มหาวิทยาลัยอุบลราชธานี

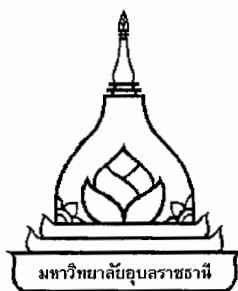# USING NARROW READING TO IMPROVE STUDENTS' READING COMPREHENSION: A CASE STUDY AT KHUANGNAIPITTAYAKARN SCHOOL

RATCHANEEKORN SOPHAPROM

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
FACULTY OF LIBERAL ARTS
UBON RAJATHANEE UNIVERSITY
YEAR 2008

มหาวิทยาลัยอุบลราชธานี

INDEPENDENT STUDY APPROVAL

UBON RAJATHANEE UNIVERSITY

MASTER OF ARTS

MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

FACULTY OF LIBERAL ARTS

TITLE USING NARROW READING TO IMPROVE STUDENTS'
READING COMPREHENSION: A CASE STUDY
AT KHUANGNAIPITTAYAKARN SCHOOL

NAME MRS. RATCHANEEKORN SOPHAPROM

THIS INDEPENDENT STUDY HAS BEEN ACCEPTED BY

.... CHAIR

(ASST. PROF. DR. SAOWADEE KONGPETCH)

.... COMMITTEE

(DR. METEE KANSA)

.... COMMITTEE

(ASST. PROF. DR. WUTTI LEENAM)

.... DEAN

(ASST. PROF. DR. INTHIRA SASHI)

APPROVED BY UBON RAJATHANEE UNIVERSITY

....

(ASST. PROF. DR. UTITH INPRASIT)

VICE PRESIDENT FOR ACADEMIC AFFAIRS

FOR THE PRESIDENT OF UBON RAJATHANEE UNIVERSITY

ACADEMIC YEAR 2008

I

ACKNOWLEDGMENTS

I gratefully acknowledge the assistance of Assistant Professor Dr. Saowadee Kongpetch, Dr. Metee Kansa and Assistant Professor Dr. Wutti Leenam, my advisor, co-advisor and my reader, who sacrificed their time to give me advice and suggestions, and to check my research paper in an important way.

Furthermore, I would like to thank Mr. Chalermchai Wongrak who gave invaluable advice and comments on the instruments of my research. A special thank goes to Mr. Surachai Sophaprom who assisted me on data analysis and his moral support and care.

Finally, I would like to thank my family that inspired me to pursue the Master's Degree.

(Mrs. Ratchaneekorn Sophaprom)

Researcher

บทคัดย่อ

ชื่อเรื่อง   : ประสิทธิผลของการสอนอ่านโดยใช้เทคนิคการสอนอ่านเชิงลึก
                กรณีศึกษาโรงเรียนเขื่องในพิทยาคาร

โดย   : รัชนีกร โสภาพรม

ชื่อปริญญา   : ศิลปศาสตรมหาบัณฑิต

สาขาวิชา   : การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ

ประธานกรรมการที่ปรึกษา : ผู้ช่วยศาสตราจารย์ ดร.เสาวดี กงเพชร

ศัพท์สำคัญ : การสอนอ่านแบบเชิงลึก การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ
                กรอ่านเพื่อความเข้าใจ

        งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิผลของการสอนอ่านโดยใช้เทคนิคการ
สอนอ่านเชิงลึก (Narrow Reading Technique) ในการพัฒนาทักษะการอ่านเพื่อทำความเข้าใจของ
นักเรียน

        กลุ่มศึกษาวิจัยเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 3/8 โรงเรียนเขื่องในพิทยาคาร อำเภอเขื่อง
ใน จังหวัดอุบลราชธานี จำนวน 40 คน ที่เรียน อ33101 ภาษาอังกฤษ3 รหัสวิชา อ33101
ปีการศึกษา 2550

        เครื่องมือการวิจัยคือแบบฝึกทักษะการอ่านทำความเข้าใจของนักเรียน ประกอบด้วย
บทอ่านเกี่ยวกับอาหารไทยพร้อมทั้งแบบฝึกหัดหลังการอ่าน จำนวน 5 บท แบบทดสอบก่อนเรียน
และหลังเรียน แบบสอบถาม และเทปการสัมภาษณ์ความคิดเห็นของนักเรียน

        การเก็บรวบรวมข้อมูล คะแนนแบบทดสอบก่อนเรียนและหลังเรียน จะนำมาคำนวณ
วิเคราะห์เปรียบเทียบและแปรผลด้วยค่าสถิติทางคณิตศาสตร์ ข้อมูลจากการตอบแบบสอบถามของ
นักเรียน เทปการสัมภาษณ์ความคิดเห็นของนักเรียนจะนำมาสังเคราะห์หาข้อความซ้ำๆ (Content
Analysis) เพื่อหาแนวความคิดและข้อค้นพบหลังจากการจัดกิจกรรมการเรียนการสอนเพื่อใช้เป็น
ข้อมูลเพิ่มเติมในการแปรผลที่ให้ความเชื่อมั่นมากยิ่งขึ้น

        ผลการวิจัยพบว่าการใช้เทคนิคการสอนอ่านเชิงลึก (Narrow Reading Technique) มีผลต่อ
การพัฒนาทักษะการอ่านเพื่อทำความเข้าใจของนักเรียนทุกระดับกลุ่มความสามารถทางภาษา (Above
Average, Average, Below Average) โดยมีค่าเฉลี่ย ของคะแนนทดสอบหลังเรียนสูงกว่าก่อนเรียน
อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.5 นักเรียนส่วนมากพึงพอใจต่อการใช้เทคนิคการสอนอ่านเชิงลึก

(Narrow Reading Technique) ในการพัฒนาทักษะการอ่านเพื่อทำความเข้าใจของนักเรียน จาก
ผลการวิจัยได้เสนอแนะวิธีการอันจะเป็นประโยชน์ต่อการศึกษาที่เกี่ยวข้องไว้ด้วย

ABSTRACT

TITLE : USING NARROW READING TO IMPROVE STUDENTS'
READING COMPREHENSION: A CASE STUDY
AT KHUANGNAIPITTAYAKARN SCHOOL

BY : RATCHANEEKORN SOPHAPROM

DEGREE : MASTER OF ARTS

MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE

CHAIR : ASST. PROF. SAOWADEE KONGPETCH, Ph.D.

KEYWORDS : NARROW READING TEACHNIQUES / EFL / READING

COMPREHENSION

The purpose of the study is two fold. Firstly, it was to find out whether the Narrow Reading Technique helps improve students' reading comprehension. Also, it aimed to investigate the extent to which the Narrow Reading Technique should be modified to suit the teaching context at Khuengnaipittayakarn school.

The subjects were 40 Mattayomsuksa 3/8 who studied Fundamental English (E33101) in the first semester of academic year 2007 at Khuengnaipittayakarn School. The subjects were divided into three groups of their proficiency level: Above Average (AA), Average (A) and Below Average (BA).

The research instruments comprised 5 texts, all of which concerned Thai Food, pre-test and post-test, questionnaires and students' informal group discussion.

The results obtained from students' pre-test and post-test were calculated and then compared and interpreted to shed light on the improvement of students' reading comprehension. The recurring information and ideas in questionnaires and informal discussion were identified and then, summarized.

The study found that the Narrow Reading Technique had impacts on most students' comprehension particularly these from the Above Average and Average groups as their post-test scores were higher than pre-test scores at the statistically significant analysed level of .05. Almost of them were satisfied with the Narrow Reading Technique as it helped improve their reading comprehension. However,

the Narrow Reading Technique would need to be modified considerably to suit the teaching context at Khuengnaipittayakarn School.

CONTENTS

CONTENTS (CONTINUED)

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

1.1 Rationale

Throughout the world, English is an important means of communication (Prapphal, 2006). In the era of globalization, English has become more important as it enables people from different parts of the world to be in contact, exchange information and do business with each other quickly and spontaneously (Wongrak, Kongpetch and Boonmee, 2006). Since English is of such importance internationally, it is imperative that the English language becomes a part of any progressive country's school curriculum (National Education Commission, 1999).

In Thailand, English is taught as a foreign language (EFL) (National Education Commission, 1999). Students are required to study it in schools from the first grade, following through to tertiary institution (Wongsothorn, Sakamolsun, Ratanothayanonth and Noparumpa, 1996). At the secondary level, students study English for about four hours a week. They spend about 5-8 years to study. Yet, students are generally considered having low English proficiency. Moreover, the English literacy rate of Thai students is considered the second worst in Southeast Asia and needs to be upgraded (Komin, 1998 and Scott-Kerr, 2006; cited in Wongrak, Kongpetch and Boonmee, 2006).

Generally, English is taught using the four basic skills - reading, writing, listening and speaking (National Education Commission, 1999). Among these reading is regarded as the most important skill for most students of English on a worldwide basis (Chaisuriya, 2006). It is the main tool for gaining information from books, magazines, articles and other printed materials (Changpueng, 2005). However, an assessment report of the achievement of English learning on reading skills has shown that most Thai students still have a low reading ability (Suriyawong, 2005). Ancillary to the reading problem is the students' poor English vocabulary. Students for the most part do not understand what they are reading and at times skip unknown words which

are often keys to reading comprehension. Additionally, many students lack motivation to read. Harmer (2001) points out that motivation is significantly important for reading as it is needed in order to do something achievable. In line with this, Guthrie (1996) stated that motivation is a key to successful reading as it makes a real difference to students' reading development. According to Prapphal (2006), there are a number of ways to develop a positive motivation to read. Some of these are discussions about the importance of reading, students' interest, class activities, reading tasks and text selection. Prappal (2006) stressed that exposure to the target language and high motivation may be the key factors to enhance the English proficiency of the students.

