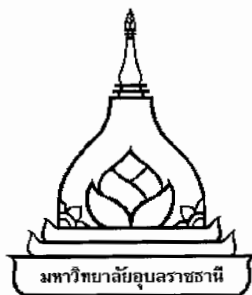


**USING TASK-BASED LEARNING TO IMPROVE STUDENTS'
UNDERSTANDING OF NEWS ARTICLES**



SURACHAT RATSAMEE

**THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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TITLE USING TASK-BASED LEARNING TO IMPROVE STUDENTS'
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ชื่อเรื่อง : การใช้กระบวนการเรียนรู้ภาษาด้วยการะงานเพื่อพัฒนาความเข้าใจ
ของนักเรียนเกี่ยวกับข่าวภาษาอังกฤษ

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ศัพท์สำคัญ : การเรียนรู้ภาษาด้วยการะงาน ความเข้าใจในการอ่านข่าว
การเรียนรู้ภาษาโดยเน้นผู้เรียนเป็นสำคัญ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลการใช้กระบวนการเรียนรู้ภาษาด้วยการะงาน (Task-Based Learning) ในการพัฒนาความเข้าใจของนักเรียนเกี่ยวกับข่าวภาษาอังกฤษ กลุ่มศึกษาวิจัยเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 6/1 โรงเรียนนครพนมวิทยาคม จังหวัดนครพนม จำนวน 39 คน ที่เรียนวิชาภาษาอังกฤษ รายวิชา อ 43101 ปีการศึกษา 2549 เครื่องมือการวิจัย คือ ชุดการสอนแบบ TBL จำนวน 1 ชุด ซึ่งประกอบด้วยแผนการสอน ของครู เอกสารประกอบการฝึกของนักเรียน แบบทดสอบก่อนเรียนและหลังเรียน สมุดบันทึก การเรียนรู้ประจำวันของนักเรียน เทปการสัมภาษณ์ความคิดเห็นของนักเรียนและแบบบันทึกผล หลังการจัดกิจกรรมการสอนของครู

การเก็บรวบรวมข้อมูล คะแนนทดสอบก่อนเรียนและหลังเรียน จะนำมาคำนวณ วิเคราะห์เปรียบเทียบและแปลผล ด้วยค่าสถิติทางคณิตศาสตร์ คือ ค่าเฉลี่ยเลขคณิต (\bar{X}) ค่าเบี่ยงเบนมาตรฐาน (SD) และ ค่าที (t-test) ข้อมูลจากการเขียนบันทึกการเรียนรู้ประจำวัน ของนักเรียน เทปการสัมภาษณ์ความคิดเห็นของนักเรียนและบันทึกผลหลังการจัดกิจกรรมการสอน ของครู จะนำมาสังเคราะห์หาข้อความที่เกิดขึ้นซ้ำๆ (Content Analysis) เพื่อหาแนวความคิดและ ข้อค้นพบ ในสิ่งเดียวกันหลังการจัดกิจกรรมการเรียนการสอนเพื่อใช้เป็นข้อมูลเพิ่มเติมในการ แปลผลที่ให้ความเชื่อมั่นยิ่งขึ้น

ผลการวิจัยพบว่า การเรียนการสอนแบบ TBL มีผลต่อการพัฒนาการด้านความเข้าใจเกี่ยวกับ ข่าวภาษาอังกฤษของนักเรียนทุกระดับกลุ่มความสามารถทางภาษา (Above Average, Average, Below Average) โดยมีค่าเฉลี่ยเลขคณิต (\bar{X}) ของคะแนนทดสอบหลังเรียนสูงกว่าก่อนเรียน

อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.5 (19.076 /8.307) นักเรียนทุกคนพึงพอใจต่อการ
ด้านความเข้าใจเกี่ยวกับข่าวภาษาอังกฤษจากการเรียนรู้ผ่านภาระงานของบทเรียนแบบ TBL
อย่างไรก็ตาม ยังมีข้อบกพร่องของภาระงานในบางชิ้นงานที่ควรปรับปรุงแก้ไขเพื่อใช้ในการเรียน
การสอนในอนาคต

ABSTRACT

TITLE : USING TASK-BASED LEARNING TO IMPROVE STUDENTS' UNDERSTANDING OF NEWS ARTICLES
 BY : SURACHAT RATSAMEE
 DEGREE : MASTER OF ARTS
 MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE
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KEYWORDS : TASK-BASED LEARNING / UNDERSTANDING OF NEWS ARTICLES / LEARNER-CENTERED

The purpose of this study is two fold. Firstly, it aims to find out whether the Task-Based Learning helps students improve their understanding of news articles. Also, it aims to investigate the extent to which the designed TBL materials should be modified to suit the teaching context at Nakhon Phanom Wittayakhom School.

Subjects of the study were 39 students who enrolled in the English 5 (E 43101) course. These students were selected from the total of 86 and all of them were in M.6/1.

The research instruments included the Task-Based Learning Unit with students' handouts, pre-test and post-test, students' learning diaries, tape recording of students' informal group discussion, and teacher's journal.

Scores obtained from students' reading comprehension tasks at pre-test and post-test were calculated and then compared and interpreted to shed light on improvement of students' understanding of news articles. The repeated information and ideas occurring in students' learning diaries, informal group discussion transcripts and teacher's journals were identified and summarised.

The study found that the TBL unit had impacts on students from all language proficiency groups (i.e. Above Average, Average, Below Average) as their post-test scores (\bar{X}) were higher than pre-test scores at the statistically significant analysed level of .05 (19.076 / 8.307). All of them were satisfied with the TBL tasks as it helped improve their understanding of news articles with some techniques of how to read,

analyse, summarise, and answer the questions about the given news articles.

However, some tasks need to be modified considerably to suit the future teaching.

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CHAPTER I

INTRODUCTION

This chapter describes the rationale, research questions, significance of the study, limitations of the study, and definitions of key terms.

1.1 Rationale

English is the universal language of the world and is spoken by 487 million people worldwide (Nunan, 2000). It is the most commonly used language for disseminating academic thoughts, scientific research, technological development, international trade and entertainment (Srisa-An, 1998).

Due to the dominance of English, Thais need to be fluent in it to be competitive with their neighboring countries (Jolley, 1997). Recognizing the importance of English, the Thai government enforced the National Education Act 1999, emphasizing the importance of English as the first foreign language. Thai students are required to study English from Prathomsueksa 1 or grade 1 onwards (National Education Commission, 1999).

In response to the Basic Educational Curriculum 2001, schools are expected to design their own curriculum that supports community needs and teachers are encouraged to shift their traditional teaching style from being teacher-centered to learner-centered (Ministry of Education, 2002). More relevant to this research project, English teachers are required to provide activities that help students to use English communicatively.

In some educational institutions around the world, the Grammar-Translation Method (GTM) is still prominently used in teaching the English language (Renshaw, 2005). In Thailand, this method is still favored by many teachers in different institutions because it helps students to understand newly introduced English vocabulary and grammar rules (Larsen-Freeman, 2000). Students are able to translate

sentences from English into their mother tongue accurately and understand the passage well.

At my school, Nakhon Phanom Wittayakhom School, the GTM is mainly used in English classrooms because it allows the Thai teachers of English to use Thai to explain unfamiliar English words, phrases and sentences to students. As a result, students are more likely to understand the English lessons. Nevertheless, it is difficult for them to understand unfamiliar sentences when they themselves confront unseen passages in textbooks or examination papers.

The results of National Test of Thai upper secondary schools carried out by the Ministry of Education (MoE, 2002) revealed that all Matthayomsuksa 6 students at Nakhon Phanom Wittayakhom School failed the test which focused on speaking, reading, and writing skills. I am particularly interested in reading skills because they are required in most parts of the test. For instance, in the speaking part of the MoE's 2002 test, students had to read the conversational situations and fill in the missing words, phrases and sentences in the blanks. For the writing parts, they were required to read the passages and fill in the blanks as well. Based on my survey results conducted for English 5 (E 43101) course in May of 2006, the majority of students explained that many examinations such as the school-net competition, pre-entrance examination and National Test include reading comprehension. They also expressed their concern about acquiring the systematic reading strategies to further their higher education.

In Paulston and Bruder's view (1976; cited in Changpueng, 2005), reading is the most important skill for most students of English on a worldwide basis. Willis (1996) stressed that it provides students with rich exposure to language in use. She also (1996) added that most successful students tend to make use of all the opportunities for exposure to the language in use, particularly through reading. In Thailand, due to the globalization phenomenon, Thais need to develop their reading skills to be able to access an influx of information, much of which disseminated in English (Srisa-An, 1998). The scores of 2005 TOEFL and TOEIC tests revealed that Thais have the second-worst English language skills in Southeast Asia (Bunnag, 2005). As the TOEFL and TOEIC tests consist of the comprehension section, Thais' reading skills need to be improved.

