว่างการอ่านตามความสามารถของผู้เรียน</p>	<p>ด้านอารมณ์</p>	<p>คำถามที่ 6: นักเรียนมีความรู้สึกอย่างไร</p> <p>เกี่ยวกับความช่วยเหลือที่นักเรียนได้รับจากครูในระหว่างที่นักเรียนอ่านบทอ่านภาษาอังกฤษ</p>	<p>เพราะเหตุใดนักเรียนจึงมีความรู้สึกเช่นนั้น</p> <p>นักเรียนรู้สึกว่าการช่วยเหลือที่นักเรียนได้รับจากครูในระหว่างการอ่านบทอ่านภาษาอังกฤษเหมาะสมกับความสามารถในการ</p>

ตอน	องค์ประกอบ	แนวประเด็นคำถามหลัก	คำถามเจาะ
ที่มีต่อความสามารถใน การอ่านเพื่อความเข้าใจ			อ่านของนักเรียน หรือไม่
	ด้านความรู้	<p>คำถามที่ 7: นักเรียนคิดว่าปริมาณความช่วยเหลือที่นักเรียนได้รับจากครูในระหว่างที่นักเรียนอ่านบทอ่านภาษาอังกฤษมีส่วนช่วยให้ให้นักเรียนอ่านภาษาอังกฤษได้เข้าใจมากยิ่งขึ้นหรือไม่</p>	<p>หากช่วย นักเรียนคิดว่าช่วยอย่างไร</p> <p>หากไม่ช่วย นักเรียนคิดว่า เป็นเพราะสาเหตุใด</p>

ตอน	องค์ประกอบ	แนวประเด็นคำถามหลัก	คำถามเจาะ
ตอนที่ 4: ความคิดเห็น เกี่ยวกับผลการแข่งขัน กิจกรรมหลังการอ่านตาม ความสามารถของผู้เรียน ที่มีต่อความสามารถใน การอ่านเพื่อความเข้าใจ	ด้านอารมณ์	คำถามที่ 8: นักเรียนมี ความรู้สึกอย่างไร เกี่ยวกับกิจกรรมที่ นักเรียนได้ทำหลังจากที่ นักเรียนอ่านบทอ่าน ภาษาอังกฤษ	เพราะเหตุใดนักเรียน จึงมีความรู้สึกเช่นนั้น นักเรียนรู้สึกว่าการ ออกแบบรูปแบบ กิจกรรมที่นักเรียนได้ ทำหลังจากที่นักเรียน อ่านบทอ่าน ภาษาอังกฤษเหมาะสม กับความสามารถในการ อ่านของนักเรียน หรือไม่
	ด้านความรู้	คำถามที่ 9: นักเรียนคิด ว่ารูปแบบกิจกรรมที่	หากช่วย นักเรียนคิดว่า ช่วยอย่างไร

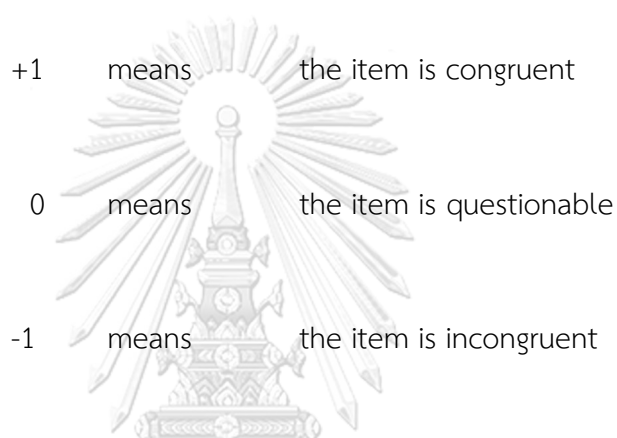
ตอน	องค์ประกอบ	แนวประเด็นคำถามหลัก	คำถามเจาะ
		<p>นักเรียนได้ทำหลังจากที่</p> <p>นักเรียนอ่านบทอ่าน</p> <p>ภาษาอังกฤษมีส่วนช่วย</p> <p>ให้นักเรียนอ่าน</p> <p>ภาษาอังกฤษได้เข้าใจ</p> <p>มากยิ่งขึ้นหรือไม่</p>	<p>หากไม่ช่วย นักเรียนคิด</p> <p>ว่าเป็นเพราะสาเหตุใด</p>

Appendix Q: IOC of Semi-structured Interview

Name of Expert.....Date.....