As mentioned above, a hugely problematic area in teaching reading is that the students' having vocabulary problems and not being able to find the meaning of an unknown word. Further, they are unable to identify the main ideas and supporting details in reading texts (Gabb, 2000). Other factors included uninteresting texts, inappropriate teaching methodology and lack of input (Orasanu, 1986).

In my school, where English is taught as a foreign language, most students do not have enough chance to speak English to native speakers. Therefore, my students are shy and have less confidence to use English language for communication in public. In addition, they lack opportunity to practice or communicate in English outside the classroom. The other factor is English teaching in the classroom does not train them how to learn, especially how to read in order to retrieve information from different materials and texts. Even though students have more opportunity to practice English reading, they still have problem in this skill.

In an attempt to improve my students' reading skills, I am particularly interested in the Narrow Reading Technique because it focuses on reading passages on a similar topic, enabling students to be exposed to similar sets of vocabulary. The students will develop a schema necessary for understanding the passages. This will help them to understand the consequent passages more effectively. It may be an alternative approach for teaching Thai students' reading comprehension in teaching reading skills in the future.

1.2 Purpose of the Study

The research project is carried out to find out whether the Narrow Reading Technique is a viable alternative to teach reading comprehension to secondary students and to investigate the extent to which it should be modified to suit Thai EFL teaching context, particularly at Khuangnaipittayakarn School.

1.3 The Significance of the Study

The research results will provide useful information for English teachers to find ways to improve their students' reading comprehension.

1.4 Hypotheses

Teaching reading by using the Narrow Reading Technique will help students improve their reading comprehension. The technique will probably also encourage students to read more extensively.

1.5 Research Questions

1.5.1 Does the Narrow Reading Technique help improve students' reading comprehension?

1.5.2 How should the Narrow Reading Technique be modified to suit the teaching context at Khuangnaipittayakarn School?

1.6 Limitations of the Study

This research project focuses exclusively on the Narrow Reading of passages on the same topic, that is, Thai Food. Thus, the results of the project may not be generalisable to other kinds of Narrow reading (e.g. reading only one genre or reading the works of a single author).

1.7 Definitions of Terms

The important terms to be defined are as follows:

a. EFL refers to English as a foreign language.

b. Narrow Reading means reading in only one genre, one subject matter, or the works of one author (Krashen, 1981).

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the theories and research related to this research project, including reading and literacy development, Thai students' reading proficiency, approaches to teach reading and Narrow Reading Technique.

2.1 Reading and Literacy Development

2.1.1 What is reading?

Reading is defined differently by different researchers. Their views are varied by the aspect the researchers focus on. Some researchers put on emphasis on the reading process, while others examine the communication between the text and readers. For example, reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency (Alyousef, 2005). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used. Further, Anderson (2001) claimed that reading is a mental function through which the reader create meaning from symbols, using the reader's background knowledge and reading material. The reader's understanding of meaning depends on complete interpretation of printed pages along with the comprehension of the deeper meaning that the author does not state directly in the page, such as the author's tone and point of view. In addition, reading is considered to be synonymous with comprehension. As such, reading involves both the reconstruction of an author's message and the construction of one's own meaning using the print on the page. With this definition, the context of the situation or the reader's purpose in reading will also influence its meaning (Hayes, 1991).

Moreover, reading means the communication between an author and a reader using letters on the page. That is, the reader uses the thinking process, linguistic

knowledge, prior knowledge, and many different strategies to help grasp and decode the letters written in order to clearly comprehend the author's purpose (Alyousef, 2005). Based on examples above, reading teachers should be aware of all the perception presented by those researchers and try to make use of these aspects in the reading class.

In conclusion, reading is a complex process of communication in the form of symbols, signals, or letters from the author to the reader. The reader has to use his ability to understand the meanings on the line by using his schema. Comprehension is based on written letters and many different strategies the reader employs to understand the real meanings and the author's purpose. The next section reviews the relationships between reading and literacy development.

2.1.2 Why is Reading Important for Literacy Development?

As mentioned earlier, in Thailand, English is taught as a foreign language (Suriyawong, 2005). Students learn English only in the classroom. They are rarely exposed to an English environment, especially in the remote areas where are very far away from Bangkok (Sangpakdeejit, 2002). In terms of reading, few incidental readings are found. Most of the local signs or banners are in Thai. Moreover, during a school day, EFL readers get little reading encouragement. Reading is regarded as one of the four basic skills that has to be taught (Suriyawong, 2005). Language teachers tend to weigh all the four skills as equally important by providing the same amount of teaching time. Changpueng (2005) noted that reading is the main tool for gaining information from books, magazines, articles and other printed materials. For this reason, it is important for language teachers to encourage students to have more opportunities to practice reading and provide them with reading techniques which would enable them to read books, magazines, articles and other printed materials successfully and effectively.

For the learners' literacy development in reading, vocabulary is very important by itself. Its role is to help learner's understand what they read. Reading is used to increase vocabulary. The more that readers know vocabulary, the more they understand the text (Krashen, 1994). Krashen (1984) pointed out that to help learners understand more of what is read, it is important to provide them with sufficient vocabulary. Therefore, more vocabulary should mean more comprehensible input and

more acquisition of grammar. It can be stated that readers will obtain sufficient background knowledge and vocabulary to support them in improving acquisition in their reading ability. Students will not feel too much stress because they can understand the text more easily, which means they improve their reading skills comfortably and gradually expand the range of their reading (Krashen, 2004). Then, students will be motivated to read more and more and can read for pleasure or ultimately, do more extensive reading.

Reading is very useful for practicing writing also. Since students have to read the texts such as news, reports and journals extensively, they will become familiarized with the writing style of each genre. They will develop an awareness of the structure of written texts after which they can write their own papers, because they have enough vocabulary and writing pattern skills. Dupuy, Tse and Cook (1996) and Tang (2000) stated that reading is the major component of both first and second language acquisition. Reading positively influences speaking, listening and writing skills. By practicing reading, EFL students can reach a high level of literacy.

In brief, reading is an important skill for improving students' English proficiency and to achieve their higher literacy.

2.2 Thai Students' Reading Proficiency

As mentioned earlier, reading is taught with the other three language skills. In the EFL setting, English reading proficiency is limited by being promoted in only language class. The inadequacy of language reading opportunity is one of the Thai readers' main reading problems, affecting their reading proficiency. Wongsothorn (1988) examined the English reading-competence level of students. Her study showed that the reading ability of high-school and tertiary students should be improved. In addition, Sukrungson (1987) identified some of the causes of students' reading problems in his study. Some of these problems are students having vocabulary problems and not being able to identify the main ideas and supporting details in reading texts. Students cannot comprehend the text well because of their lack of reading vocabulary. Moreover, Chaisuriya (2006) claimed that Thai students' English reading achievement has been at a low level. One of the problems is that they have limited knowledge of English vocabulary. Gabb (2000) posted a very important

question which asks why learners face difficulties in moving into fluency although they have had basic decoding skills. She identifies that the most important factors are limited vocabulary and lack of background knowledge (schematic knowledge). Orasanu (1986) added that the expansion of vocabulary is the key aspect to reading fluency and the use of word play and puzzles. Readers can improve reading comprehension by expanding their vocabulary and gaining greater control over complex syntactic structures (Hedge, 2003). Another cause of the problem may be that the selected texts are neither interesting nor suitable to their schemas. Further, students may have never been instructed to use appropriate reading techniques. Reading is not an automatic process which can be taught by using special formulas. Rather students have to continue practicing reading until they can use their reading skills effectively (Aebersold and Field, 1997). Moreover, Thai students face many problems in learning reading strategies. Most teachers still teach English by using the translation method. Some teachers have tried to use many techniques in the English classroom, but they have encountered a problem of spending more time on translation. Thus, new techniques that might help their students to read more effectively have not really been implemented in the classroom (Pumirat, 1999).

In brief, the problematic area in teaching reading is that Thai students do not like to read in English. Most of them have poor English vocabulary and are not able to find the meaning of unknown words from context clues. Further, students are not able to identify the main ideas and supporting details in reading texts.

The next section explains approaches to teaching reading.

2.3 Approaches to Teaching Reading

Teaching reading skill to non-native speakers of English involved unique problems and challenges at all conceivable levels of instruction. Over the years, numerous approaches to teaching beginning reading have appeared. Weaver (1994) divided these approaches into two large categories: part-centered (also called code-emphasis or bottom-up) approaches, which view reading instruction as moving from learning the "part" and building up to the "whole" and socio-psycholinguistic (also called meaning-emphasis or top-down) approaches, which emphasize the overall

construction of meaning from connected or whole texts, and draw on the reader's and writer's schemata and personal experiences.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or wring style. The reading approaches vary in many types and their advantages depend on the teaching purposes. So the teacher can choose the appropriate teaching approaches to use in classroom teaching.

In conclusion, the reading approach must be authentic. Students should read the text in a way that matches the reading purpose, the types of text and the way people normally read.

2.4 Narrow Reading Technique

According to Krashen (1996), Narrow Reading refers to reading in only one genre, one subject matter, or the work of one author. In other words, it focuses on the work of a single author, or reading a great deal about a single topic that the reader is interested in rather than attempting to read a wide variety of texts. Lee (1996) stated that Narrow Reading is a term that describes reading organized around a shared topic with overlapping language and content.