In order to improve students' reading skills, articles from a variety of sources such as journals, magazines and newspapers are recommended as reading materials apart from textbooks (Sanpatchayapong, 2001; McDonough and Shaw, 2003). Among these, I am particularly interested in news articles from newspapers. According to Yuttari (2004) and Clifton (2006), language of newspapers is considered as an essential tool in teaching English for language teachers around the world because they are cheap, updated, interesting, and accessible. Further, in recent years, news articles can be accessed conveniently by newspapers and through the Internet version (online service) with no limitation on time of reading. In addition, newspapers contain various kinds of news (e.g. education, politics, economics, sports, and entertainment) in which teachers can apply them to attract their students' interests and encourage reading in a classroom atmosphere (Fredrickson and Wedel, 1993). Joseph (1999) and Clifton (2006) emphasized that the language of newspaper is authentic. Hence, it is considered an invaluable resource for teaching students' reading skills. Fredrickson and Wedel (1993) added that newspaper is a kind of reading material that students are most likely to continue reading after they complete their education.

In order to shift the traditional reading classroom where teacher-centered is favoured to the more student-centered, it is necessary to research an alternative teaching approach. Of my interest is Willis' (1996) Task-Based Learning (TBL) because a number of researchers have found that it is a useful tool in facilitating a students' communicative competence and promotes learner-centered teaching (Lemjinda, 2004). Similar to other English as a Foreign Language (EFL) classrooms, my students have less opportunities to use English in their daily life. Activities associated with the TBL (e.g. role play and problem solving) help students to be engaged in exchanging information for real communicative purposes, improving their communication skills (Prabhu, 1987; Nunan, 1989; Willis, 1996; Long, 1996 cited in Ellis, 2005; Frost, 2004).

Generally, TBL classroom emphasized learner-centered activities. During the early stages of the TBL framework, students are required to do things, usually in pairs or small groups, guided by the teachers using language to achieve the task goal (Willis, 1996). Teachers assist in setting tasks up, ensuring that students understand

and can cope with them, and help them to reach the goal of the task. Willis (1996) noted that although students do tasks independently, teachers still have overall conduct and decision to correct anything if necessary.

Further, TBL can be used to teach four language skills (i.e. listening, speaking, reading, and writing) integratively in one task or framework (Oxford, 2001). During each stage of the TBL framework, students are exposed to different skills to achieve their goals. For example, in the Task Cycle stage of my teaching unit (see also Appendix A), students are required to read the texts and write the answers before reporting them orally to the whole class. In the same period, they have to listen to, read and take note of the other groups' reports. Therefore, reading skills might be promoted as well as speaking and writing skills depending upon the task design (Willis, 1996).

Unlike the more traditional teaching approaches, Willis' TBL (1996) emphasizes the 'meaning of language' rather than the 'language form'. Willis (1996: 40) noted that "task-based learning is not just about getting learners to do one task and then another task and then another". Rather, it focuses on providing students with activities that would allow them to use language meaningfully to achieve their goals. For example, while students are carrying out the tasks, the teachers will stand back and monitor them and only help them when they are struggling. By focusing on '*meaning*' to communicate without immediate error correction of '*form*', students will be more confident in using their English language on their own at the beginning of the TBL framework. However, a specific language '*form*' should be corrected by teacher for grammatical accuracy and students' language proficiency later on (McCarthy, 2004; Ellis, 2005).

In term of syllabus design, TBL allows teachers to select topics and tasks to create classroom interaction (Nunan, 1989). Teachers are encouraged to be facilitators and provide students with opportunities to use practice and develop their language skills by engaging in a communicative task (Willis, 1996). In addition, it allows students to have chances to select their own interesting topics of task and engage upon them (Nunan, 1989; Larsen-Freeman, 2000).

To conclude, this research project emphasizes reading skills because it is essential for students to be exposed to language in use, to facilitate their language

development and understanding of the influx of information, much of which is disseminated in English. Further, the project draws on the Task- Based Learning (TBL) because it may enable teachers to shift their teaching style from ‘teacher-centered’ to ‘learner-centered’. In addition, it allows them to teach language skills integratively and communicatively.

The next section discusses the research questions.

1.2 Research Questions

The research questions are:

1.2.1. Does the TBL help students improve their understanding of news articles?

1.2.2. To what extent the designed TBL unit should be modified to suit the teaching context at Nakhon Phanom Wittayakhom School?

1.3 Significance of the Study

The results of the study would shed light on the extent to which the Task-Based Learning helps improve my students’ reading skills, particularly the news article reading skills. Also, the results will shed light on the extent to which the TBL would need to be modified to suit the teaching context at Nakhon Phanom Wittayakhom School, Nakhon Phanom Province. Importantly, the results will help Thai teachers of English to decide whether the TBL is a viable alternative approach for teaching reading skills to Thai students.

1.4 Limitations of the Study

This research project involves only 39 students from Mattayomsuksa 6/1 at Nakhon Phanom Wittayakhom School, Nakhon Phanom Province and focuses exclusively on newspaper articles, particularly those from the Bangkok Post. The results of the study may not be necessarily generalizable to other Thai EFL students or EFL classrooms.

1.5 Definitions of Key Terms

The major key terms used in this research project are: dictagloss, English as a Foreign Language (EFL), English as a Second Language (ESL), task and Task-Based Learning. These will be discussed respectively.

Dictagloss is a specific kind of dictation in which students are required to listen to the passage read by the teacher at a normal speed and to write down only some key words at the first time. Then, students work together in small groups to construct a text that contains similar meanings to the original passage. Teacher repeats the passage 2 or 3 times at reasonable intervals before giving students the original passage to compare (Mackenzie, 2006).

English as a Foreign Language (EFL) refers to English teaching and learning in non-native speaking countries where English is not a major language of commerce and education e.g. Korea, China, Japan, and Thailand (Brown, 2001; Gunn, 2006).

English as a Second Language (ESL) refers to the teaching of English to non-native English speakers in an environment where English is a major language of commerce and education e.g. India, the Philippines, Singapore. It is also taught to immigrants in countries such as the U.S.A, the U.K. and Canada (Brown, 2001; Gunn, 2006).

Task is a series of activities, whether simple or complex, that allows learners to use English language with a communicative purpose, anywhere, inside and outside a classroom (Breen, 1987; Nunan, 1989; Skehan, 1996; Fried-Booth, 2002).

Task-Based Learning (TBL) is a communicative language learning process that puts task at the centre of the learning situation, enabling students to learn the English language more effectively (Willis, 1996; Brown, 2001; Pinto, 2003).

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the definitions of task and Task-Based Learning (TBL), the Task-Based Learning framework, related studies on the Task-Based Learning and news article and news structure.

2.1 The Definitions of Task and Task-Based Learning (TBL)

In the fields of English as a second language (ESL) and as a foreign language (EFL), task has been defined by linguists and educators differently. According to Breen (1987: 23), task is:

“... any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. ‘Task’ is therefore assumed to refer to a range of work-plans which have the overall purpose of facilitating language learning – from the simple and brief exercises type, to more complex and lengthy activities such as group problem-solving or simulations and decision making”.

In a slightly different way, Willis (1996) defined ‘*task*’ as the activities that enable students to use the language communicatively in their learning process. Her examples of task include solving a problem, doing a puzzle, playing a game, or sharing and comparing experiences. However, activities, which require students to simply change the verb forms and answer yes/no questions, are not regarded as tasks because they are only controlled language practice that encourage students to produce the right forms with the secondary importance to use language communicatively.

In Nunan’s (1989) and Skehan’s (1996) view, task may be further classified as ‘pedagogical’ and ‘real-world’ tasks.

According to Nunan (1989), ‘pedagogical’ task refers to the task which students are expected to do in the classroom rather than in the outside world, as the following quote illustrates:

“Task is an activity or action that is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction, and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of task in language teaching is said to make language teaching more communicative ...since it provides a purpose for its own sake” (Richards, Platt and Weber, 1986: 289).

On the other hand, ‘real-world’ tasks require students to practice a variety of activities to enable them to use the target language beyond the classroom. As Skehan (1996: 38) stated “a task is taken to be an activity in which meaning is primary; there is some sort of relationship to the real world.” Similarly, Fried-Booth (2002:6) pointed out that:

“Task is also concerned with real-world language use, the language practiced in the classroom is not pre-determined, but rather derives from the opportunities for student to develop their confidence and independence and to work together on a task that they select to do as a project outside.”