Direction: Please rate the appropriateness of each interview question. Please rate the

congruence according to the scale shown below:



Characteristics	Item Rating			Comment
<p>ตอนที่ 1: ความคิดเห็นโดยรวมเกี่ยวกับผล การสอนการอ่านภาษาอังกฤษแบบแบ่งชั้น การเรียนการสอนตามความสามารถของ ผู้เรียนที่มีต่อความสามารถในการอ่านเพื่อ ความเข้าใจ</p>				

Characteristics	Item Rating			Comment
<p>คำถามที่ 1: โดยรวมแล้วนักเรียนมีความรู้สึก อย่างไรเกี่ยวกับการสอนการอ่าน ภาษาอังกฤษ</p>	+1	0	-1	
<p>คำถามที่ 2: โดยรวมแล้วนักเรียนคิดว่าการ สอนการอ่านภาษาอังกฤษมีส่วนช่วยให้ นักเรียนอ่านภาษาอังกฤษได้เข้าใจมากยิ่งขึ้น หรือไม่</p>	+1	0	-1	
<p>คำถามที่ 3: โดยรวมแล้วนักเรียนคิดว่าการ สอนการอ่านภาษาอังกฤษทำให้พฤติกรรมกาอ่าน ภาษาอังกฤษของนักเรียนเปลี่ยนแปลงไปจากเดิม หรือไม่</p>	+1	0	-1	
<p>ตอนที่ 2: ความคิดเห็นเกี่ยวกับผลการแบ่ง ชั้นบทความภาษาอังกฤษตามความสามารถ</p>				

Characteristics	Item Rating			Comment
<p>ของผู้เรียนที่มีต่อความสามารถในการอ่าน</p> <p>เพื่อความเข้าใจ</p> <p>คำถามที่ 4: นักเรียนมีความรู้สึกอย่างไร</p> <p>เกี่ยวกับบทความภาษาอังกฤษที่นักเรียนได้</p> <p>อ่านในชั้นเรียน</p>	+1	0	-1	
<p>คำถามที่ 5: นักเรียนคิดว่าระดับความยาก</p> <p>ง่ายของบทความภาษาอังกฤษที่นักเรียนได้</p> <p>อ่านในชั้นเรียนมีส่วนช่วยให้นักเรียนอ่าน</p> <p>ภาษาอังกฤษได้เข้าใจมากยิ่งขึ้นหรือไม่</p>	+1	0	-1	
<p>ตอนที่ 3: ความคิดเห็นเกี่ยวกับผลการแบ่ง</p> <p>ชั้นความช่วยเหลือที่นักเรียนได้รับจากครูใน</p> <p>ระหว่างการอ่านตามความสามารถของ</p> <p>ผู้เรียนที่มีต่อความสามารถในการอ่านเพื่อ</p> <p>ความเข้าใจ</p>				

Characteristics	Item Rating			Comment
<p>คำถามที่ 6: นักเรียนมีความรู้สึกอย่างไร</p> <p>เกี่ยวกับความช่วยเหลือที่นักเรียนได้รับจาก</p> <p>ครูในระหว่างที่นักเรียนอ่านบทความ</p> <p>ภาษาอังกฤษ</p>	+1	0	-1	
<p>คำถามที่ 7: นักเรียนคิดว่าปริมาณความ</p> <p>ช่วยเหลือที่นักเรียนได้รับจากครูในระหว่างที่</p> <p>นักเรียนอ่านบทความภาษาอังกฤษมีส่วนช่วย</p> <p>ให้นักเรียนอ่านภาษาอังกฤษได้เข้าใจมาก</p> <p>ยิ่งขึ้นหรือไม่</p>	+1	0	-1	
<p>ตอนที่ 4: ความคิดเห็นเกี่ยวกับผลการแบ่ง</p> <p>ชั้นกิจกรรมหลังการอ่านตามความสามารถ</p> <p>ของผู้เรียนที่มีต่อความสามารถในการอ่าน</p> <p>เพื่อความเข้าใจ</p>				

Characteristics	Item Rating			Comment
<p>คำถามที่ 8: นักเรียนมีความรู้สึกร้อยอย่างไร</p> <p>เกี่ยวกับกิจกรรมที่นักเรียนได้ทำหลังจากที่</p> <p>นักเรียนอ่านบทความภาษาอังกฤษ</p>	+1	0	-1	
<p>คำถามที่ 9: นักเรียนคิดว่าการออกแบบ</p> <p>รูปแบบกิจกรรมที่นักเรียนได้ทำหลังจากที่</p> <p>นักเรียนอ่านบทความภาษาอังกฤษมีส่วนช่วย</p> <p>ให้นักเรียนอ่านภาษาอังกฤษได้เข้าใจมาก</p> <p>ยิ่งขึ้นหรือไม่</p>	+1	0	-1	

Appendix R: Semi-structured Interview Question Revision

According to the IOC results, the interview questions were congruent with the grand mean scores of 0.83. The interview questions were revised as follows.