There is evidence suggesting that Narrow Reading is beneficial to the reader. Since it avoids struggling with new material, the reader will see many words and ideas repeated. Current studies have revealed the effectiveness of Narrow Reading in promoting reading comprehension and vocabulary development. It does not only help students to understand and remember the text but also help ensure more comprehensible input (Krashen, 2004). Further, Rance-Rodney (1995) noted that Narrow Reading helps promote critical thinking because reading is seen as an effective vehicle for influencing critical thinking abilities through the enrichment and extension of concepts and through the facilitation of the use of the language. It can provide students with a huge amount of input, help them enlarge their vocabulary and enrich their repertoire of rhetorical strategies. By reading, ESL students can reach a high level of literacy. In addition, Yang (2001) pointed out that reading a single author's work allows students to see the development of a writer's style and the writer's viewpoint. As the more one reads, the more one understands because it is easier for

him/her to understand the text when they are familiar with the writer's style, vocabulary and discourse in any genre (Cho and Krashen, 1984). Moreover, Narrow Reading appears to be motivating. Feitelson, Kita and Goldstein (1986) documented that children in Israel, who were asked to read from the Kofiko series of stories about a mischievous monkey, were far more likely to ask their parents to buy Kofiko books for them. As Narrow Reading helped them comprehend what they read little by little, they felt comfortable in practicing reading. In addition, practicing reading through Narrow Reading is useful for practicing writing. Narrow Reading provides students with the skills needed to read the same genre of writing, and hence, they will become familiarize with the writing style of each genre. Then, they can also write their own papers or stories because they have enough vocabulary and writing pattern skills for the task (Feuerstein and Schcolnik, 1995).

Narrow Reading has been used in teaching reading in the EFL context, particularly in the U.S.(Krashen, 1981; Krashen,1996; Rodrigo and Krashen, 1996; Dupuy, 1999). In the EFL context, it had been used to teach reading in Korea, Hong Kong and Taiwan (Cho, Kyoung and Krashen, 2005).

In Thailand, however, it is not known to have been used to teach reading to students at any level of education. This research project is one of the first attempts to find out whether the technique can help improve Thai students' reading comprehension. The next chapter will explain the research methodology.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter contains information concerning the subjects, research instruments, materials, data collection procedures, and data analyses.

3.1 The Subjects

Carried out in June, 2007 for a period of 12 hours, this study involved 40 Mattayomsuksa 3/8 students at Khuangnaipittayakarn School. All of them learnt Fundamental English III (E33101) for four hours per week, totaling 80 hours per semester. The Fundamental English program aims to develop students' language proficiency according to their level of proficiency and interests. They are expected to be able to employ different techniques in improving and developing the receptive skills (listening and reading) and productive skills (speaking and writing) (Ministry of Education (2000).

Students were categorized into three groups according to their level of proficiency. The criteria for this was their grades from Fundamental English II (E32101) course in Mattayomsuksa 2. Of 40 students, 13 were regarded as Above Average (AA) as they received Grade A from the course. Thirteen of them, who received grade B, were regarded as Average (A) and 14, who received C, as Below Average (BA). All students underwent both pre-test and post-test for assessing their comprehension skills before and after being taught by the Narrow Reading Technique.

3.2 The Teaching Unit Design

In order to find out the extent to which the Narrow Reading Technique has impacts on students' reading comprehension, the Teaching Unit was designed. The unit comprised 5 texts, all of which concerned Thai Food. I deliberately chose to focus my study on this topic because I expected that as the passages concerned Thai Food, students would be likely to be exposed to the vocabulary found in these

passages, both in their classroom and in daily life. As each of the passages contains similar sets of vocabulary, it will provide the repeated contextualized exposures that are necessary for consolidating and elaborating vocabulary and developing fluency (Cho, Ahn and Krashen, 2005). The following two passages illustrate the kind of passages used.

Passage 1

A Short History of Thai Cuisine

Thai *cuisine* is world famous because it has a lot of *tastes*. Thai *cuisine* and culture were influenced by Persian and Arabian cultures.

'Tai' people *migrated* from a mountainous area of Southwest China (Yunnan province) between the sixth and thirteenth centuries. Then, they moved southwest and formed their own kingdoms, which have become parts of many countries at the present time, including Thailand, Laos, the Shan States of Burma, and north-west Vietnam. As a result, Thai *dishes* today have some similarities to Szechwan Chinese *dishes*.

Thai *cuisine* has also been influenced by Western and Indian cuisines. In the early 18th century, Indian and Muslim *cuisines* were introduced at a palace of the King Rama I.

With these influences, many old *dishes* are still popular like Masaman *curry*, which contains many dried *spices, oily coconut milk* and *meat* and Yellow *curry*, which is *spiced* with yellow *spices* and red chilli powder.

Thai *cooking* has some unique *tastes*, including *sweet, sour, bitter, salty,* and *spicy*. To conclude, Thais have used foreign *dishes* to help make Thai *cuisine* uniquely their own.

(Adapted from www.Thaifocus.com/thaifood.)

Note: Italic words are those commonly found in Thai Food

Passage 2

Thai Food

Thai <u>food</u> is rich in <u>nutrition</u> and has unique <u>tastes</u>. Each area of Thailand has its own style of <u>cuisine</u>. <u>Rice</u> is the staple <u>food</u> of the Thai people. It is *eaten* with most Thai <u>dishes</u>.

The accepted invitation for any <u>meal</u> is *kin khao*, or "*eat rice*". There are many different types of *rice*. *Steamed rice* is called *khao suay*. Another type is called *sticky rice*, which is very famous in the Isan area. It is *eaten* with bare hands and rolled into small balls. People in the central part of Thailand often say that "*Eating sticky rice* makes you lazy". Therefore, many people misunderstand that "Isan" people are lazy. However, most Thais *eat sticky rice* nowadays.

Many people from different parts of Thailand have <u>migrated</u> to work in Bangkok. They have brought their own <u>recipes</u> to the capital. The famous Isan <u>recipes</u> are *delicious spicy pork salad, beef salad, grilled chicken and sticky rice*. *Boiled rice* mixed in budu *sauce*, known as *khao yam*, is a <u>recipe</u> from the South. The common <u>meals</u> from the North includes *namprik num, namprik ong* and *chilli* with <u>coconut milk</u> soup (*gang*) such as *gang hangle* and *gang hoh*. All kinds of such <u>food</u> give more *energy* to the body. The main <u>spicy</u> ingredient of Thai <u>food</u> is red or green chilli and <u>spices</u>.

Traditionally, all <u>food</u> is served together. Everybody *eats* together and shares their <u>food</u>. Thais love to talk about <u>food</u> and a usual greeting or conversation opener is "have you *eaten rice?*" *Dessert (fruit* and <u>sweet</u>) is usually *eaten* later.

(Adapted from www.Thaifocus.com/thaifood.htm.)

Note: Underlined words indicate words that have already appeared in previous passage

The two passages above are on the same topic: Thai food (see Appendix B for further examples). When students read Passage 1, they may have difficulty understanding it because of its unfamiliar writing style and vocabulary. However, it is expected that after students learn the meanings of all key words relating to Thai Food in the passage, it will be easier for them to read and understand the passage. In Passage 2, students will find the same vocabulary (underlined words) from Passage 1 and some new vocabulary relating to food and taste (italic words) in Passage 2. Students can build up their own bank of vocabulary. Changpueng (2005) stated that

practicing vocabulary in this way will lead to an increase in students' retention of the vocabulary because some of vocabulary may be synonyms and antonyms. (see Appendix B for further examples)

After reading each text, students were required to answer a series of comprehension questions so that, as a researcher, I could evaluate the extent to which the Narrow Reading Technique impacts on their reading comprehension ability.

3.3 The Teaching Procedures

The designed teaching unit was implemented in the natural classroom, that is, the English Fundamental III (E33101) for the total of 12 period hours.

The teaching of each passage was carried out in a similar manner so that the impacts of the Narrow Reading Technique would be attributed to the Narrow Reading Technique itself rather than the teacher's personal teaching style.

It should be noted that in the first hour, prior to the teaching unit was implemented in the classroom, the sample was given an orientation to the Narrow Reading Technique. They were told how the technique was expected to work in helping them comprehend the text. The schedule for data collection was also introduced to them. After the orientation, the pretest was administered. During the teaching periods, which lasted 12 hours in total, the teaching procedures were as follows.

1. Students were encouraged to be responsible for their own learning and I, as a teacher, acted as a facilitator. They were asked to read each passage by themselves first and underline all unknown vocabulary.

2. Students were allowed to consult each other about unknown vocabulary. As a teacher, I never explained the meanings of any words without first asking them to guess from the context. I did not explain any grammatical structure to students explicitly because all passages contain grammatical structure which they had already learnt in the previous course, Fundamental English (E32101) course. This includes passive voice (e.g Steamed rice is called khao suay) and present perfect (e.g Many people from different parts of Thailand have migrated to work in Bangkok). Thus, I assumed that they would be able to make sense out of it by themselves.

3. I tried to help students make connections between the new passages that they read and the previous ones, so that they could make use of their background knowledge.

4. I explained to students that they should never pass by any unknown vocabulary in the passages. Instead, they were expected to discuss them with their classmates or me.

5. Students were not allowed to use dictionaries in the classroom, but were expected to review the lessons at home.

6. After reading each passage, students were required to answer comprehension questions so that, as a researcher, I could evaluate the extent to which the Narrow Reading Technique has impacts on their reading comprehension ability. (see Appendix B for further examples)

7. In the last period hour, the post-test was administered. The following table summarises the teaching procedures.
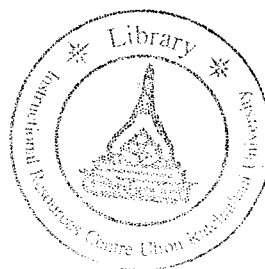
Table 3.1 A summary of the Teaching Procedures.

Week	Class session	Activities	Instruments	Amount
1	1 class session	Pre-test (Reading comprehension – to investigate the samples' lexical knowledge about the topic/series priors to being taught by the Narrow Reading Technique)	Pre-test	1 period
1-3	2-11	Reading 5 passages about Thai food. One passage lasts approximately 2 periods. (See Appendix B)	Comprehension Exercises	10 periods
4	12	Post – test (Reading comprehension – to investigate the samples' lexical knowledge about the topic/pries at the end of the study).	Post – test	1 period

3.4 Data Collection

The instruments used in the study include:

Instruments	Number (students)
- Pre-test	40
- Post-test	40
- Questionnaire	40
- Informal Discussion	20 out of 40

The reasons for collecting the above data were:

1) Pre– and Post–tests are the same. They were administrated to examine students' reading comprehension ability before and after being taught by the Narrow Reading Technique. They consist of a reading passage with 10 comprehension questions altogether. Both the pre-test and the post-test took one hour for the sample to finish. The reading passage concerned Thai Food- the same as the five reading passages presented in the study periods. (see appendix A)

2) Questionnaire was distributed to students twice. The first time was distributed to them after students finished reading Passage 2 and the second time after they completed Passage 5. This was done to find out students' responses towards the Narrow Reading Technique.