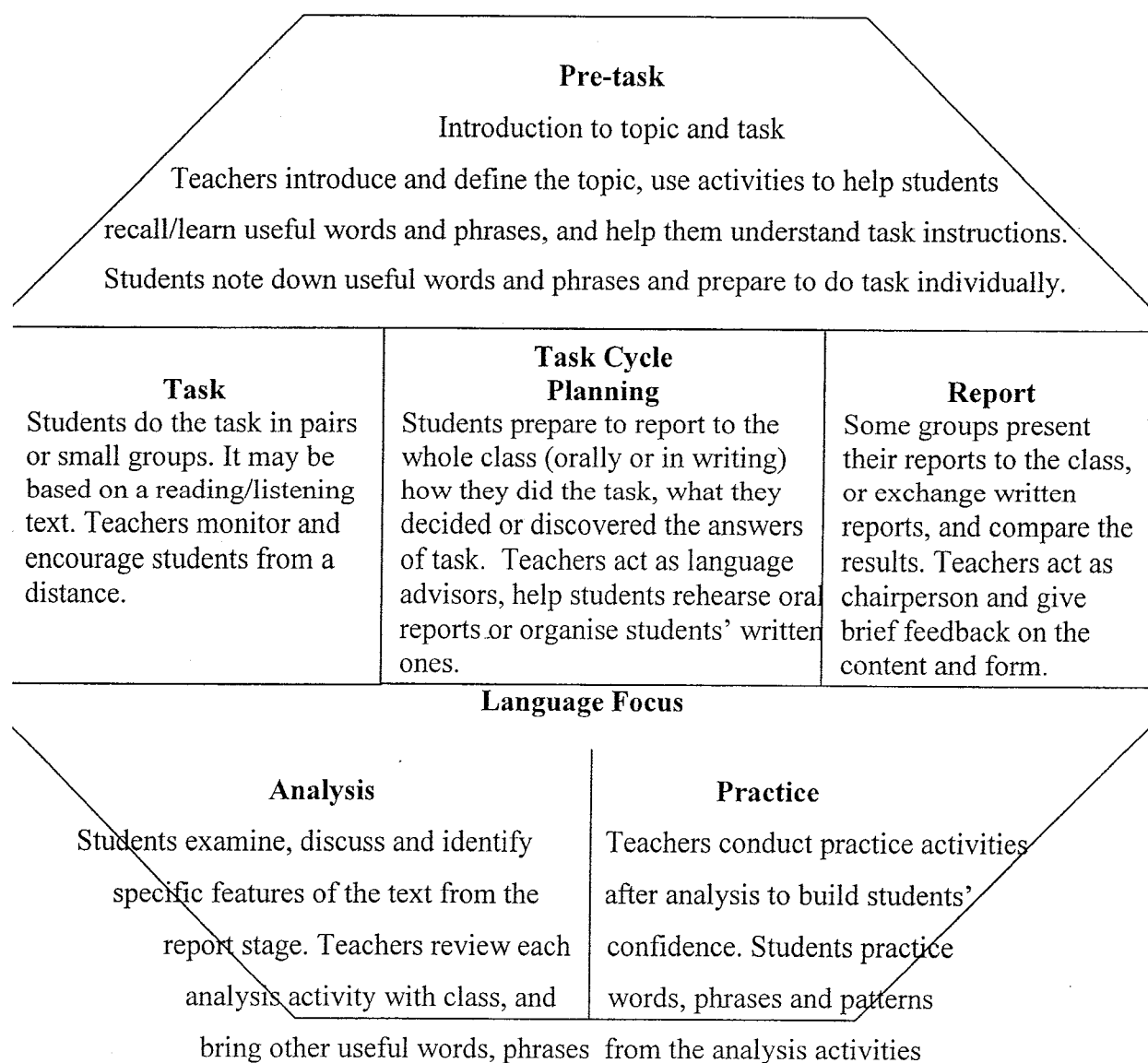
Although task has been defined differently, all of the above definitions have one thing in common, that is, they see tasks as activities which allow students to use language for a communicative purpose. In short, ‘task’ is a series of activity that allows students to use language communicatively and authentically. **Task-Based Learning (TBL)** is, therefore, a communicative language learning process that puts task at the centre of the learning situation, enabling students to learn the English language more effectively (Brown, 2001; Pinto, 2003). Students are required to develop their language skills (i.e. listening, speaking, writing and reading) while they are performing tasks in pairs or small groups. Teachers play a significant role as

facilitators, giving an introduction to task, helping some struggling students and fulfilling some specific language features needed (e.g. grammatical correction or written draft preparation) to help students achieve the task goals (Nunan, 1989; Willis, 1996).

2.2 The Task-Based Learning Framework

This study draws on the Task-based Framework developed by Willis (1996:155). The components of the framework are illustrated as follows.

Components of the TBL framework



and patterns to students' attention. and note useful language items in their notebook.

2.2.1 Pre-task: The purpose of pre-task is to introduce students to the topic and task. Students are elicited the background knowledge and learn new useful vocabulary through activities such as brainstorming and speaking out the words or phrases related the video or picture. At the end of this stage, teachers will discuss the task goals and how words and phrases will be utilized during the next steps which are the Task Cycle and the Language Focus.

2.2.2 Task Cycle: This stage includes three major activities

2.2.2.1 Task: Students do the task in pairs or small groups. They will tackle the task instructions and do the task e.g. listening or reading comprehension activity to understand a passage's content related to the pre-task topic. As they are trying to complete their task results or task answers, at this stage, teacher will firstly let them use their own English orally or in writing without intervention (Willis, 1996; Ellis, 2003).

2.2.2.2 Planning: This phase is normally continued and combined with the Task activity: Students will prepare oral report to the class based on their first-draft written from the Task stage. Teachers act as language advisor, monitoring from a distance for necessary help for students who need to rehearse their oral reports or organize another written draft.

2.2.2.3 Report: During this stage, each group presents their reports to the class. The other groups compare the results. Teachers patiently monitor without any error corrections. When every group finishes their report, the teachers will give encouraging feedback and comments for their task improvement.

2.2.3 Language Focus: This stage comprises two phases:

2.2.3.1 Analysis: Teachers and students will identify and analyze words, phrases and patterns that they did during the task cycle (task, planning and report). Teachers help students to remember and build up the specific features of the language. The students' grammatical errors will be emphasized and corrected at this stage. Teachers will assign them to develop another task from their previous task or create a new one for more practices.

2.2.3.2 Practice: After they complete their new task, they have to proofread the task by consulting with teachers for grammatical accuracy so that they can produce a better draft before reporting it to the class or publishing it. Finally, students compare their tasks with the other groups' tasks reports and write up the useful language items in their notebook (Frost, 2004). This will enable students to use their language skills in a more accurately and fluently way (Bowen, 2002).

2.3 Related Studies on the Task-Based Learning

The TBL approach has been applied to EFL classrooms both overseas and in Thailand. In China, for example, Luchini (2005), a lecturer at Shanghai University, used multiple techniques in which students were assigned to complete tasks that involved collaboration and self-initiated language to improve their speaking skills. The study involved her 256 Chinese third-year students of English speaking course from different majors, excluding English. The students were arranged in permanent groups and were taught structural and functional language forms through reading materials, videotapes, and tape recordings on a variety of topics (e.g. countries, people, interesting things, songs, and films). They were expected to actively practice a face to face negotiation of meanings and to extend conversational exchanges. The study found that 78.54 percent of the 256 students claimed that their oral language competence had improved. Some students (62.82%) were able to increase their listening skills. Interestingly, 96.88 percent of them claimed that their self-esteem and self-confidence in their language classroom had increased.

In Japan, Hadley (1998), a lecturer at Nagaoka National College of Technology, studied whether the TBL framework helped improve his students' reading comprehension of technical equipment instructions. The study involved the fourth year students who needed the ability to read academic and technical materials in English for their future study and career. The lesson included different tasks such as a conversational game (information gap), group work (decoding vocabulary) and collaborative reading (cloze article). The study results revealed that students enjoyed the conversational game and reacted positively towards group work activities that enabled them to learn from one another. These also enriched the classroom

atmosphere. Furthermore, the activities to introduce vocabulary and topic at the Pre-Task stage and the collaborative reading activity at the Task Cycle stage helped promote students' understanding of vocabulary and technical instructions better.

Similarly, Johnson (1997), a lecturer at Kokkola Institute of Technology in Finland, explored whether collaborative reading activity in TBL helped improve his third year engineering students' reading comprehension of instructional texts. The findings showed that pair work activities like problems solving and experience sharing activities helped them to read the authentic manuals and handbooks about the technical instrument instructions better. This was because the sharing knowledge process helped students to understand and complete reading manuals and handbooks faster. However, the success of each collaborative pair depended on the associated work between the partners and their vocabulary background knowledge of the text given.

In Thailand, researches on the application of the TBL to the English language learning and teaching were also evident. For example, Mahapattanathai (2005) designed six lesson plans based upon Willis' (1996) framework (Pre-task, Task Cycle, Language Focus). In her study, 35 students of Mattayomsueksa 4 in the E 41101 course at Thonburiworataepeeewalarak School were exposed to the four language skills (listening, speaking, writing and reading) through tasks on the given topics (i.e. Class Profile, My Daily Routine, Weather Forecast, My Favorite Dish, Shopping and My Dreamed Person). The results of the study revealed that her students' post-test scores of communicative skills (speaking and writing) (i.e. content, sequence, fluency, and communication) were higher than the pre-test scores at the statistically significant analysed level of .01 and also, their attitudes and confidence towards the English language were positively improved.