Interview Question 1

Before revision: โดยรวมแล้วนักเรียนมีความรู้สึกอย่างไรเกี่ยวกับการสอนการอ่านภาษาอังกฤษ
(Overall, how do you feel about English reading instruction?)

Experts' comments: Revise the interview question to be more specific about the tiered English reading instruction taught by the researcher

After revision: โดยรวมแล้วนักเรียนมีความรู้สึกอย่างไรเกี่ยวกับการสอนการอ่านภาษาอังกฤษในแบบที่เราเรียนกันนี้
(Overall, how do you feel about the English reading instruction that we have learned?)

Interview Question 2

Before revision: โดยรวมแล้วนักเรียนคิดว่าการสอนการอ่านภาษาอังกฤษมีส่วนช่วยให้

นักเรียนอ่านภาษาอังกฤษได้เข้าใจมากยิ่งขึ้นหรือไม่

(Overall, do you think that English reading instruction

helped you understand more of what you read?)

Experts' comments: Revise the interview question to be more specific about the

tiered English reading instruction

After revision:

โดยรวมแล้วนักเรียนคิดว่าการสอนการอ่านภาษาอังกฤษในแบบที่เรา

เรียนกันมีส่วนช่วยให้นักเรียนอ่านภาษาอังกฤษได้เข้าใจมากยิ่งขึ้น

หรือไม่

(Overall, do you think that the English reading instruction

that we have learned helped you understand more of what

you read?)

Interview Question 3

Before revision: โดยรวมแล้วนักเรียนคิดว่าการสอนการอ่านภาษาอังกฤษทำให้พฤติกรรมกรรมการอ่านภาษาอังกฤษของนักเรียนเปลี่ยนแปลงไปจากเดิมหรือไม่

(Overall, do you think that English reading instruction changed your English reading behavior?)

Experts' comments: 1. Revise the interview question to be more specific about the tiered English reading instruction

2. Simplify the word “พฤติกรรมกรรมการอ่าน” (reading behavior) to be age-appropriate for the participants.

After revision: โดยรวมแล้วนักเรียนคิดว่าการสอนการอ่านภาษาอังกฤษในรูปแบบที่เราเรียนกันนี้ทำให้พฤติกรรมกรรมการอ่านภาษาอังกฤษของนักเรียน ยกตัวอย่างเช่นการที่นักเรียนใช้เวลาว่างอ่านหนังสือภาษาอังกฤษ หรือการที่นักเรียนอ่านหนังสือภาษาอังกฤษเพื่อความบันเทิง เปลี่ยนแปลงไปจากเดิมหรือไม่

(Overall, do you think that the English reading instruction
that we have learned changed your English reading
 behavior for example, how you spend your free-time
reading in English or how you read in English for
entertainment?)

Interview Question 4

Before revision:

นักเรียนมีความรู้สึกอย่างไรเกี่ยวกับบทความภาษาอังกฤษที่นักเรียนได้
 อ่านในชั้นเรียน

(How do you feel about the reading articles that you have
 read in class?)

Experts' comments:

1. Change the word “บทความ” (reading articles) to “บท
 อ่าน” (reading texts)
2. Ask the participants to provide logical reasons to
 support their answers

After revision: นักเรียนมีความรู้สึกอย่างไรเกี่ยวกับ**บทอ่าน**ภาษาอังกฤษที่นักเรียนได้

อ่านในชั้นเรียน

(How do you feel about the reading texts that you have read in class?)

Interview Question 5

Before revision:

นักเรียนคิดว่าระดับความยากง่ายของบทความภาษาอังกฤษที่นักเรียน

ได้อ่านในชั้นเรียนมีส่วนช่วยให้นักเรียนอ่านภาษาอังกฤษได้เข้าใจมาก

ยิ่งขึ้นหรือไม่

(Do you think that the different levels of difficulty of the reading articles that you have read in class helped you

understand more of what you read?)