The questions in each questionnaire include:

a. Can you understand the passage?

b. Do you like this passage? Why?

c. Is the vocabulary difficult?

d. What are the additional key words?

e. What kind of passage do you like to read?

f. Do you have any suggestions?

3) Informal group discussion was held after the teaching was completed. This was to shed further light on students' reactions towards the Narrow Reading Technique. Each discussion group comprised of 5 students, all of whom were allowed to speak Thai so that they could express their ideas freely. The discussion of each group, which was tape-recorded, lasted approximately 30 minutes.

Methodologically, the collection of different kinds of data enabled me, as both a researcher and teacher in the classroom, to achieve the 'triangulation' of data (Cohen and Manion, 1994). As the data was collected from a variety of sources, the results of the study should be more reliable.

3.5 Data Analysis

As mentioned above, the collected data included Pre- and Post-test scores, students' responses towards the questionnaire and the informal group discussion transcripts. These were analysed as follows.

3.5.1 Pre- and Post-test scores

The scores obtained from pre- and post-tests were recorded, compared and interpreted. The t-test was used to find a significant difference before and after using the Narrow Reading Technique.

3.5.2 Questionnaire

Students' responses towards the questionnaire were analysed descriptively. That is, the frequency of their responses towards each item was recorded and then major issues summarised.

3.5.3 The informal group discussion

The informal group discussion transcripts were analysed by drawing on the content analysis which focuses on the identification of recurring key words or ideas in the texts (Ericson, Baranek and Chan, 1991; Descombe, 1998).

CHAPTER 4

RESULTS

In this Chapter, the results from all research practices are presented. These include the results from the Pre-reading and Post-reading comprehension tests, the reading comprehension tests at the end of reading passages, the attitudinal questionnaires and the informal discussion. These will be discussed below.

4.1 Results of the Pre- and Post-reading comprehension test

There were 40 students who took the pre-test and the post-test. As mentioned in 3.3.1, they were categorized into three groups according to their proficiency level: Above Average (AA), Average (A) and Below Average (BA). Of all 40 students, 13 of them were AA. Another 13 were A. The rest were BA. This was to find out whether the Narrow Reading teaching technique has impacts on students from all ability groups. The research results revealed that after students had been taught by the Narrow Reading Technique, the mean scores of the post-test were significantly higher than those gained from the pre-test. This indicated that the Narrow Reading Technique has positive impacts on students' reading ability. This will be discussed further in 5.1. The pre-and post-test scores are presented in Table 4.1.

Table 4.1 Pre-test and post-test scores

The Sample	Pre-test (x)	SD	Post-test (x)	SD	T
AA (13)	5.54	1.66	7.31	2.69	2.714
A(13)	4.54	1.23	6.23	2.42	2.626
BA(14)	5.14	1.46	5.57	1.55	1.194

The above graph shows that the scores of students started highly in the first passage, fell sharply in the second passage and increased from the third passage to the fourth passage. Then, it fell again in the last passage. These results were similar to the results of students from different competency groups as shown in the following graph.
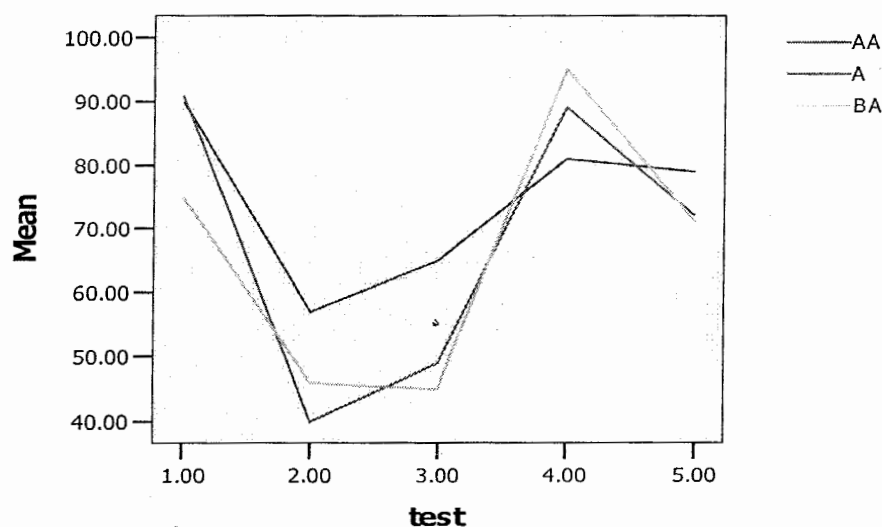
AA= Above Average, A = Average, BA= Below Average)

Figure 4.2.2 Score of reading comprehension tests from different proficiency groups
Note: The number on the Mean Scores line graph started from the lowest scores

As evident in the above graph, the scores of students from each proficiency group were similar to that of the entire sample. The Above Average, Average and Below Average group started with high scores from the first test, then the scores went down in the second test and rose constantly from the third to the fourth test. However, it was evident that students from the lowest proficiency group got the lowest points throughout the period of the tests. This indicated that the Narrow Reading Technique would need to be modified considerably if it is going to be used to teach students from the low proficiency group effectively. This will be discussed further in Chapter 5.

After the sample finished reading passage 2 and passage 5. They were asked to complete a questionnaire to find out their attitude toward the Narrow Reading Technique. The results are presented in the following section.

4.3 Results of the Attitudinal Questionnaires

To gain insights into students' reactions toward the Narrow Reading Technique, the attitudinal questionnaire was administered twice, once after students finished reading passage 2 (Thai Food) and then after passage 5 (Eating Thai Food with the Changing Seasons).

As mentioned in 3.3.1, students were allowed to respond to the questionnaire in Thai so that they could express their ideas freely. The questionnaire was analyzed by drawing on the content analysis (Ericson, Boranak and Chan, 1987; 1991; Descombe, 1998). The major issues that emerged from the questionnaires are:

(1) Students' attitude toward the selected passages; and

(2) Students' attitude toward the vocabulary and the key words in the selected passages.

The results of each attitudinal questionnaire are discussed below.

4.3.1 Results of the First Attitudinal Questionnaire

The entire sample (40 students) were asked to respond to the questionnaire which consisted of six questions:

(a) Can you understand the passage?

(b) Do you like this passage? Why?

(c) Is the vocabulary difficult?

(d) What are the additional key words?

(e) What kind of passage do you like to read?

(f) Do you have any suggestions?

The results of the questionnaire are as follow.

4.3.1.1 Students' Attitude Toward the Selected Passages

Of 40 students who responded to the questionnaire, the majority of them (30 of 40) said that they liked the selected passages. They reasoned that the passages were very interesting and relevant to their every day life. Only a small number of students (10 out of 40), most of whom were from the Below Average group noted that they did not like the passages, reasoning that the passages contained many difficult words which they did not understand their meanings. Consequently, they did not understand the whole passages.

4.3.1.2 Students' Attitude Toward the Vocabulary and the Key words in the Selected Passages

The majority of the students (30 of 40) said that the first passage helped them understand the second passage better. It was evident that previous familiarity with the repeated context would ensure that the stories were more comprehensible. However, the rest of the students (10 of 40) from the Below Average group complained that reading passages on similar topics was not very useful because they still contained difficult vocabulary. In fact, they preferred using dictionaries to find out the meanings of these words by themselves rather than guessing their meanings from context clues.

4.3.2 Results of Second Attitudinal Questionnaire

The sample used for the second attitudinal questionnaire was the same group of students who answered the first questionnaire. The second questionnaire was completed after they finished reading passage 5 (see Appendix B).

4.3.2.1 Students' Attitude Toward the Selected Passages

Like the first attitudinal questionnaire, most students (35 of 40) had positive attitude toward the selected passages (Activities 3-5). They asserted that they comprehended the passages very well and only a small number of them (5 of 40) who were from the Below Average group revealed that they did not really understand the passages. They found that the passages were too difficult for them to understand and they wanted the teacher to explain previous stories before beginning new passages. They added that the passage should be easier to read and more enjoyable.

4.3.2.2 Students' Attitude Toward the Vocabulary and the Key Words in the Selected Passages

Almost all of the students (34 of 40) stated that the previous passages (passage 1- 4) considerably helped them to understand the current passages because the passages were related to each other and the vocabulary sets were similar. Reading the same or similar sets of vocabulary enable them to remember difficult words. However, a few of them (4 from the Average group and 2 from the Below Average group) complained that reading passages on similar topics was not very useful. They suggested that a variety of topics would make the lesson more interesting and that this would stimulate both their understanding and enjoyment of the passages.

To conclude, the responses to both questionnaires indicated that most students were aware of the advantages of narrow reading. They reasoned that reading more passages from the same series helped improve their reading comprehension. Yet, a small number of students from the Below Average group argued that reading passages on similar topics was not very interesting to them. They preferred the use of a dictionary to assist them in finding out meanings of unknown words or having consultation with their friends or teacher directly.

4.4 Results of the Informal Discussion

As mentioned in 3.3.1, the informal discussion was carried out after the students finished studying all 5 passages and took the post-test. This was to gain further insights into the students' reactions toward the Narrow Reading Technique. There were 15 students who participated in the informal group discussion, five of whom were representatives from the Above Average (AA), Average (A) and Below Average (BA) groups respectively. They were asked to respond to a set of questions:

a) Can you understand the selected passage?

b) Do you like the passage? Why?

c) Is the vocabulary in the passages difficult?

d) What are some of the words which you have seen in the passages?

e) What kind of passage do you like to read?

f) Do you have any suggestions about the course?