Further, Srichareon (2001) studied whether the TBL would be a viable alternative approach to improve the reading skills of his students at the Faculty of Agriculture, Chiang Mai University. Specific tasks about how to read labels and instructions of chemical equipment were designed and experimented in the 'English for Specific Purpose' course. The results showed that the majority of students were satisfied with their reading skills. They noted that activities in the TBL classes (e.g. collaborative task and group work) enabled them to understand the text and do their tasks better.

Another study was carried out by Nagkiew (2001, cited in Rattanawong, 2004) at the Faculty of Business Administration, Rajamangala University of Technology Phranakhon. She studied the impacts of integrated tasks in TBL (emphasising grammar in communicative tasks) on her students' speaking skills for office context e.g. job interview, on the telephone and making an appointment. Her students were asked to focus on the sentence structure of the dialogues given while they were doing the communicative task. The study found that the post-test scores of the students' speaking ability were significantly higher than the pre-test scores.

To conclude, in recent years, linguists and English language instructors around the world have applied the TBL approach to the ESL and EFL classrooms. The results of studies in both contexts were generally encouraging. Although those researchers attempted to emphasize all four communicative language skills (speaking, listening, writing and reading), there is little evident of TBL being used to improve students' reading skills, particularly the news article reading skills. This research represents one of the attempts to apply the TBL to improve students' reading skills, especially at the secondary level.

As this research project focuses on news articles from newspapers, it is necessary to explain 'what' news article is and 'how' its structure is like. These will be discussed below.

2.4 News Article and News Structure

News article is an article published in a print or Internet news medium such as a newspaper; newsletter, news magazine or news-oriented website. It discusses current or recent news of either general interest (i.e. daily newspapers) or on a specific topic (e.g. political or trade news, magazines, club newsletters, or technology news websites) (Fredrickson and Wedel, 1993; Clifton, 2006). According to Fredrickson (2000:1), the structure of news article consists of six components, including the headline, dateline, lead, statement, details and background.

The headline is the title of a newspaper report, which is printed in large letters above the report. Most stories in the Bangkok Post are news stories. Headlines for these stories are designed to help readers quickly catch the main point of the story.

News headlines are almost always sentences, but they often abbreviated. They are mainly designed to catch attention and are cleverly worded to make the reader curious as to what the story might be about.

The dateline is the day on the international dateline that the news is reported (e.g. Thursday, 30 March, 19:35 GMT: Tokyo, Reuters)

The lead paragraph, usually written in one long sentence, is the first paragraph of a news story that gives the reader the main idea of the story. It answers the basic questions of the news story: What happened? The lead paragraph is like all English sentences; It is built around the subject and main verb. If students can find it, they will have a good start towards an understanding of the lead sentence and the story itself. Readers who go beyond the headline, dateline and lead of news stories can expect to see three kinds of information for the news body. These are statement, details and background.

Statement includes statements from people involved in the story. These can be in the form of both indirect speech and direct speech.

Details include facts and details, giving information about the news events.

Background provides background information to help readers who do not have detailed knowledge of the story's subject.

The example of news article with its news structure is provided below (Fredrickson, 2000: 3).

| | |
|-------------------|--|
| Headline | Earthquake jolts Japan capital |
| Dateline | Thursday, 30 March, 19:35 GMT: Tokyo, Reuters |
| Lead | A SLIGHT earthquake jolted the Japanese capital last night but authorities said there were no immediate reports of casualties or damage. |
| Statement | A spokesman for the Japan meteorological agency said: “An earth tremor was registered in Tokyo but there are no reports of casualties or damage.” |
| Details | The earth tremor struck shortly after midnight Tokyo time—just after midnight Bangkok time. |
| Background | Residents of central Tokyo said the tremor was the strongest for several months in the capital. |

It should be noted that the news articles included in this research project were mainly from the Bangkok Post newspaper because it is considered the best selling English newspaper in Thailand (Fredrickson, 2006). Further, it is available at my school's library. Students' exposure to news articles from this newspaper may enable them to improve their reading skills necessary for understanding news articles both in future issues of the Bangkok Post and hopefully, in other English newspapers.

The next chapter, Chapter 4, discusses Research Methodology.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter concerns the research method, participants, data collection and data analysis.

3.1 Research Method

This study was a classroom action research as it aimed to investigate and solve a specific problem in a language classroom (Goodnough, 2000). That is, it investigated whether the Task-Based Learning (TBL) helped students, who studied the English 5 (E 43101) course at Matthayomsueksa 6, Nakhon Phanom Wittayakhom School, Nakhon Phanom province improve their understanding of news articles. In the classroom, I was both a teacher and a researcher, teaching and researching. This was because I was the only teacher at the school who knew enough about the TBL.

The results of this study will shed light on the extent to which the TBL helps improve students' understanding of news articles. Also, they will provide me with insight into ways in which my designed TBL unit would need to be modified to suit my teaching context at Nakhon Phanom Wittayakhom School, rather than to generalize them to other EFL classrooms.

3.2 Participants

The participants involved in this study were 39 students who enrolled in English 5 (E 43101) course. They were selected from the total of 86 and all of them were in M.6/1. The majority of them planned to further their studies at the university level and they expressed their intentions to improve their reading skills, particularly for their entrance examination. As I was both a teacher and a researcher in the classroom, it was more manageable and practical for me to teach and collect data from these 39 students rather than from all classes (i.e. M.6/1-M.6/3).

All 39 students in the classroom were taught by the same TBL teaching unit and were required to do similar activities, regardless of their English proficiency for 15 period hours from August 1st, 2006 to September 30th, 2006.

3.3 Data Collection

The data collection of this research project includes the following:

- 3.3.1. TBL teaching unit;
- 3.3.2. Pre- and Post-tests; and
- 3.3.3. Other data collection instruments, including students' diaries, an informal group discussion among students and me, and an informal follow-up interview.

The reasons for collecting the above data are discussed in the following sections respectively.

3.3.1 TBL Teaching Unit

In order to gain insight into the extent to which the TBL has impacts on students' understanding of news articles, the teaching unit needs to be designed. The unit concerns the natural disaster because, at the time that the unit was being prepared (December, 2004), Thailand had just been affected by tsunami which was the most disastrous natural disaster in decades. It is expected that students' exposure to news about the afore mentioned topic would help them to better understand it. Also, as mentioned in 1.1, the news articles are incorporated into the teaching unit because the language of newspaper is authentic. Hence, it is considered an invaluable resource for teaching students' reading skills (Joseph, 1999 and Fredrickson, 2000).

The TBL unit, which draws primarily on Willis' framework (1996), consists of three major stages:

- (1) Pre-task;
- (2) Task cycle; and
- (3) Language focus

The purposes of each stage and associated activities of each are discussed below.

(1) Pre-task: As Willis' figure illustrates in 2.2, the purpose of the Pre-task stage is to introduce students to the topic and task. In my case, students were

introduced to a topic of tsunami. Also, they were elicited existing knowledge of vocabulary and background knowledge related to the topic through activities such as brainstorming and dictagloss.

1.1) Brainstorming: During this activity, students were required to work in groups of four to share their ideas and think of words or phrases related to the pictures given which concerned the impacts of tsunami (i.e. chain of tidal waves in Indian ocean, tourist beach before the tsunami, rubbish after tsunami). Then, they were asked to write down the words or phrases that they could think of and group them according to their semantics relation, or parts of speech. [See also Appendix B1: p.68 (Brainstorming and Word Bank Grouping)].

1.2) Dictagloss: In order to provide students with further background knowledge about the topic, the dictagloss was carried out. Students were asked to listen to a short passage about tsunami read by the teacher at the normal speed at the first time. While listening to it, they were asked to write down only key words or phrases. After they listened to the passage for three times, they were asked to work in small groups of four to compose their own version which has similar meanings to the original one. The passage used for the dictagloss activity is illustrated below [See also Appendix B2: p.69 (Dictagloss)] for further details.

Tsunami is a chain of fast moving waves caused by sudden happening in the ocean. They can be generated by earthquakes, volcanic eruptions, or the impact of a large falling rock from the space down the ocean. Tsunamis are what we used to call tidal waves.

The recent tsunami was occurred in Indian ocean on December 26, 2004. Homes, crops and fishing boats along southern and eastern coastlines have been destroyed. 30,500 people have died, and thousands more are missing. The most damage areas as a result of this tsunami than anywhere else are Indonesia and Sri Lanka, including southern Thailand (BBC, 2005).

The next section describes the second stage of the TBL framework, the Task Cycle.

(2) Task Cycle: During this stage, students were provided with opportunities to use their own English to complete the tasks in pairs or small groups through three major sub-stages: Task, Planning and Report.