Experts' comments: Change the word “บทความ” (reading articles) to “บทอ่าน”

(reading texts)

After revision: นักเรียนคิดว่าระดับความยากง่ายของ**บทอ่าน**ภาษาอังกฤษที่นักเรียน
ได้อ่านในชั้นเรียนมีส่วนช่วยให้นักเรียนอ่านภาษาอังกฤษได้เข้าใจมาก
ยิ่งขึ้นหรือไม่

(Do you think that the different levels of difficulty of the reading texts that you have read in class helped you understand more of what you read?)

Interview Question 6

Before revision: นักเรียนมีความรู้สึกอย่างไรเกี่ยวกับความช่วยเหลือที่นักเรียนได้รับจาก
ครูในระหว่างที่นักเรียนอ่านบทความภาษาอังกฤษ

(How do you feel about the support from the teacher that you received while you read the reading articles?)

Experts' comments: Change the word “บทความ” (reading articles) to “บทอ่าน”
(reading texts)

After revision: นักเรียนมีความรู้สึกอย่างไรเกี่ยวกับความช่วยเหลือที่นักเรียนได้รับจาก
ครูในระหว่างที่นักเรียนอ่าน**บทอ่าน**ภาษาอังกฤษ

(How do you feel about the support from the teacher that you received while you read the reading texts?)

Interview Question 7

Before revision: นักเรียนคิดว่าปริมาณความช่วยเหลือที่นักเรียนได้รับจากครูในระหว่าง

ที่นักเรียนอ่านบทความภาษาอังกฤษมีส่วนช่วยให้นักเรียนอ่านภาษาอังกฤษได้เข้าใจมากยิ่งขึ้นหรือไม่

(Do you think that the different amount of support from the teacher that you received while you read the reading articles helped you understand more of what you read?)

Experts' comments: Change the word “บทความ” (reading articles) to “บทอ่าน” (reading texts)

After revision: นักเรียนคิดว่าปริมาณความช่วยเหลือที่นักเรียนได้รับจากครูในระหว่าง

ที่นักเรียนอ่านบทอ่านภาษาอังกฤษมีส่วนช่วยให้นักเรียนอ่านภาษาอังกฤษได้เข้าใจมากยิ่งขึ้นหรือไม่

(Do you think that the different amount of support from the teacher that you received while you read the reading texts helped you understand more of what you read?)

Interview Question 8

Before revision: นักเรียนมีความรู้สึกอย่างไรเกี่ยวกับกิจกรรมที่นักเรียนได้ทำหลังจากที่นักเรียนอ่านบทความภาษาอังกฤษ
(How do you feel about the activities that you did after you finished reading the reading articles?)

Experts' comments: Change the word “บทความ” (reading articles) to “บทอ่าน” (reading texts)

After revision: นักเรียนมีความรู้สึกอย่างไรเกี่ยวกับกิจกรรมที่นักเรียนได้ทำหลังจากที่นักเรียนอ่านบทอ่านภาษาอังกฤษ
(How do you feel about the activities that you did after you finished reading the reading texts?)

Interview Question 9

Before revision: นักเรียนคิดว่าการออกแบบรูปแบบกิจกรรมที่นักเรียนได้ทำหลังจากที่นักเรียนอ่านบทความภาษาอังกฤษมีส่วนช่วยให้นักเรียนอ่านภาษาอังกฤษได้เข้าใจมากยิ่งขึ้นหรือไม่

(Do you think that the design of the activities that you did after you finished reading the reading articles helped you understand more of what you read?)

Experts' comments: 1. Change the word “บทความ” (reading articles) to “บทอ่าน” (reading texts)

2. Change the word “การออกแบบรูปแบบกิจกรรม” (the design of the activities) to “รูปแบบกิจกรรม” (the activities)

After revision: นักเรียนคิดว่ารูปแบบกิจกรรมที่นักเรียนได้ทำหลังจากที่นักเรียนอ่านบทอ่านภาษาอังกฤษมีส่วนช่วยให้นักเรียนอ่านภาษาอังกฤษได้เข้าใจมากยิ่งขึ้นหรือไม่

(Do you think that the activities that you did after you finished reading the reading texts helped you understand more of what you read?)