The major issues emerged from the informal discussion were:

(1) students' preference of the passage;

(2) students' attitude toward the vocabulary and the key words in the selected passages and

(3) students' attitude toward the Narrow Reading Technique To provide insight into students' reaction toward each major issue, students' excerpts from the transcripts were referred to. Taken students' identities into account, the pseudonyms were used.

4.4.1 Students' Preference of the Passages

Almost all of the students (13 of 15), particularly from the Above Average group, reacted positively toward all of the selected passages (passage 1-5) because they found them relevant to their daily life. They added that their background knowledge from reading earlier passages helped them to comprehend the later passages. Only a few of them (2 of 15) who were from the Below Average group stated that they did not want to read the passages about Thai Food because they found them difficult to understand. Their responses were similar to the results of the attitudinal questionnaire (see also 4.3).

4.4.2 Students' Attitude Toward the Vocabulary

It was found that the majority of the sample (10 of 15) liked the passages they were reading. They reasoned that they could make use of the vocabulary found in the previous passages to comprehend the following passages. Consequently, they could understand the passage they were reading better than they had expected. For example, one of the students who was a representative from the Above Average group said that:

"In my opinion, I think this technique helps me to continue reading
English on my own. I can guess the meaning of vocabulary. Thus,
I was ableto read the passage confidently." (Aranya, 10/07/07)

However, there were a few students (5 of 15), who were from the Below Average group, did not like this technique. They found that it was rather boring as there was not a wide enough variety of vocabulary to sustain their interest. They added that they want to read a variety of topics because it would be more interesting and challenging for them. The following excerpt illustrates this:

"I didn't like this technique because it made me bored. The
vocabulary was the same. I wanted to read a variety of
passages that arestimulating for me. It should be of
teenagers' interest." (Nongluk, 10/07/07)

4.4.3 Students' Attitude Towards the Narrow Reading Technique

The majority of students (12 of 15) reported that they felt positively toward the Narrow Reading Technique. Their reasons were that the passages were interesting to them and they contained similar vocabulary. Therefore, they could

understand passages better because the words were familiar to them and their reading became faster in the later passages. To quote Suwit and Nipa, the representatives from the Average Group and the Below Average Group;

> *"In my opinion, I think this technique helps me to continue*
> *reading English on my own. I gained much more confidence*
> *in English reading. I can read the passages more quickly."*
> *(Suwit, 10/07/07)*
>
> *"I have never known this technique before. I gained much*
> *more confidence in reading. I found that reading the*
> *English passage is fun if we arefamiliar with the context.*
> *I can read the passage very well." (Nipa, 10/07/07)*

Only a small number of students from BA (3 of 15) said that they did not like the Narrow Reading Technique. They thought that the teacher should translate everything for them. They added that when the teacher translated only parts of a passage, there was a possibility that some students would not fully understand the passage and feel that the texts were rather difficult for them to comprehend.

> *"After practiced reading, I found that this technique is*
> *quite difficult for me because some vocabulary were*
> *difficult. I want to use a dictionary and the teacher*
> *should explain some grammatical points for us, too."*
> *(Surasit, 10/07/07)*

To conclude, the results obtained from Chapter 4, based on the t-test, revealed that after the students had been taught by the Narrow Reading Technique, the mean scores of the post-test were significantly higher than those gained from the pre-test. This indicates that the Narrow Reading Technique enabled students to improve their reading comprehension and vocabulary skills. Moreover, responses to the questionnaires and the informal discussion suggested that a majority of students favoured the Narrow Reading Technique.

The next Chapter will discuss the impacts of Narrow Reading Technique on students' reading comprehension and their reactions toward the Narrow Reading Technique.

CHAPTER 5
DISCUSSION

This chapter discusses the impacts of Narrow Reading Technique on students' reading comprehension and their reactions toward the Narrow Reading Technique.

5.1 The Impacts of the Narrow Reading Technique on Students' Reading Comprehension

As mentioned in 4.1, the results of both pre-test and post-test showed that the Narrow Reading Technique helps improve the reading comprehension of most students especially those from the Above Average and Average groups. Thus, the results of this study confirmed previous studies which found that the Narrow Reading Technique can be taught to students successfully and that when taught, it helps improve their reading comprehension (Rance-Rodey, 1995; Cho, Ahn and Krashen, 2005). Additionally, this technique helps promote vocabulary development in language learners. Krashen (1981) claimed that Narrow Reading is an effective method for developing vocabulary because readers are required to read a number of authentic texts on the same topic. This enables them to be exposed to identical and familiar sets of vocabulary. Hence, it is easier for them to understand the texts. The students should acquire increasing background knowledge from the reading.

However, the results indicated that the students from the Below Average group preferred to read passages on a variety of topics because they felt that it would be more challenging and interesting for them.

In 4.2, it was evident that the scores of the students from each proficiency group were similar to that of the entire sample. The Above Average, Average and Below Average started with high scores from the first test, then the score went down in the second test and rose constantly from the third to the fourth tests. However, the scores of the students from the Below Average group remained relatively low throughout the research period. The explanation of the sharp decrease of students'

scores in the second test maybe that the second passage is longer than the first passage and it includes a number of new vocabulary such as *staple, steamed rice, sticky rice* and *boiled rice*.

Further, it concerns recipes from different regions like *khao yam, namprik num* and *gang hangle*. Even Isan recipes are referred to by their English names such as *spicy pork salad* and *grilled chicken* instead of *Lab Moo* and *Gai Yang* which would be more familiar to them. Students may not have schema of foods from different regions. Thus, they could not understand the passage well.

However, it is evident that students' scores increase gradually in passage 3 and 4. This indicates that students' exposure to vocabulary and content in passage 2 help them understand the consequent passages, passage 3 and 4. Nevertheless, the sharp decrease of students' scores in passage 2 highlights the importance of the selection of the passages. This will be discussed further in 6.2.

To conclude, the research results suggested that the Narrow Reading Technique has the tendency to improve students' reading comprehension. Yet, the passages would need to be of interest to students so that they are motivated to read and learn.

5.2 Students' Reactions Toward the Narrow Reading Technique

Similar to other language classrooms where a new teaching approach is introduced, the students had mixed reactions toward the Narrow Reading Technique. While the majority of them reacted positively toward the Narrow Reading Technique, a minority found that it was not very useful. For those who reacted positively toward the Narrow Reading Technique, they felt that Narrow Reading Technique helped them to familiarize themselves with the vocabulary presented in the passages. They stated that their background knowledge of relevant vocabulary helped them to understand the passage in English more thoroughly. Nunan (1991) noted that language students learn the meanings of most words indirectly, through everyday experience and guessing from context. Reading the same topics was not confusing because the stories were about the same subject matter and consisted of almost identical sets of vocabulary, which helped save time when reading because students did not have to look up words in the dictionary for any new and unknown words.

This is supported by Paran (2003) who noted that readers need to know most of the words in a text in order to understand it properly. Furthermore, Krashen (1984) stated that teachers can assist students to comprehend messages and structures that are difficult by putting more emphasis on learning vocabulary.

However, not all students reacted positively toward the Narrow Reading Technique. One fourth of them (10 of 40), all of whom were the Below Average group, found that it was difficult to understand the passages because they did not know the meanings of some of the vocabulary. They preferred to look up many unknown words or phrases in the dictionary and sometimes they wanted their teacher explained some points for them. The results of this study reflected the typical characteristics of some Thai students who tend to be passive learners in the classroom. According to O'Sullivan and Tajaroensuk (1997:85) most classrooms in Thailand emphasize a reproductive approach to teaching and learning, "with the students absorbing and conserving knowledge they draw from textbooks and teachers". In these students' views, good teachers refer to those who "know the subject thoroughly" and "present course material to students in the clearest way possible". Good students are those who "seek to extend their body of knowledge" and "acknowledge that their knowledge is much less than the teacher's (O'Sullivan and Tajaroensuk, 1997:85). This implies that if any innovative approach is going to be implemented in any classroom, teachers would need to take students' cultural context into account. In particular, teachers would need to clearly explain to students the expectations of the approach. At the same time, they would need to be aware that changes due to the implementation of any innovative approach may gradually occur. O'Sullivan and Tajaroensuk (1997:87) noted that:

> *Thai people's educational experience predisposes them*
> *towards a certain approach to teaching and learning and a*
> *certain method of presenting ideas and information. This does*
> *not mean, however, that they are unwilling or unable to learn*
> *or teach in other ways if that is required.*

They also stressed that "Culture is, after all, learned behavior, not inherited behaviour" (O'Sullivan and Tajaroensuk, 1997:87). This indicated that the Narrow Reading Technique would need to be modified considerably when used in the Thai

EFL context, particularly with Below Average students. This will be discussed further in the next chapter.

CHAPTER 6

CONCLUSION AND IMPLICATIONS FOR FUTURE LANGUAGE TEACHING

6.1 Conclusion

The purpose of this study was to investigate whether the Narrow Reading Technique is a viable alternative approach to current methods of teaching comprehension to secondary students. The subjects were 40 students of Mattayomasuksa 3/8 Khuangnaipittayakarn School. All the subjects attended this course during the first semester of the academic year 2007.

The data collection included students' pre-and post-test of reading comprehension, 5 reading passages, questionnaires and informal discussion. The data was analyzed in order to answer the two following research questions:

a) Does the Narrow Reading Technique help improve students' reading comprehension?

b) How should the Narrow Reading Technique be modified to suit the teaching context at Khuangnaipittayakarn School?