2.1) Task: During the Task sub-stage, three tasks were provided. These include:

2.1.1 Task 1 - Matching game;

2.1.2 Task 2 - Unjumbled news article; and

2.1.3 Task 3 - Identifying news structure.

2.1.1 Task 1 - Matching game: To introduce students to the features which would contribute to their understanding of the news articles, students were asked to match a picture with the most suitable headline and caption [see also Appendix B3: p.71 (Matching Game)].

2.1.2 Task 2 - Unjumbled News Article: To raise students' awareness of the news body structure, students were asked to predict the news event and then, reorganize the jumbled news article so that they were in the correct order [see also Appendix B4: p.72 (Unjumbled News Article)].

2.1.3 Task 3 - Identifying News Structure: To provide students with opportunities to practice identifying the news body structure, students were asked to match the news body with the words given. These were the headline, dateline, statement, details and background [see also Appendix B5: p.73 (Identifying News Structure)].

2.2) Planning: During this stage, students were asked to work in groups of four to prepare the presentations of their task answers [task 1-3 (i.e. matching game, unjumbled news article, and identifying news structure)] that would be reported to the whole class respectively in the next stage. As a teacher, I monitored them from a distance and gave them necessary guidance or comments while they were rehearsing their oral presentations (reading the answers). For example,

Task 1: Matching Game: Tell the number of picture, read the caption and its headline;

Task 2: Unjumbled News Article: Tell the number of the news paragraphs and read the text chronologically; and

Task 3: Identifying News Structure: Tell the name of the news components and read its paragraph respectively.

2.3) Report: In this stage, students were provided with opportunities to present their language use. After they completed each activity (task 1-3) during the Task sub-stage, the volunteer students from each group were asked to give their task answers presentations (as mentioned in 2.2) to the whole class. I monitored their use of language (oral reading) without any immediate error corrections. Then, students in each group compared their answers with those of the other groups. When every group finished their oral presentation, I gave them encouraging feedback and comments. Some groups were asked to correct their answers and improve their report. Later, I explained Tasks 1-3 to students explicitly:

Task 1 - Matching Game: I explained to them how to match the captions and headlines to the given pictures. Also, I explained to them the types of headlines, the grammar of sentence headlines and the vocabulary of headlines [see also Appendix B8.1: p.77 (Sheet 1: Picture and Caption)].

Task 2 - Unjumbled News Article: I taught them how to identify the news body structure. Then, I asked them unjumble the news articles to check whether they were aware of the news structure. Also, I taught them to make the guideline questions and helped them to answer the questions by skimming and scanning (see also Appendix B8.2 and 8.3: pp.78-84 [Sheet 2: The Headline, Sheet 3: The News Body]).

Task Cycle 3 - Identifying News Structure: Gave conclusion of the news structure associated with Sheet 1-3.

(3) Language Focus: The last stage of the TBL, involves two major sub-stages: Analysis and Practice.

3.1 Analysis: During this sub-stage, the language features that students had just practiced during Task 1-3 were reviewed and corrected. I helped them to analyze and build up the specific features of the language (as mentioned at the ending of 2.3). Then, they were asked to create their own task through the Students' Interested News activity which they had to skim, scan and copy the main paragraphs (the headline, dateline, lead, statement, details and background) of their favorite news from outside resources such as the newspapers and the Internet web sites. They also

had to prepare their own news articles report with five questions and their answers for the next class [See also Appendix B 6: 75 (Students' Interested News)].

3.2) Practice: The goal of this activity is to repeat the task for more fluency and accuracy of students' language use. After they finished finding out their favorite news articles, they were required to have a consultation with me for checking their main news paragraphs and proofreading for grammatical correction of their five questions so that they could produce a better draft before reporting it to the class or publishing it. Then, they compared their task with the other groups' by cross reading and answering the given questions. Later, they had to check the answers from each group's report [See also Appendix B 7: p.76 (Other Groups News Article)]. Finally, I gave them encouraging feedback and comments. They, then, wrote up the useful language items and remarks in their notebooks for future references.

Further information concerning the teaching unit and its associated activities are available in Appendix A (pp. 56-66).

3.3.2 Pre - and Post - tests: At the beginning of the teaching unit, every student had an exam for their pre-test scores. Then, at the end of the unit they had the same exam for post-test scores. The tests, which were carried out to check and compare students' understanding of news article structure and content before and after being taught by the designed TBL unit, consist of three parts. Part I aims to check whether students can match the headline of the news article with the lead paragraph. Part II aims to find out the extent to which students can identify the body structure of the news. Finally, Part III investigates students' understanding of the content of the news [See Appendix B 9: pp. 67-90 (the samples of the Pre- and Post- tests)].

It should be noted that, in Part I, I had added headlines and the lead paragraphs of other types of news articles (e.g. murder, entertainment and war), apart from those related to the tsunami. Also, in Part III, I included the questions about the Hurricane news. This was because I would like to find out whether students understand the tsunami news thoroughly. Importantly, it would be interesting to find out whether they could apply their reading skills, which were practiced through the tsunami news, to other types of news articles.

3.3.3 Other data collection instruments

As mentioned above, other data collection instruments included in this research project were students' diaries, an informal group discussion among students and me and an informal follow-up interview. One of the reasons that these data were collected was that they enabled me, as both a teacher and a researcher, to gain insights into what went on in the classroom. Also, they shed light on students' attitudes towards the TBL. In addition, they were supplementary data to students' pre- and post-test scores.

(1) Students' diaries: At the end of each class, students were asked to write in their diaries about their attitudes towards the TBL. To enable students to express their ideas freely, they were allowed to write in Thai. In order to protect their identities, students were referred to by pseudonyms. The guided questions were:

- a. What did you learn today?
- b. Which activity did you like most? Why?
- c. Which activity did you like least? Why?
- d. How could it be better?

(2) Students' informal group discussion: After the teaching unit ended, students were asked to participate in an informal group discussion. There were 4-6 students in each group and the discussions were carried out in Thai to allow them to express their ideas freely. A discussion lasted approximately 30 minutes. The guided questions were:

- a. Before attending this class, what did you expect to learn?
- b. Did the class meet your expectation? How?
- c. What do you think about the activities associated with each of the

following stages?

- | | |
|----------------|-------------------------------|
| Pre-task | - Brainstorming |
| | - Dictagloss |
| Task cycle | - Matching game |
| | - Unjumbled news article |
| | - Identifying news structure |
| Language focus | - Students' interested news |
| | - Other groups' news articles |

d. What kind of the activity do you like most/least? Why?

(3) Informal follow-up interview: After the statistical analysis of the data, the informal follow up interview was carried out to help explain the statistical tendency of the results found in Chapter 4. During the interview, students were asked to respond to the following questions:

- a. At the beginning of TBL unit, how did you cope with the pre-test exam?
- b. After the completion of the TBL unit, what did you learn?
- c. How did you feel while you were doing the post-test exam?
- d. Do you think you can apply the news article reading skills to your future reading and daily life?

It should be noted that, similar to the informal group discussion, students were allowed to speak in Thai so that they could express their ideas freely.

3.4 Data Analysis:

The collected data were analyzed according to the following approaches.

Table 3.1 The data analysis approaches

| Data | Analysis Approaches |
|---------------------------------------|---------------------|
| - Pre - and post - tests | - t – scores |
| - Students' diaries | - content analysis |
| - Students' informal group discussion | - content analysis |
| - Teacher's journal | - content analysis |

Scores obtained from students' pre - and post - tests were analyzed statistically to find out whether their mean scores (\bar{X}) were different before and after being taught the TBL teaching unit. The comparison of the mean scores of both tests would shed light on the extent to which the TBL unit has impacts on students' understanding of the news articles.

On the other hand, the analyses of data such as students' diaries, informal group discussion transcripts and informal follow-up interview transcripts drew on the content analysis (e.g. Ericson, Baranek and Chan, 1987; 1989; 1991; Descombe, 1998). That is, the repeated information and ideas occurring in such data were identified and then, major issues summarized.

The next chapter, Chapter 4, discusses the impacts of the TBL on students' understanding of the news articles. This is followed by Chapter 5 in which describes students' reactions towards the TBL unit. The major issues emerged from both Chapters will then be further discussed and elaborated in Chapter 6.

CHAPTER 4

THE IMPACTS OF THE TASK-BASED LEARNING UNIT ON STUDENTS' UNDERSTANDING OF NEWS ARTICLES

This chapter presents the impacts of the task-based learning unit on students' understanding of news articles. The data drew on the pre-test and post-test scores of the news reading exam (see Appendix D).

As mentioned in 3.4, there were 39 students who were involved in this research project. In order to find out whether the Task-Based Learning unit had impacts on students from all ability groups, I decided, for this analysis, to categorize them into three groups: Above Average (AA), Average (A) and Below Average (BA).

The categorization drew on their grades the previous English course, English 4 (E 42102) and their GPAs. Above average students (AB) are those who got grades A and B⁺ from the previous English course and got GPAs about 3.25-4.00. Average students (A) got grades C, C⁺, B and got GPAs about 2.00-3.24. Finally, below average students (BA) are those who got grades D and D⁺ and got GPAs about 1.00-1.99.