Appendix S: Criteria for Content Analysis of the Interview Data

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
Tiered Instruction			
Affective	Students' emotional experiences towards the implementation of tiered English reading instruction	- ชอบ/สนุกกับการเรียนภาษาอังกฤษแบบนี้ <i>(liked/enjoyed learning English like this)</i>	- ไม่ชอบ/ไม่สนุกกับการเรียนภาษาอังกฤษแบบนี้ <i>(disliked/did not enjoy learning English like this)</i>
		- การเรียนภาษาอังกฤษแบบนี้ น่าสนใจ/ไม่น่าเบื่อ <i>(learning English like this was interesting/boring)</i>	- การเรียนภาษาอังกฤษแบบนี้ ไม่น่าสนใจ/น่าเบื่อ <i>(learning English like this was not interesting/boring)</i>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<i>interesting/not boring)</i>	
		- การเรียนภาษาอังกฤษแบบนี้ทำให้รู้สึกผ่อนคลาย/ไม่เครียด <i>(learning English like this made me feel relaxed/not stressed)</i>	- การเรียนภาษาอังกฤษแบบนี้ทำให้รู้สึกเครียด <i>(learning English like this made me feel stressed)</i>
		- *การเรียนภาษาอังกฤษแบบนี้ทำให้รู้สึกตื่นเต้น	- *การเรียนภาษาอังกฤษแบบนี้ไม่ทำให้รู้สึกตื่นเต้น

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		(learning English like this made me feel excited)	(learning English like this did not make me feel excited)
Cognitive	Students' thinking and knowledge about the implementation of tiered English reading instruction	- การเรียนภาษาอังกฤษแบบนี้ทำให้เข้าใจเนื้อหาภาษาอังกฤษมากขึ้น (learning English like this made me understand English content better)	- การเรียนภาษาอังกฤษแบบนี้ไม่ทำให้เข้าใจเนื้อหาภาษาอังกฤษมากขึ้น (learning English like this did not make me understand English content better)

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p>- การเรียนภาษาอังกฤษ แบบนี้ทำให้ได้เรียนรู้ วิธีการ อ่านภาษาอังกฤษใหม่ๆ เพิ่มมากขึ้น <i>(learning English like this made me learn new English reading skills)</i></p>	<p>- การเรียนภาษาอังกฤษ แบบนี้ไม่ทำให้ได้เรียนรู้ วิธีการอ่านภาษาอังกฤษ ใหม่ๆเพิ่มมากขึ้น <i>(learning English like this did not make me learn new English reading skills)</i></p>
		<p>- การเรียนภาษาอังกฤษ แบบนี้ทำให้ได้เรียนรู้ คำศัพท์ภาษาอังกฤษ ใหม่ๆเพิ่มมากขึ้น</p>	<p>- การเรียนภาษาอังกฤษ แบบนี้ไม่ทำให้ได้เรียนรู้ คำศัพท์ภาษาอังกฤษ ใหม่ๆเพิ่มมากขึ้น</p>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p><i>(learning English like this made me learn new English vocabulary)</i></p>	<p><i>(learning English like this did not make me learn new English vocabulary)</i></p>
		<p>- การเรียนภาษาอังกฤษแบบนี้ทำให้การอ่านภาษาอังกฤษง่ายขึ้น/ไม่ยาก</p> <p><i>(learning English like this made reading in English easier/not difficult)</i></p>	<p>- การเรียนภาษาอังกฤษแบบนี้ไม่ทำให้การอ่านภาษาอังกฤษง่ายขึ้น/ยาก</p> <p><i>(learning English like this did not make reading in English easier/ more difficult)</i></p>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
Behavioral	Students' tendencies to behave in a particular way in relation to the implementation of tiered English reading instruction	- การเรียนภาษาอังกฤษแบบนี้ทำให้อ่านหนังสือมากขึ้น (<i>learning English like this made me read in English more</i>)	- การเรียนภาษาอังกฤษแบบนี้ไม่ทำให้อ่านหนังสือมากขึ้น (<i>learning English like this did not make me read in English more</i>)
		- การเรียนภาษาอังกฤษแบบนี้ทำให้สามารถอ่านหนังสือได้ด้วยตนเองมากขึ้น (<i>learning English like this made me read this made me read</i>)	- การเรียนภาษาอังกฤษแบบนี้ไม่ทำให้สามารถอ่านหนังสือได้ด้วยตนเองมากขึ้น (<i>learning English like this did not make me</i>)