The results of the study revealed that the Narrow Reading was a viable alternative approach to present teaching practices that improve students' reading comprehension, particularly those who were considered Above Average and Average students. It also increased students' motivation as well as interaction in the classroom. The students were provided with the opportunities to read similar sets of vocabulary passages which were closely related to their daily life and their background knowledge. According to the results of the informal discussion in 4.4.3, students from Above Average and Average groups had a significant improvement in reading comprehension. Also, they gained confidence in reading. As their confidence increases, they will be more likely to continue reading, leading to extensive reading (Krashen, 2004). However, some of them complained that the passages were difficult. When they encountered unknown words, they wanted to find out their meanings with

the use of a dictionary. They also noted that they wanted their teacher to explain the passages before doing the exercises. The results of the study suggested that the Narrow Reading Technique would need to be modified considerably to suit the teaching of lower EFL students.

The following section discusses the implications of the Narrow Reading Technique in the general EFL classroom.

6.2 Implications for Future Language Teaching

As indicated in 2.3, the Narrow Reading Technique drew both positive and negative responses from students. In future, if it is going to be used in the classroom effectively, the teacher should take the following into account.

6.2.1 The Selection of the Passages

As mentioned in 2.3, the Narrow Reading Technique was applied in the language classroom by providing students with different passages on a similar topic. The results of the study showed that some students did not enjoy the selected passages. They reasoned that the passages should not be as long as they were and importantly, should be of interest to them. In addition, the passages should be suitable to their level of English proficiency and background knowledge. In future teaching, it would be more beneficial for students if the teacher surveys students' interest towards the topics or passages to be read first and evaluate whether the selected topics and levels of proposed passages are suitable to students' language proficiency and background knowledge. Day and Bamford (1998) noted that it is important for teachers to take the grammatical complexity and vocabulary into account when selecting passages for their students because the extent to which students are able to learn and understand new passages depends considerably on their prior background knowledge.

6.2.2 The Explicit Teaching of Some Grammatical structure

As mentioned in 3.3, I did not explain any grammatical to students explicitly. As all passages contain grammatical structure to students explicitly. As all passages contain grammatical structure which they had already learnt in their previous course, Fundamental English (E32101), I assumed that they would be able to make sense out of it by themselves. However, the results of the study (see also 4.4.3) indicated that a few of the students, particularly those from the Below Average group

complained that they did not understand some grammatical points in the passages, particularly in Passages 1 and 2 and they wanted the teacher to explained these to them explicitly. In hindsight, I should have explained the grammatical structure in Passage 1 and 2 to students. Although this is contradict to Krashen's *Input Hypothesis theory*, some researchers (e.g. Ellis, 1994 and Radwan, 2005) noted that explicit learning is the best way to learn forms and meaning of vocabulary. However, it is never my attention to focus on 'forms' over 'meaning'. Rather, I believe that the explicit teaching should be considered only to help students to make sense of a text and be able to be more independent in their learning. As mentioned in 2.4, when students understand the passages better, they will enjoy reading, leading to extensive reading. In Ellis' view (2005), language instruction should put emphasis on both focus-on-form and focus-on-meaning approaches. He reasoned that the implicit language helps promote students' fluency and increase their confidence when using a second language. On the other hand, the explicit knowledge helps them become aware of grammatical structure and understand grammatical rules.

To conclude, the application of the Narrow reading Technique in the future EFL classroom would need to take into consideration the principles and practices of explicit and implicit instructions. Importantly, the future application of the Narrow Reading Technique would not need to be 'all or nothing'. As EFL students are rarely exposed to English outside the classroom, the explicit teaching may be beneficial or necessary, particularly for beginner learners. Yet, it is equally important for teachers to encourage their students to realize the significance of the implicit instruction as this will lead to the more 'student-centered' and 'communicative-based' language classroom.

6.2.3 The Alternative Implementation of Narrow Reading in The Language Classroom

As mentioned in 2.3, due to a limitation of time, this research required students to read only a series of passages on the same topic written by different authors, as opposed to texts from a single author (Krashen, 1996). In order to get greater insight into the effectiveness of the Narrow Reading Technique, the teacher may implement the Narrow Reading Technique in the language classroom differently by providing students with passages or texts from the same author. The teacher might

choose the passages of a single author because the students will familiarize themselves with a writer's style, idiomatic usage and vocabulary in that topic or discourse. The passages will then share the same characters that promote their comprehension by emphasizing the same characters and an understanding of the context of the passage (Krashen, 1996). Moreover, Yang (2001) pointed out that if students are exposed to passages or texts from the same author, they will develop the sense of unity and continuity. Furthermore, they will see the development of a writing style along with the writer's viewpoint through successive reading passage, giving students further insights into the language they are learning.

REFERENCES

REFERENCES

Aebersol, J.A. and M.L. Field. (1997). From Reader to Reading Teacher: Issues and strategies for second language classrooms. New York: Cambridge University Press.

Alyousef, H. (2005). "Teaching Reading Comprehension to ESL/EFL Learners", In The Reading Matrix. Vol. 5, No. 2. pp. 143-153.

Anderson, J. (2001). "A Skeptic is sold: A High School Librarian Finds Reasons to Love Celebrated Reader", In Abstract, School Library Journal. Vol. 31. pp. 193-220.

Buckingham, M. & Clifton, D. (2005). "Succeeding in Business", http://www.ba.tyg.jp/-welchp/Succeeding in Business.thml. February 5, 2005.

Burgess, J. and Etherington, S. (2002). "Focus on Grammatical Form: Explicit or Implicit?", In System. Vol. 30, No.4. pp. 433-458.

Chaisuriya, A. (2006). "English Reading Needs and Problem of Graduate Students of Business", Faculty of Humanities of Social Science, Burapha University. In Journal of Humanities and Social Sciences. Vol. 20, (January – April). pp. 68-83.

Changpueng, P. (2005). "The Power of Narrow Reading", In Journal of English Studies. Faculty of Liberal Arts: Thammasart University. Vol. 2. pp. 88-89.

Cho, K. (1994). "Acquisition of Vocabulary from the Sweet Valley kids series: Adult ESL acquisition", In Journal of Reading. Vol. 37. pp. 662-667.

Cho, K., Ahn, K. and Krashen, S. (2005). "The Effects of Narrow Reading of Authentic Texts on Interest and Reading Ability in English as a Foreign Language", In Reading Improvement Journal. Vol. 42, No.1. pp. 58-64.

Cohen, L. and Manin, L. (19 94). Research Methods in Education. 4th ed. London: Routledge.

Day, R. R., and Bamford J. (1998). Extensive reading with the second language classroom. UK: Cambridge University Press.

REFERENCES (CONTINUED)

Descombe, M. (1998). The Good Research Guide, Case Study i9n Descombe. ed. London: Open University.

Dupuy, B. (1999). "Narrow Listening: An Alternative way to develop listening comprehension in the foreign language classroom", In System Vol. 24, No. 1. pp. 97-100.

Dupuy, B., Tse, L., and Cook, T. (1996). "Bringing Books into the Classroom; First Steps in Turning College-Level ESL Students into Readers", In TESOL Journal. Vol. 5. pp. 10-15.

Ellis, R., (1994). The Study of Second Language Acquisition. U.K: Oxford University Press.

_____. (2005). "Principles of Instructed Second Language Learning", In System. Vol. 33, No 2. pp. 209-224.

Ericson, R., Baranek, P., and Chan, J. (1987). A Study of News Organization. Toronto: University of Toronto Press.

_____. (1989). Negotiating Control: A Study of News Sources. Toronto: University of Toronto Press.

_____. (1991). Representing Order: Crime, Law and Justice in the News Media. Toronto: University of Toronto Press.

Fedrickson, T. (2001). "Narrow Reading-A powerful Way to Improve Your English!", http://www.Bangkokpost.net/education/site2000/ptau 2401.htm. October 17, 2006.

Feitelson, D., B. Kita, & A. Goldstein, (1986). "Effects of listening to series stories on first graders' comprehension and use of language", Research in the Teaching of English. Vol. 3, No 4. pp. 339-356.

Feuerstein, T. & Schcolnik, M. (1995). Enhancing Reading Comprehension. San Francisco: Altra Book Center and Publishers.

Gabb, S. (2000). "Current Developments in second language reading research", In TESOL Quarterly. Vol. 25 No. 3. pp. 375-406.

REFERENCES (CONTINUED)

Gabb, S. (2000). "From talk to print: Preparing students to read with ease",
Field Notes. http://www.sabes.org/resources/fieldnotes/vol 10/fn 102.pdf.
Vol. 10, No. 2. November1, 2004.

Guthrie, J. T., A. Wigfield, J.L. Metsala, and K.E. Cox. (1999). "Motivational and
cognitive predictors of text comprehension and reading amount",
Scientific Studies of Reading. Vol. 3. pp. 231-256.

Harmer, J. (2001). The practice of English Language Teaching. Essex:
Longman Press.

Hayes, L.B. (1991). Effective Strategies for Teaching Reading. Boston:
Allyn and Bacon.

Hedge, T. (2003). Teaching and learning in the language classroom.
UK: Oxford University Press.

Hunt, A. and Beglar, D. (2005). "A framework for developing EFL reading
vocabulary", In Reading in a Foreign Language. Vol. 17, No. 1.
pp. 23-59.

Komin, S. (1998). "English Language Learning in the 21st", Asian Century. In
Renandya, W.A. and Jacobs, G.M. (Eds.). Learner and Language Learning
Anthology Series 39. Singapore: SEAMEO Regional Language Center.
pp. 263-69.

Krashen, S. (1981). "The case for narrow reading", In TESOL Newsletter.
Vol. 12. p. 23.

_____. (1984). Principles and Practice in Second Language Acquisition.
San Francisco: Altra Book Center and Publishers.

_____. (1996). "The Case of Narrow Listening", In System. Vol. 24, No. 1.
pp. 97-100.

_____. (2004). "The Case of Narrow Reading", In Language Magazine.
Vol. 3, No. 5. pp. 17-19.

Lamme, L. (1975). "Are reading habits and abilities related?", The Reading Teacher.
Vol. 30. pp. 21-27.