The pre-test and post-test scores were statistically analyzed by the use of mean (\bar{X}), standard deviation (S.D.) and T-test scores. (See more details of score analysis in Appendix D)

Table 4.1 Pre-test and post-test mean (\bar{X}), standard deviation (S.D.), t obs. and t tab.

| Test | N | Mean (\bar{X}) | S.D. | t obs. | T tab. |
|-----------|----|--------------------|------|--------|--------|
| Pre-test | 39 | 8.307 | .530 | 15.67 | 1.684 |
| Post-test | 39 | 19.076 | .838 | 22.74 | |

t value was statistically analyzed at a significant level .05

(t tab. Value at the level .05, df 38 = 1.684)

According to Table 5.1, the post-test mean scores (\bar{X}) were higher than the pre-test mean scores (\bar{X}) (19.076 /8.307) and the $t_{obs.}$ of the post-test were higher than the $t_{tab.}$ (22.74/1.68) at the statistically significant analyzed level of .05. This indicated that after being taught by the TBL unit, the students' reading comprehension skills had improved considerably. They understood and knew how to read, analyze, and answer the news article questions.

The results of the analysis also show that the task-based teaching unit had positive impacts on students from all ability groups. The following table illustrates this.

Table 4.2 Ability groups and the higher post-test scores and mean scores (\bar{X})

| No. | Ability Groups | Pre-test Scores | Post-test Scores | Higher Scores | Remarks |
|-----|----------------|-----------------|------------------|---------------|--------------------------|
| 1 | A | 7 | 19 | 12 | Mean Scores =19.07 |
| 2 | A | 8 | 16 | 8 | |
| 3 | A | 5 | 14 | 9 | |
| 4 | A | 7 | 15 | 8 | |
| 5 | A | 4 | 11 | 7 | |
| 6 | A | 9 | 14 | 5 | |
| 7 | AB | 7 | 21 | 14 | |
| 8 | *A | 16 | 26 | 10 | |
| 9 | AB | 8 | 25 | 17 | |
| 10 | AB | 11 | 24 | 13 | |
| 11 | A | 6 | 17 | 11 | |
| 12 | AB | 12 | 29 | 17 | |
| 13 | AB | 9 | 26 | 20 | |
| 14 | AB | 7 | 19 | 12 | |
| 15 | *A | 9 | 23 | 14 | |
| 16 | *A | 15 | 23 | 8 | |
| 17 | AB | 7 | 21 | 14 | |
| 18 | AB | 19 | 30 | 11 | |
| 19 | *A | 12 | 24 | 12 | |
| 20 | A | 8 | 18 | 10 | |
| 21 | AB | 7 | 16 | 9 | |
| 22 | AB | 10 | 23 | 13 | |
| 23 | BA | 9 | 17 | 8 | |
| 24 | A | 3 | 9 | 6 | |
| 25 | BA | 5 | 13 | 8 | |
| 26 | BA | 10 | 15 | 5 | |
| 27 | BA | 7 | 18 | 11 | |
| 28 | BA | 5 | 16 | 11 | |

Table 4.2 Ability groups and the higher post-test scores and mean scores (\bar{X})
(continued)

| No. | Ability Groups | Pre-test Scores | Post-test Scores | Higher Scores | Remarks |
|-----|----------------|-----------------|------------------|---------------|---------|
| 29 | BA | 6 | 12 | 6 | |
| 30 | BA | 5 | 13 | 8 | |
| 31 | **BA | 7 | 25 | 18 | Mean |
| 32 | **BA | 8 | 19 | 11 | Scores |
| 33 | **BA | 8 | 21 | 13 | =19.07 |
| 34 | **BA | 11 | 22 | 11 | |
| 35 | **BA | 9 | 23 | 14 | |
| 36 | **BA | 10 | 23 | 13 | |
| 37 | **BA | 8 | 19 | 11 | |
| 38 | BA | 7 | 15 | 8 | |
| 39 | BA | 3 | 10 | 7 | |

Note: The symbol * and ** refer to students who got much higher post-test scores.

Interestingly, there were 11 students who got much higher post-test scores than others. Four of these were from the average group (*A) while seven of these were from the below average group (**BA).

For example, Panita, student No. 8, got 26 for her post-test scores. According to her previous English course's grade and GPAs, she was considered an average student (A). In my TBL unit exam, the average mean score of average students was 19.07 of 30. Thus, Panita should have had her post-test scores around the mean score level. But, her obtained post-test scores were higher. In fact, her scores were at the same level with those the above average students (AB). Similarly, Waruka (No. 31), was considered as a below average student (BA) and her post-test scores were supposed to be about the average mean score (19.07). But, her post-test scores were 25 of 30 which were significantly higher than her level of language proficiency. As the table illustrates, almost one-third students (11 of 39) got significantly much higher post-test scores. These indicated that the TBL unit had positive impacts on students' understanding of news articles.

To conclude, drawing on the pre-test and post-test scores, the TBL unit had positive impacts on students from all ability groups. This suggests that it may be a viable alternative approach to help improve students' news reading skills.

CHAPTER 5

STUDENTS' REACTIONS TOWARDS THE TASK-BASED LEARNING UNIT

This chapter reports students' reactions towards the TBL unit. It begins with students' overall reactions towards the TBL unit and continues to discuss their reactions towards each stage of the TBL framework.

As indicated in 3.3, the collected data for this study were extensive. This chapter draws on the following.

Table 5.1 A summary of the data used in the analysis

| Type of Data | Quantity |
|--------------------------------------|--------------------|
| -Students' diaries | -39 notebooks |
| -Students' informal group discussion | -10 cassette tapes |
| -Teacher's journal entry | - 1 notebook |

The data in Table 5.1 were selected for the analysis for the following reasons:

(1) Students' diaries written at the end of each period allowed me to gain insights into students' reactions towards activities associated with each stage of the TBL framework.

(2) Audio-recordings of the students' informal group discussion between students and myself at the end of the teaching unit enabled me to gain further insights into their reactions towards activities associated with each stage of the TBL framework.

As mentioned in 3.4, the analysis of all collected data drew principally on the content analysis (Ericson, Baranek and Chan, 1987, 1989, 1991; Descombe, 1998). That is, the data were analyzed to identify the recurring themes and the major issues emerging from students' reactions towards the TBL framework.

Two major issues emerged from the analysis, including students' overall reactions toward the TBL unit and their reactions toward each stage of the TBL unit. These will be discussed respectively.

5.1 Students' Overall Reactions towards the TBL Unit

Typical of most language classrooms, the implementation of any innovative approach would draw mixed responses from students. In my case, the implementation of the TBL unit drew both positive and negative responses.

Students who responded positively towards the TBL unit claimed that the unit helped them to improve their reading skills, enabling them to understand the structures of news articles better.

In particular, one-third of them (13 of 39) stated that the TBL classes equipped them with (news) reading strategies. The following excerpts illustrate these.

"...Your reading classes had many tasks and activities that required us to do exercises on our own first. You then explained the steps and techniques about how to read. Your teaching style is different from other teachers who always assign us to translate the passages into Thai language. Your class is better. We learnt a lot about reading strategies (Panita, 28/09/06)."

"...Your teaching was beyond my expectations. We got some skills about how to read the news that we have never known before. Some reading skills, e.g. knowing the components of news could be applied for doing other exams and reading news in our daily life (Prapasri, 28/09/06)."

Students' comments revealed that, prior to this course, students had never been systematically taught about news reading strategies. The explicit instruction of news structure in the TBL classroom provides them with these. Hence, they believed that they would be able to apply these to their future reading.

Further, one of the below average students, Preecha, indicated that my teaching style departed significantly from the traditional classes where teacher tended to take a dominant role, explaining and translating texts to students. In contrast, in my

TBL classroom, students were encouraged to use their own English to find out and report their task assigned answers in pairs and small groups. This enabled them to learn from one another and on their own. Consequently, they understood the lesson better. To quote Preecha:

“...Today, we learnt to read and identified the main paragraph of news from newspapers. **It is different from other reading classes because you let us work in group without any translation.** It is quite difficult, but finally our group can select news and write up our own version. We understood about the structure of news better (15/09/06).”

On the other hand, almost one-third of students (11 of 39) said that the TBL classes only helped them understand the news articles about ‘natural disasters’. For example, Jetsada said:

“...You taught us some passages of the natural disasters. We understood the news structure and the stories, **but we are not sure whether we can understand other kinds of news article apart from the natural disasters** (Jetsada, 28/09/06).”

“...We learnt a lot of words about the natural disasters in your classes, **but we think, we need more vocabulary to understand other kinds of news article for the entrance examination** (Aree, 28/09/06).”

Further, In Wipawan’s opinion, my class concerned only with news articles. She suggested that different kinds of reading articles should be provided.

“...Your classes were quite good for me. **I learnt a lot about how to read news but I wish you would teach us other kinds of reading too** (28/09/06).”