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<i>more</i> <i>independently)</i>	<i>read more</i> <i>independently)</i>
Tiered Content			
Affective	Students' emotional experiences towards the implementation of tiered content	- ชอบ/สนุกกับการอ่านเนื้อหาภาษาอังกฤษแบบนี้ <i>(liked/enjoyed reading English content like this)</i>	- ไม่ชอบ/ไม่สนุกกับการอ่านเนื้อหาภาษาอังกฤษแบบนี้ <i>(disliked/did not enjoy reading English content like this)</i>
		- เนื้อหาภาษาอังกฤษแบบนี้ น่าสนใจ/ไม่น่าเบื่อ	- เนื้อหาภาษาอังกฤษแบบนี้ ไม่น่าสนใจ/น่าเบื่อ

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<i>(English content like this was interesting/not boring)</i>	<i>(English content like this was not interesting/boring)</i>
		- เนื้อหาภาษาอังกฤษ แบบนี้ทำให้รู้สึกผ่อนคลาย/ไม่เครียด <i>(English content like this made me feel relaxed/ not stressed)</i>	- เนื้อหาภาษาอังกฤษ แบบนี้ทำให้รู้สึกเครียด <i>(English content like this made me stressed)</i>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p>- *เนื้อหาภาษาอังกฤษ แบบนี้ทำให้รู้สึกตื่นเต้น <i>(English content like this made me feel excited)</i></p>	<p>- *เนื้อหาภาษาอังกฤษ แบบนี้ไม่ทำให้รู้สึก ตื่นเต้น <i>(English content like this did not make me feel excited)</i></p>
Cognitive	<p>Students' thinking and knowledge about the implementation of tiered content</p>	<p>- เนื้อหาภาษาอังกฤษ แบบนี้ทำให้สามารถอ่าน เข้าใจมากขึ้น <i>(English content like this made me understand the content better)</i></p>	<p>- เนื้อหาภาษาอังกฤษ แบบนี้ไม่ทำให้สามารถ อ่านเข้าใจมากขึ้น <i>(English content like this did not make me understand the content better)</i></p>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p>- เนื้อหาภาษาอังกฤษ แบบนี้ทำให้ได้เรียนรู้ วิธีการอ่านภาษาอังกฤษ เพิ่มใหม่มากขึ้น (English content like this made me learn new English reading skills)</p>	<p>- เนื้อหาภาษาอังกฤษ แบบนี้ไม่ทำให้ได้เรียนรู้ วิธีการอ่านภาษาอังกฤษ ใหม่ๆเพิ่มมากขึ้น (English content like this did not make me learn new English reading skills)</p>
		<p>- เนื้อหาภาษาอังกฤษ แบบนี้ทำให้ได้เรียนรู้ คำศัพท์ภาษาอังกฤษ ใหม่ๆเพิ่มมากขึ้น</p>	<p>- เนื้อหาภาษาอังกฤษ แบบนี้ไม่ทำให้ได้เรียนรู้ คำศัพท์ภาษาอังกฤษ ใหม่ๆเพิ่มมากขึ้น</p>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p>(English content like this made me learn new English vocabulary)</p>	<p>(English content like this did not make me learn new English vocabulary)</p>
		<p>- เนื้อหาภาษาอังกฤษ แบบนี้ทำให้การอ่าน ภาษาอังกฤษง่ายขึ้น/ไม่ ยาก</p> <p>(English content like this made reading in English easier/ not difficult)</p>	<p>- เนื้อหาภาษาอังกฤษ แบบนี้ไม่ทำให้การอ่าน ภาษาอังกฤษง่ายขึ้น/ยาก</p> <p>(English content like this did not make reading in English easier/more difficult)</p>
Tiered Process			

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
Affective	Students' emotional experiences towards the implementation of tiered process	- ชอบความช่วยเหลือที่ได้รับจากครูแบบนี้ (<i>liked the teacher support like this</i>)	- ไม่ชอบความช่วยเหลือที่ได้รับจากครูแบบนี้ (<i>disliked the teacher support like this</i>)
		- *ความช่วยเหลือที่ได้รับจากครูแบบนี้เหมาะสมดี (<i>the teacher support like this was appropriate</i>)	- *ความช่วยเหลือที่ได้รับจากครูแบบนี้ไม่เหมาะสม (<i>the teacher support like this was inappropriate</i>)
		- ความช่วยเหลือที่ได้รับจากครูแบบนี้ทำให้รู้สึกผ่อนคลาย/ไม่เครียด	- ความช่วยเหลือที่ได้รับจากครูแบบนี้ไม่ทำให้รู้สึกผ่อนคลาย/เครียด