REFERENCES (CONTINUED)

Lee, Mei-Ling. (1996). The effects of narrow reading on EFL Learners' comprehension of expository texts. Dissertation & Thesis: The Foreign Language Education University of Texas at Austin.

National Education Commission Office. (1999). The National Education Act (1999). http://www.onec.go.th. August 1st, 2004.

Nunan, D. (1991). Language teaching methodology. London: Prentice Hall.

Orasanu, J. (1986). Reading Comprehension : From Research to practice. Ed. Hillsdale. NJ: Lawrence Erlbaum association.

O'Sullivan, K. and Tajaroensuk, S. (1997). Thailand: A Handbook in Intercultural Communication. NCELTR, Macquarie University: NSW Sands Print Group.

Pakthai, S. (2001). Narrow Reading. http://www.bangkokpost,net. October 20, 2004.

Paran, A. (2003). "Intensive reading, English Teaching Professional", In Renandya, W. Teaching Reading and Writing: extensive reading. Singapore: SEAMEO Reginal Language Center. p.13.

Pumirat, T. (1999). A study of ability to analyze discourse types in English reading of mathayom suksa six students. Bangkok: Graduate School theses, Chulalongkorn Unversity.

Prapphal, K. (2001). English Proficiency of Thai Learners and Directions of English Teaching and Learning in Thailand: A Research Proposal. http://www.pioneer.Chula.ac.th/phanchan/doc/E. October 16, 2006

Radwan, A.A. (2005). "The Effectiveness of Explicit Attention to Form in Language Learning", In System. Vol. 33, No. 1. pp. 69-87.

Rance-Rodney J. (1995). Transitioning adult ESL Learners to academic programs. Washington, DC: Center for Applied Linguistics. www.cal.org/caela/esl resources/digests RANCE. html. October 10, 2006.

Renandya, W. (2004). "The Power of Extensive Reading", Paper presented at the 9th English in Southeast Asia Conference. December 13-15, 2004, Universitas Sanata Dharma, Yogyakarta, Indonesia.

REFERENCES (CONTINUED)

Renandya, W. A. and Jacobs, G. M. (2003) Why Aren't we all doing It?
In J. Richard & W. Renandya (eds.). Methodology in Language Teaching.
Cambridge: Cambridge University Press. pp. 295-302.

Krashen, S. (1996). "La aplication del argumento de la audicion enfocada en el Aula
de Clase", Granada English Teaching Association. Vol. 4, No. 2. pp. 71-75.

Saengpakdeejit, R. (2002). Effective Reading Through Learner Autonomy.
Master of Arts Independent Study in English: Khon Kaen University.

Scott-Kerr, G. D. "Age Barrier to teaching", In the Bangkok Post. p. 11.
October 5, 2006.

Schmitt, N. (1998). "Tracking the incremental acquisition of second language
vocabulary: A longitudinal study", In Language Learning.
Vol. 48, No. 2. pp. 281-317.

Sukrungson, K. (1987). Developing Reading Skill in English of Mattayomsueksa 6
Students. Master Thesis in Education: Srinakharinwirot University.

Suriyawong, P. (2005). The Improvement of Reading Comprehension through
the SQ5R Method. Master of Arts Independent Study in English:
Khon Kaen University.

Swales, J. M. (1990). Genre Analysis: English in academic and research settings.
Cambridge: Cambridge University Press.

Tang. H. (2000). "Using Cooperative Concept Mapping Skill to Teach ESL
Reading", In PASAA. Vol. 30. pp. 77-92.

The Ministry of Education (2000). The 2000 English Curriculum. Bangkok: The
Siam Society under royal patronage. 4th ed.

Weaver, C. (1994). Reading process and practice. 2nd ed. Portsmouth, NH:
Heinemann.

Wongrak, C. , Kongpetch, S., Boonmee, S. (2006). Using Narrow reading to
Improve Students' Reading Comprehension: A Research Proposal.
Faculty of Liberal Arts: Ubon Rajathanee Uvniersity.

REFERENCES (CONTINUED)

Wonsothorn, A., and et (1996). "National Profiles of Language Education: Thailand", In PASAA. Vol. 26. pp. 89-103.

Yang, A. (2001). "Reading and the non academic learner: a mystery solved" In System. Vol. 29. pp. 451-466.

APPENDICES

APPENDIX A
PRE-TEST AND POST-TEST

How to Eat, Thai-style.

Before coming to Thailand, you should know Thai table manners. Eating is part of Thai culture. Long ago, food was the greatest gift and meals were shared. It was a family and social event.

Put away all thought of having a great steak to yourself. In Thailand, all dishes are shared. If you eat with a group of Thais, the senior women in the group will order different kinds of dishes for everyone: fish or seafood, pork, beef, chicken and several vegetarian dishes. All tastes like spicy, sweet, salty, sour and bitter will be served. Normally, a Thai dish consists of many different tastes. It is often called the all-in-one dish, like the all-time favourite "tom yum goong". Don't expect the foods all at once because with Thai eating style, amazingly, the food just keeps coming.

Thais eat slowly and happily, enjoying the food and the company. Each person is usually given a plate of rice and a bowl of soup. Someone near you will spoon some soup into your bowl. Then, you help yourself to the other foods. The polite way is to take as much as you can eat in one or two mouthfuls. Taste that and then move onto other tasty foods. Thais enjoy eating food, helping themselves to the dishes a little at a time and try many different dishes in one meal. Take your time too and try everything.

By the way, there are no knives on the table because all foods have been diced before cooking. Thais used to eat with bare hands, and still do in some specialist restaurants, particularly when eating sticky rice, the staple food for Isan (Northeast Thailand). Nowadays, using a fork and spoon has become the usual way of eating Thai style.

Adapted from sawadee.com.thailand/food.index.htm.

Answer the following questions

1. What does "it" in paragraph 1 refer to?

....

2. Who will order the food when eating with a group?

....

3. What tastes can be found in Thai food?

....

4. What is an all-time Thai favourite food?

....

5. Do the food all come at once?

....

6. How do Thais eat?

....

7. What is the polite way to eat Thai food?

....

8. How do Thais eat sticky rice?

....

9. What do Thais do with food before cooking?

....

10. What is the custom of Thai style of eating?

....

APPENDIX B

ACTIVITY 1-5

Activity one

Read the story and answer the questions

A Short History of Thai Cuisine

Thai cuisine is world famous because it has a lot of tastes. Thai cuisine and culture were influenced by Persian and Arabian cultures.

'Tai' people migrated from a mountainous area of Southwest China (Yunnan province) between the sixth and thirteenth centuries. Then, they moved southwest and formed their own kingdoms, which have become parts of many countries at the present time, including Thailand, Laos, the Shan States of Burma, and north-west Vietnam. As a result, Thai dishes today have some similarities to Szechwan Chinese dishes.

Thai cuisine was also influenced by Western and Indian cuisines. In the early 18th century, Indian and Muslim cuisines were introduced at a palace of the King Rama I.

With these influences, many old dishes are still popular like Masaman curry, which contains many dried spices, oily coconut milk and meat, and Yellow curry, which is spiced with yellow spices and red chilli powder.

Thai cooking has some unique tastes, including sweet, sour, bitter, salty, and spicy. To conclude, Thais have used foreign dishes to help make Thai cuisine uniquely their own.

Adapted from www. Thaifucus.com/thaifood.htm.

Answer the following questions

1. Which culture influenced Thai cuisine?

....

2. Where did the "Tai" people migrate from?

....

3. What does the word 'they' in paragraph 2 refer to ?

....

4. Where did the "Tai" people form their new kingdom?

....

5. Which Chinese dishes have some similarities to Thai dishes?

....

6. Who was the king in the early 18th Century?

....

7. What does 'these' in paragraph 3 refer to?

....

8. What are two old dishes that are still popular?

....

9. What ingredients are used to make curry?

....

10. What have Thais used to make a cuisine uniquely their own?

....

Activity two

Read the story and answer the questions

Thai Food

Thai food is rich in nutrition and has unique tastes. Each area of Thailand has its own style of cuisine. Rice is the staple food of the Thai people. It is eaten with most Thai dishes.

The accepted invitation for any meal is *kin khao*, or "eat rice". There are many different types of rice. Steamed rice is called *khao suay*. Another type is called sticky rice, which is very famous in the Isan area. It is eaten with bare hands and rolled into small balls. People in the central part of Thailand often say that "Eating sticky rice makes you lazy". Therefore, many people misunderstand that "Isan" people are lazy. However, most Thais eat sticky rice nowadays.

Many people from different parts of Thailand have migrated to work in Bangkok. They have brought their own recipes to the capital. The famous Isan recipes are delicious spicy pork salad, beef salad, grilled chicken and sticky rice. Boiled rice mixed in budu sauce, known as *khao yam*, is a recipe from the South. The common meals from the North includes *namprik num*, *namprik ong* and chilli with coconut milk soup (*gang*) such as *gang hangle* and *gang hoh*. All kinds of such food give more energy to the body. The main spicy ingredient of Thai food is red or green chilli and spices.

Traditionally, all food is served together. Everybody eats together and shares their food. Thais love to talk about food and a usual greeting or conversation opener is "have you eaten rice?" Dessert (fruit and sweet) is usually eaten later.

Adapted from www. Thaifucus.com/thaifood.htm.

Answer the following questions

1.What is Thai food like?

....

2. What is the staple food of Thai people?

....

3. How many kinds of rice might be used for Thai dishes?

....

4. How is sticky rice usually eaten?

....

5. What are some famous Isan dishes ?

....

6. What is a popular food from the South?

....

7. What are common meals from the North?

....

8. How do Thais serve food?

....

9. Why do Thai start a conversation with "have you eaten rice ?"?

....

10. When do Thai people eat desserts?

....

Activity three

Read the story and answer the questions

Eating Thai-style : Healthy eating

Thai culture has developed over many centuries. One of its unique features is its eating custom. The staple food for every Thai family is rice. Thai cuisine style provides unique tastes and high quality protein from different sources, e.g. fish, eggs, chicken, pork, beef, and fresh water or marine life.