Drawing on Jetsada and Wipawan’ comments, I should have taught students a number of reading materials. However, due to the time constraint, I decided to focus only on the news articles. In my future teaching, I would need to take these students’ suggestions into consideration. This will be discussed further in Chapter 7.

In conclusion, based on students' reactions mentioned above, the majority of my students found that tasks and activities of the TBL unit encouraged them to learn about news reading strategies more systematically than the traditional teaching style which the teacher tended to translate the texts to them or assigned them to translate the texts by themselves. Also, the TBL helped them improve their news reading skills necessary for their future reading. However, students' reactions also revealed that reading materials other than news articles are needed to respond to their diverse interests.

5.2 Students' Reactions towards Each Stage of TBL Unit

As this TBL unit drew on Willis' (1996) framework, students' reactions towards each stage of the framework were reviewed. As mentioned in 3.3.1, the TBL framework consists of three stages: Pre-task, Task Cycle and Language Focus. Each stage involves different kinds of activities. These are summarized in the table below.

Table 5.2 Stages and activities in TBL unit

| Stages | Activities |
|------------------------|------------------------------|
| Pre-task: | -Brainstorming |
| | -Dictagloss |
| Task Cycle: | -Matching Game |
| | -Unjumbled News Article |
| | -Identifying News Structure |
| Language Focus: | -Students' Interested News |
| | -Other Groups' News Articles |

The analysis of the informal follow-up interview at the end of the semester showed that students had mixed responses towards each activity. The following table illustrates these:

Table 5.3 Level of students' satisfaction towards TBL activities

| Activities | Number of students | Level of Students' Satisfaction |
|------------------------------|--------------------|---------------------------------|
| Pre-task: | | |
| -Brainstorming | -33 of 39 | 1* |
| -Dictagloss | -6 of 39 | 7 |
| Task Cycle: | | |
| -Matching Game | -14 of 39 | 4 |
| -Unjumbled News Article | -13 of 39 | 5 |
| -Identifying News Structure | -12 of 39 | 6 |
| Language Focus: | | |
| -Students' Interested News | -23 of 39 | 2 |
| -Other Group's News Articles | -16 of 39 | 3 |

(* 1 = the most satisfaction, 7 = the least satisfaction)

Students' reactions towards each stage and its associated activities are discussed below.

1) Pre-Task Stage: Almost all of students (36 of 39) reported that they enjoyed the 'brainstorming' activity (finding words related to the given topics and pictures) the most. They found that it was enjoyable and challenging. The activity not only required them to use their background knowledge to learn more new words, but also allowed them to share ideas in a group. They considered that it is a good learning activity for them. The following excerpts illustrated this:

...Linking words to the pictures was quite easy and enjoyable because we could review some words that we already knew. I was very proud that my group could find about a hundred words of the three pictures given. It was good to learn in a group. **We had opportunities to share our ideas with each other. I learnt many new words from my friends** (Pawadee, 7/08/06).

Today, I was very proud that I could remember some words and tell them to my group. ...**I was very excited and happy** when our teacher told us that our group had a number of words out of all the groups (Sriwipa, 7/08/06).

From Laddawan's view, the 'brainstorming' activity allowed her to review her known words and learn new vocabulary at the same time:

"I liked the 'brainstorming' activity because **we had chances to review our known words and learn more new words**. It challenged us to find as many words as we could that are related to the given pictures. We could also learn some new words from other groups (Laddawan, 28/09/06)."

For the 'dictagloss' activity, only a small number of students (6 of 39) responded positively towards it. One of these was Waree who stated that she liked the 'dictagloss' because it enabled her to learn sentences through listening and to practice writing:

"For me, the 'dictagloss' activity was more beneficial than learning by only thinking about some vocabulary. We also learnt some sentences through listening before writing the story using our own ideas. **I think this activity was really good for practicing my listening and writing skills at the same time** (Waree, 28/09/07)."

In Srikanda's view, the 'dictagloss' was more challenging than the 'brainstorming':

"...The 'dictagloss' activity was more challenging than the 'brainstorming'. **We are proud that our story is close to the teacher's story** (Srikanda, 28/09/06)."

The reasons that Srikanda prefers the 'dictagloss' to the 'brainstorming' may be because the 'dictagloss' challenges her to construct her own text after listening to the original text read by the teacher. Therefore, she was proud that she and her friends could compose their own texts after working in group, negotiating and reconstructing the text which was closest in meanings to the original text.

However, over a half of the students (20 of 39) did not like the ‘dictagloss’ activity very much since they did not know some words in the passage. Consequently, they did not understand the passage and could not compose their own version of the passage, as Kornwipa and Chayanee said:

“I did not know some words while I was listening to your story. There were **too many difficult words** in the passage. I did not know how to write the words so I could not compose my own version of the story (Kornwipa, 28/09/06).”

“...**Teacher should select an easier story and should have taught us some meanings of the difficult words before asking us to listen to the story.** We need to spend more time on our story writing, too. I am sorry that I could not finish this task (Chayanee, 28/09/06).”

Kornwipa and Chayanee’s comments showed that the ‘dictagloss’ was so difficult and was unfamiliar to them that they could not compose their own text. In hindsight, I should have simplified the passage so that it contained less unknown words. Further, I should have allowed them more time to finish composing their own texts.

To sum up, at the Pre-task stage, the majority of students enjoyed the ‘brainstorming’ activity because it enabled them to work in groups and share ideas with their friends. Further, the ‘brainstorming’ activity enabled them to review known vocabulary and learnt more news words. In contrast, they did not like the ‘dictagloss’ activity because the selected text contains some difficult words. The students were not familiar with the learning process that requires them to reconstruct their own text after listening to the unseen passage. However, some students preferred the ‘dictagloss’ because it was more challenging and it enabled them to learn more language skills such as listening and writing simultaneously.

2) Task Cycle Stage: Generally, students reacted positively toward this stage as they found that the activities provided them with some techniques which helped guide them to understand the main ideas and supporting details of the news article. Further, some lessons taught them about the components of the news article.

About one-third of students (14 of 39) liked the ‘matching game’ activity. They found that using the clues of the pictures and captions enabled them to understand the main ideas of the news better, as Tiraporn wrote:

“Today, I learnt about natural disaster stories from the ‘matching game’. I liked it because **it helped me to understand the news story by using the clues from pictures and captions related to headlines.** I think it is necessary for us to know this technique for our news reading (15/08/06).”

In Kornkanok’s opinion, the ‘matching game’ also promoted her analytical skills: “... **I liked it because it taught us a technique to understand the main ideas of the news story by using clues.** While we were doing the ‘matching game’, we could also practice our analysis of the pictures, headlines and captions (Kornkanok, 28/09/06).”

Another one-third of students (13 of 39) preferred the ‘unjumbled news article’ activity because it promoted their predicting and critical thinking skills. To quote Chanoknun and Thunsiri:

“...**I liked the ‘unjumbled news article’ activity because it was challenging. It forced us to use our thoughts while we were unjumbling the parts of news. We had to predict the story of the news before putting it in the right paragraph of the passage.** It was very exciting when I guessed the correct answer (28/09/06).”

“For me, the ‘unjumbled news’ activity was good for practicing how to focus on each paragraph, enabling us to understand the whole story. **It required us to use critical thinking skills while predicting the news events.** I think we have to use this skill in our future reading exams (Thunsiri, 28/09/06).”

On the other hand, a small number of students (6 of 39) noted that they were confused while they were doing the ‘unjumbled news article’. For example, Wattana complained that:

“...In my opinion, you should have taught us about the components of the news before doing the unjumbled news articles. May be, it would help us to unjumble the news articles more successfully (Wattana, 28/09/06).”

Wattana’s comment indicated that in future teaching it would be beneficial for students if they are aware of the components of the news structure prior to being asked to unjumble the news article. If students have background knowledge about the components of the news article, they may be able to do the task more successfully.

Almost half of the students (12 of 39) reported that they enjoyed the ‘identifying news structure’ activity. They found that knowing the components of a news article helped them to identify the pattern of news paragraph better. The excerpt from Nititat’s diary illustrates this:

“...I liked it (identifying news activity) because after I had learnt about the components of the news article. I understand how to read the news article better than before (12/08/06).”

In conclusion, at the Task Cycle stage, some students liked the ‘matching game’ because it helped them understand the main ideas of the headline better by using pictures and caption clues. The rest of them preferred the ‘unjumbled and identifying news article’ tasks as they provided them with the opportunities to practice their predicting and critical thinking skills. The tasks also enabled them to understand the story while they were predicting the events of news article. However, a small number of them noted that they should have been taught about the components of news article before being asked to do the ‘unjumbled news article’ activity.

3) Language Focus Stage: Almost two-thirds of students (23 of 39) commented that ‘students’ interested news article’ activity provided them with an opportunity to use the background knowledge that they had learnt in the previous stages and to create their own tasks independently. Soraya and Chanon wrote:

“Today, we had to find and write the news from a newspaper article into our own version, and ask five questions about it before reporting to the class. I think it was quite difficult, but useful because it

provided us with authentic reading situation. I was very proud that I could do it myself (15/09/06).”