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p>(the teacher support like made me feel relaxed/not stressed)</p>	<p>(the teacher support like this did not make me feel relaxed/stressed)</p>
Cognitive	<p>Students' thinking and knowledge about the implementation of tiered process</p>	<p>- ความช่วยเหลือที่ได้รับ จากครูแบบนี้ทำให้เข้าใจเนื้อหาภาษาอังกฤษมากขึ้น (the teacher support like this made me understand the content better)</p>	<p>- ความช่วยเหลือที่ได้รับ จากครูแบบนี้ทำให้ไม่เข้าใจเนื้อหาภาษาอังกฤษ (the teacher support like this did not make me understand the content better)</p>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p>- ความช่วยเหลือที่ได้รับ จากครูแบบนี้ทำให้ได้ เรียนรู้วิธีการอ่าน ภาษาอังกฤษใหม่ๆเพิ่ม มากขึ้น <i>(the teacher support like this made me learn new English reading skills)</i></p>	<p>- ความช่วยเหลือที่ได้รับ จากครูแบบนี้ไม่ทำให้ได้ เรียนรู้วิธีการอ่าน ภาษาอังกฤษใหม่ๆเพิ่ม มากขึ้น <i>(the teacher support like this did not make me learn English reading skills)</i></p>
		<p>- ความช่วยเหลือที่ได้รับ จากครูแบบนี้ทำให้ได้ เรียนรู้คำศัพท์</p>	<p>- ความช่วยเหลือที่ได้รับ จากครูแบบนี้ไม่ทำให้ได้ เรียนรู้คำศัพท์</p>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p>ภาษาอังกฤษใหม่ๆเพิ่มมากขึ้น</p> <p><i>(the teacher support like this made me learn new English vocabulary)</i></p>	<p>ภาษาอังกฤษใหม่ๆเพิ่มมากขึ้น</p> <p><i>(the teacher support like this did not make me learn new English vocabulary)</i></p>
		<p>- ความช่วยเหลือที่ได้รับ</p> <p>จากครูแบบนี้ทำให้การอ่านภาษาอังกฤษง่ายขึ้น/ไม่ยาก</p> <p><i>(the teacher support like this made me</i></p>	<p>- ความช่วยเหลือที่ได้รับ</p> <p>จากครูแบบนี้ไม่ทำให้การอ่านภาษาอังกฤษง่ายขึ้น/ยาก</p> <p><i>(the teacher support like this did not make reading in</i></p>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<i>reading in English easier/not difficult)</i>	<i>English easier/more difficult)</i>
Tiered Product			
Affective	Students' emotional experiences towards the implementation of tiered product	- ชอบ/สนุกกับการทำกิจกรรมการอ่านแบบนี้ <i>(liked/enjoyed participating in reading tasks like this)</i>	- ไม่ชอบ/ไม่สนุกกับการทำกิจกรรมการอ่านแบบนี้ <i>(disliked/did not enjoy participating in reading tasks like this)</i>
		- การทำกิจกรรมการอ่านแบบนี้ น่าสนใจ/ไม่น่าเบื่อ	- การทำกิจกรรมการอ่านแบบนี้ ไม่น่าสนใจ/น่าเบื่อ <i>(participating in reading tasks like this)</i>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p>(participating in reading tasks like this was interesting/not boring)</p>	<p>was not interesting/boring)</p>
		<p>- การทำกิจกรรมการอ่านแบบนี้ทำให้รู้สึกผ่อนคลาย/ไม่เครียด</p> <p>(participating in reading tasks like this made me feel relaxed/not stressed)</p>	<p>- การทำกิจกรรมแบบนี้ไม่ทำให้รู้สึกผ่อนคลาย/เครียด</p> <p>(participating in reading tasks like this did not make me feel relaxed/stressed)</p>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p>- *การทำกิจกรรมการอ่านแบบนี้ทำให้รู้สึกตื่นเต้น</p> <p>(participating in reading tasks like this made me feel excited)</p>	<p>- *การทำกิจกรรมการอ่านแบบนี้ไม่ทำให้รู้สึกตื่นเต้น</p> <p>(participating in reading tasks like this did not make me feel excited)</p>
Cognitive	<p>Students' thinking and knowledge about the implementation of tiered product</p>	<p>- การทำกิจกรรมการอ่านแบบนี้ทำให้เข้าใจเนื้อหาภาษาอังกฤษมากขึ้น</p> <p>(participating in reading tasks like</p>	<p>- การทำกิจกรรมการอ่านแบบนี้ไม่ทำให้เข้าใจเนื้อหาภาษาอังกฤษมากขึ้น</p> <p>(participating in reading tasks like this</p>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p><i>this made me</i></p> <p><i>understand the</i></p> <p><i>content better)</i></p>	<p><i>did not make me</i></p> <p><i>understand the</i></p> <p><i>content better)</i></p>
		<p>- การทำกิจกรรมการ อ่านแบบนี้ทำให้ได้ เรียนรู้วิธีการอ่าน ภาษาอังกฤษใหม่ๆเพิ่ม มากขึ้น (participating in reading tasks like <i>this made me learn</i> new English reading skills)</p>	<p>- การทำกิจกรรมการอ่าน แบบนี้ไม่ทำให้ได้เรียนรู้ วิธีการอ่านภาษาอังกฤษ ใหม่ๆเพิ่มมากขึ้น (participating in reading tasks like this <i>did not make me</i> learn new English reading skills)</p>