Nutrients from these sources are mixed together with other ingredients such as vegetables, seeds and rice. Moreover, Thai chefs or housewives use small amounts of fats and oil in their recipes for a healthy diet, e.g. when boiling, grilling, steaming, roasting, smoking and drying. Normally, a small amount of meat is used with a large amount of vegetables and rice, together with many tasty dipping sauces, curries and spice powder.

Fresh vegetables are washed and cleaned before being carved into flowers, leaves and other shapes. They display the Thai appreciation of food. Vegetables are boiled or steamed for eating with dipping sauces and added to soups or fried with meat, fish, eggs or alone. With the abundance of natural resources in Thailand, Thai people can grow a variety of plants, which can be used as ingredients for many kinds of delicious and healthy dishes.

Adapted from sawadee.com.thailand/food.index..htm.

Answer the following questions

1. How long has Thai culture developed ?

....

2. What is a unique feature of Thai culture ?

....

3. Where does the high quality protein in Thai food come from?

....

4. Do Thai chefs and housewives use a large amount of fats in cooking?

....

5. What do Thai chefs and housewives use a lot of?

....

6. What does 'they' in paragraph 3 refer to?

....

7. Why do Thai people often carve vegetables into the shapes of flowers and
   leaves?

....

8. What is done with vegetables before eating?

....

9. Can Thais grow many kinds of plants for cooking all year ?

....

10. Can we get protein from eating vegetables?

....

Activity four

Read the story and answer the questions

Thai Eating Customs

Thai food is made special by beautiful natural colours and tastes. It has unique tastes such as sweet, sour, salty, and spicy. Thai food contains important nutrients which help prevent some health problems.

Thais decorate food with fruit and vegetable carvings. This is a unique feature of Thai eating customs and it is widely known around the world.

The staple food in Thailand is rice. Everyone has eaten it since they were born. There are many different dishes of food to go with rice. Most of them are hot and spicy.

Most Thai meals include rice with meat and vegetables. Lunch and dinner are much the same, but lunch usually has only one dish. Dinner has three or four dishes to share. It is not polite to put all foods on your plate at one time. You should take a spoonful at a time and this is good when eating in a restaurant. We can try many different dishes.

The Thai style of eating is that family members share food from the bowls put in the centre of a group. Steamed rice, or *khao suay* as a staple food is served to all members on their own plate with a fork and a spoon set in front of them. In the north and northeastern regions of Thailand, sticky rice is the staple food. It is steamed and then stored in bamboo containers called *kra tip* by Northeasterners or *klong khao luang* by Northerners. This keeps rice warm and soft for a long period. Thai restaurants serve sticky rice in a small *kra tip* or *klong khao noi* for each customer, too.

Adapted from www. Enjoythaifood.com

Answer the following questions:

1. What are the unique tastes of Thai food?

....

2. What is a benefit of eating Thai food?

....

3. What do Thais decorate food with?

....

4. What is the staple food of Thai people?

....

5. What is the common meal of Thais ?

....

6. What are the differences between lunch and dinner?

....

7. What shouldn't Thais do when they eat?

....

8. What is the method of eating in Thailand ?

....

9. Why do Thais store sticky rice in *kra tip*?

....

10. How do Thai restaurants serve sticky rice?

....

Activity five

Read the story and answer the questions

Eating Thai Food with the Changing Seasons

The freshness of fruits and vegetables which Thais eat provide the right amount of valuable nutrients needed. Moreover, these fresh products have delicious tastes and are good for health.

Thai cuisine custom has found a way of categorizing food. They divide their recipes into three seasons: summer, winter and the rainy season. These seasonal dishes still contain delicious tastes and nutrients.

However, when the weather is very hot, you should avoid a meal which has been cooked with a lot of chilli and oily ingredients, e.g. spicy curry or pork, because it increases your body temperature. In summer, you shouldn't eat meat and other food with fat, but eat food which is low in calories, including fresh vegetables and fresh fruits which will be good for you. You can find protein from fish, seafood, eggs and vegetables like beans. You should try to avoid eating food which is cooked with coconut milk and is fried and change to boiling or grilling instead. Also, you shouldn't eat sweet or desserts.

In the cool season, you may need more energy. You may serve food higher in calories because it helps to keep your body warm in the colder weather.

In the rainy season, eating habits can be similar to those in the summer. Eat more fresh vegetables and fresh fruits, particularly food high in vitamin C, to help prevent flu.

Adapted from www.thaiworldview.com/food.htm.

Answer the following questions

1. What kinds of food can we get a large amount of nutrients from?

....

2. Why do we need to eat fresh products?

....

3. How does Thai cuisine custom categorize its food?

....

4. What kind of meal should be avoided in summer?

....

5. What does 'it' in paragraph 3 refer to?

....

6. In the summer, what kind of food is good for eating?

....

7. What kind of vegetables should we eat to get some protein?

....

8. How should we cook our food in the summer?

....

9. Why do we need to eat food higher in calories in the cool season?

....

10. What helps prevent "flu"?

....

APPENDIX C

QUESTIONNAIRE

แบบสอบถาม

วิชาภาษาอังกฤษ 3 ENGLISH 3 (E33101)

คำสั่ง กรุณาตอบคำถามทุกข้อ และในข้อ 2-3 กรุณาตอบคำถามโดยใส่เครื่องหมาย / ในช่องที่
เหมาะสม (1= มากที่สุด 2= มาก   3 = ค่อนข้างน้อย 4 = น้อยที่สุด)

1. วันนี้นักเรียนอ่านเรื่องอะไร? ....

2. นักเรียนเข้าใจเรื่องที่อ่านเพียงใด?   1( )   2 ( )   3 ( )   4 ( )

3. เนื้อเรื่องที่นักเรียนอ่านในครั้งก่อนช่วยให้
   นักเรียนเข้าใจเรื่องที่อ่านในวันนี้หรือไม่?1( )   2 ( )   3 ( )   4 ( )

4. นักเรียนชอบเรื่องที่อ่านในครั้งนี้หรือไม่?

   ☐ ชอบ เพราะ ....
   ....
   ....

   ☐ ไม่ชอบ เพราะ ....
   ....
   ....

5. นักเรียนคิดว่าคำศัพท์ในเรื่องที่อ่านยากหรือไม่?

   ☐ ยาก
   ตัวอย่างคำศัพท์ที่ท่านคิดว่ายากคือ ....
   ....
   ....

   ☐ ไม่ยาก ....
   ตัวอย่างคำศัพท์ที่นักเรียนได้เรียนรู้เพิ่มเติมคือ
   ....
   ....
   ....

6. นักเรียนอยากอ่านเนื้อเรื่องเกี่ยวกับอาหารไทยต่อไปหรือไม่?

   ☐ อยากอ่าน เพราะ ....
   ☐ ไม่อยากอ่านเพราะ ....

7. ข้อเสนอแนะอื่น ๆ ....
   ....
   ....

APPENDIX D
TABLES OF DATA

Table 4.1 Pre-test and post-test scores

No.	Student	Pre-test	Post-test
1	AA1	7	10
2	AA2	7	10
3	AA3	3	4
4	AA4	7	10
5	AA5	4	7
6	AA6	6	7
7	AA7	4	10
8	AA8	7	9
9	AA9	6	6
10	AA10	7	10
11	AA11	3	5
12	AA12	7	3
13	AA13	4	4
14	A1	4	8
15	A2	4	7
16	A3	4	3
17	A4	3	4
18	A5	5	7
19	A6	4	6
20	A7	7	7
21	A8	6	5
22	A9	4	2
23	A10	6	10
24	A11	4	10
25	A12	4	5

Table 1 Pre-test and post-test scores (continue)

No.	Student	Pre-test	Post-test
26	A13	4	7
27	BA1	4	3
28	BA2	6	8
29	BA3	7	7
30	BA4	7	5
31	BA5	6	5
32	BA6	4	5
33	BA7	5	5
34	BA8	4	7
35	BA9	3	5
36	BA10	4	5
37	BA11	4	4
38	BA12	7	7
39	BA13	7	8
40	Ba14	4	4
Total		203	254
Mean		5.08	6.35
S.D		1.46	2.32
P		0.001	

Table 2 Pre-test and post-test scores of students from all ability groups

Above Average			Average			Below Average		
Student	Pre	Post	Student	Pre	Post	Student	Pre	Post
AA1	7	10	A1	4	8	BA1	4	3
AA2	7	10	A2	4	7	BA2	6	8
AA3	3	4	A3	4	3	BA3	7	7
AA4	7	10	A4	3	4	BA4	7	5
AA5	4	7	A5	5	7	BA5	6	5
AA6	6	7	A6	4	6	BA6	4	5
AA7	4	10	A7	7	7	BA7	5	5
AA8	7	9	A8	6	5	BA8	4	7
AA9	6	6	A9	4	2	BA9	3	5
AA10	7	10	A10	6	10	BA10	4	5
AA11	3	5	A11	4	10	BA11	4	4
AA12	7	3	A12	4	5	BA12	7	7
AA13	4	4	A13	4	7	BA13	7	8
						BA14	4	4
Total	72	95	Total	59	81	Total	55	72
Mean	5.54	7.31	Mean	4.54	6.23	Mean	5.14	5.57
SD	1.66	2.67	SD	1.13	2.42	SD	0.39	0.42
t	0.019		t	0.022		t	0.254	

VITAE

NAME   Mrs. Ratchaneekorn Sophaprom

POSITION HELD & OFFICE   2005-present

Instructor of English,

Khuangnaipittayakarn School.

435 Jangsanit Road, Khuangnai

Sub-District Khuangnai District,

Ubon Ratchathani Province, 34150.

INSTITUE ATTENDED   Bachelor of Arts (English)

Ubon Rajathanee University, 2008

Master of Arts (Teaching English as a

Foreign Language)