Component	Description	Key Words, Phrases, or Sentences	
		Positive	Negative
		<p>- การทำกิจกรรมการอ่านแบบนี้ทำให้การอ่านภาษาอังกฤษง่ายขึ้น/ไม่ยาก</p> <p><i>(participating in reading tasks like this made reading in English easier/not difficult)</i></p>	<p>- การทำกิจกรรมการอ่านแบบนี้ไม่ทำให้การอ่านภาษาอังกฤษง่ายขึ้น/ยาก</p> <p><i>(participating in reading tasks like this did not make reading in English easier/more difficult)</i></p>

Appendix T: The Results from Wilcoxon Matched-Pairs Signed-Rank Test

			Mean	Sum of		
		N	Rank	Ranks	Z	p
Posttest – Pretest	Negative Ranks	3 ^a	4.50	13.50	-3.315 ^b	.001*
(Overall)	Positive Ranks	16 ^b	11.03	176.50		
	Ties	3 ^c				
	Total	22				
Posttest – Pretest	Negative Ranks	5 ^a	6.00	30.00	-1.164b	.244
(Literal)	Positive Ranks	8 ^b	7.63	61.00		
	Ties	9 ^c				
	Total	22				
Posttest – Pretest	Negative Ranks	5 ^a	6.40	32.00	-2.149b	.032*
(Interpretive)	Positive Ranks	12 ^b	10.08	121.00		
	Ties	5 ^c				
	Total	22				

			Mean	Sum of		
		N	Rank	Ranks	Z	p
Posttest – Pretest	Negative Ranks	2 ^a	4.50	9.00	-2.627b	.009*
(Critical)	Positive Ranks	11 ^b	7.45	82.00		
	Ties	9 ^c				
	Total	22				

*p<0.05

Appendix U: Students' Opinions towards the Tiered English Reading Instruction

Group	Themes	Codes	Sub Codes	f
Basic	Tiered Instruction	Affective	Learning with joy	3
			Learning with relaxation	1
			Learning with interest	1
		Cognitive	Learning new reading skills	5
			Learning new vocabulary	1
			Reading in English easily	1
	Behavioral	Increasing motivation in English reading	4	
		Tiered Content	Affective	Reading with high interest
	Cognitive	Reading in English easily	4	
		Increasing difficulty in reading in English	1	
Tiered Process	Affective	Learning with joy	4	

Group	Themes	Codes	Sub Codes	f
			Learning with relaxation	2
		Cognitive	Learning new content	4
			Learning new vocabulary	3
			Reading in English easily	2
	Tiered Product	Affective	Learning with high interest	4
			Learning with joy	2
			Learning with excitement	1
		Cognitive	Reading in English easily	2
Advanced	Tiered Instruction	Affective	Learning with joy	2
			Learning with relaxation	1
		Cognitive	Learning new reading skills	8
			Reading in English easily	6
		Behavioral	Increasing motivation in English reading	3

Group	Themes	Codes	Sub Codes	f
	Tiered Content	Affective	Reading with high interest	3
		Cognitive	Reading in English easily	3
	Tiered Process	Affective	Learning with joy	4
		Cognitive	Learning content	5
			Learning new vocabulary	3
	Tiered Product	Affective	Learning with high interest	3
			Learning with joy	2
			Learning with excitement	1

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