“... I was very proud that our group could complete the tasks successfully. **We could use our background knowledge about the components of news to find the headline, dateline, statement, the details, and the background paragraph from a newspaper and then, write our own news version of the story** (Chanon, 15/09/06).”

Soraya and Chanon’s excerpts showed that they could apply the understanding of news articles they had learnt from tasks in the previous stages (Task Cycle) to complete the new task, the ‘students’ interested news’.

Dolawat supports Soraya and Chanon’s ideas that the news reading techniques that they learnt through the TBL tasks helped them know about the main structures of article or news paragraph (headline, dateline, lead, statement, detail and background). Therefore, they understand the story of news articles better:

“At first, I thought it was unfortunate that our group had to do economics news. It must be very difficult for us. ...We decided to select the ‘Dangerous Business’ article. ...**Interestingly, we could complete and understand our news story although it had a lot of difficult words** (Dolawat, 28/09/06).”

Another reason that they could complete the activity which requires them to read and summarize the news article, is that they had chosen to deal with the story they liked, as Chatchai wrote:

“Today, we were lucky that we drew lots and got the sports news article. I like to play football and always read Thai sports magazine so I suggested to my friends to choose the football critique column for our news. **We could finish our news successfully. Maybe, it was because I liked the story** (Chatchai, 16/09/06).”

On the other hand, almost half of students (16 of 39) preferred the ‘other groups’ news’ activity (each group had to cross-read and answered the questions of the

other three groups). They reasoned that it had more advantages than the ‘students’ interested news’. For example, Luethairat commented that:

“The ‘other groups’ news article’ is a good activity for developing our reading skills. **We had to take turn to read and answer the questions of the other three groups’ news articles.** We could answer the questions correctly (13 of 15). Some groups’ news articles were easier to understand, but, some groups’ news articles were more difficult than ours (22/09/06).”

In Chatpong and Khongsak’s point of views, other groups’ news articles activity provided them with opportunity to improve their reading skills through various news articles. The following excerpts illustrate this:

“The other groups’ news article activity allowed me to learn more words and various styles of news from the other groups. **In my opinion, our reading skills will be improved if we practice reading various news articles** (Chatpong, 28/09/06).”

“I liked other groups’ news activity **because we had an opportunity to share our experience and opinion, and we learnt more from each other** (Kongsak, 28/09/06).”

In sum, as mentioned in 4.1 and 4.2, students reacted positively towards the TBL teaching unit as it helped them to improve their news reading skills. Activities at the Pre-task stage encouraged them to share their background knowledge of vocabulary and learn new words related to the topic. Similarly, activities at the Task Cycle stage taught them some useful reading techniques. For example, the ‘matching game’ enabled them to understand the headline and the lead paragraph by using the captions and pictures. The ‘unjumbled news article’ promoted their critical thinking and predicting skills, and the ‘identifying news article’ helped them to recognize the components of news structure. Further, the Language Focus activities enabled them to apply reading comprehension skills from previous stages to summarize the article, and answer the questions of their own and other groups’ news articles successfully. These

also improved their confidence, being able to apply their skills from the TBL teaching unit to their future reading and their daily life.

However, some students have some suggestions towards some activities. For example, they found that the 'dictagloss' activity in the Pre-task stage is rather difficult for them. Also, the news summary activity in 'students' interested news' task at the Language Focus stage is quite problematic for them because the articles on newspapers contain a lot of unfamiliar words.

These indicated that these activities would need to be modified considerably for future teaching. This will be discussed further in Chapter 7.

CHAPTER 6

DISCUSSION OF RESULTS

This chapter discusses the research results presented in Chapter 4 and 5. It covers two major issues, namely ‘the TBL unit and students’ understanding of news articles’ and ‘the TBL unit and its modifications’. These will be discussed respectively.

6.1 The TBL Unit and Students’ Understanding of News Articles

Drawing on the findings in Chapter 4 and 5, the majority of students found that their reading skills had improved. They felt that tasks and activities provided in the TBL unit helped improve their understanding of news articles. They enjoyed doing TBL activities and learnt news reading strategies simultaneously. Further, they were confident that they could apply these skills in their daily life and not just for their English exams. The following excerpt illustrates this.

“...Your classes were different from other teachers’ classes. You let us do a lot of reading activities step by step instead of translating the given text. **We learnt about news reading skills. In particular, we learnt about the picture, caption and components of news structure which are not only useful for news reading but also other kinds of reading** (Suphicha, 28/09/06).”

At the end of the TBL unit, students were satisfied with their reading and post-test scores. As illustrated in Table 4.2, students’ post-test scores from all ability groups (Above Average, Average and Below Average) were higher than their pre-test scores, both holistically and individually. They felt that the TBL unit systematically taught them the news reading strategies. Further, when students were asked about how they got higher post-test scores during the informal follow-up interview, they

reasoned that they could apply the knowledge gained in the TBL classrooms to read and analyze the given articles and answer the questions. To quote Sriwika:

“...In my opinion, the structure of news articles given in your exam were similar to what we had learnt in the classes, though the stories were different. **I could apply what I had learnt from your previous tasks and activities to do the exam well.** I could answer all the three parts of the questions (Sriwika, 28/09/06).”

In addition, as illustrated in Table 4.2, TBL had not only impacted the ‘Above Average’ students, but also the ‘Below Average’ group. They revealed that, before undergoing the course, they knew nothing about news reading strategies. But by the end of the TBL unit (in post-test exam) they understood how to read news articles. For example, Daraporn (No. 36), one of the seven students in the group commented:

“...When I did pre-test, **I knew very little about how to read.** I used to do exams by translating the meaning of words and sentences. **...After undergoing your classes, I learnt how to match the captions, headlines and the lead sentence. I could appreciate the components of the news article. Further, we have practised to read and answer the questions for various news articles from ‘the other groups’ news article’ activity. Therefore, I applied these experiences to the post-test exam and got higher scores** (Daraporn, 28/09/06).”

Similar to the results of this study, Srichareon (2001) found that activities in the TBL classes (e.g. collaborative task and group work) enabled his students at the Faculty of Agriculture, Chiang Mai University to read labels and instructions of chemical equipment effectively. Importantly, they understood the texts and could do the given tasks better. In a slightly different way, Johnson (1997) at Kokkola Institute of Technology in Finland found that the collaborative pair reading activity associated with the TBL helped improve his third year engineering students’ reading comprehension of instructional texts. Although the studies of Srichareon (2001) and Jonhson (1997) differed considerably from my study which emphasizes student’s

comprehension of news articles, the results of both have proved the hypotheses that TBL brought about the improvement in students' reading skills.

As mentioned in 2.3, the TBL has been widely used in the language classes. Its positive effects on other language skills were evident. For example, Luchini (2005), a lecturer at Shanghai University found that the abilities of negotiation and conversational exchange of her third-year English major students had increased after using multiple techniques of TBL task for teaching oral, structural and functional language forms through reading materials and videotapes. Another study conducted by Mahapattanathai (2004) confirmed that her TBL tasks designed for her Thai Mattayomsueksa 4 English course, improved the content, sequence, fluency and communication of her students' speaking skills significantly. In fact, there are many examples of TBL disseminated by other researchers around the world which yielded positive results although I could not possibly include all in this paper. However, the positive results of TBL mentioned above imply that the TBL approach is a viable alternative for EFL classes.

6.2 The TBL Unit and Its Modifications

As mentioned in Chapter 5, the activities associated with each stage of the TBL are:

Table 6.1 Stages and activities in the TBL unit

| Stages | Activities |
|------------------------|------------------------------|
| Pre-task: | -Brainstorming |
| Task Cycle: | -Dictagloss |
| | -Matching Game |
| | -Unjumbled News Article |
| | -Identifying News Structure |
| Language Focus: | -Students' Interested News |
| | -Other Groups' News Articles |

Generally, students had mixed responses towards most of these activities. However, if the TBL is going to be applied to future English classrooms at Nakhon Phanom Wittayakhom School more successfully and effectively, some of the above activities would need to be modified considerably. This is discussed below.

As indicated in 5.2.2, the activity which students were most satisfied with was the 'Brainstorming' activity in the Pre-task stage. This was because it allowed them to work in small groups and share their ideas with others. According to Chapman (2006: 1), brainstorming is a "sensitive team building activity, where each team member feels motivated that his participation is worthwhile when his team achieves results." In this activity, my students enjoyed presenting words and phrases related to given topics and pictures because they could share their ideas for completing their groups' task. In his study, Hadley (1998) also found that pair and group work activities of TBL task enriched the classroom atmosphere. His pair decoding vocabulary activity (information gap) helped students understand the meaning of words better and in a more interesting way than using only a dictionary.

The second most satisfactory activity was the 'Students' Interested News' at the Language Focus stage. Almost two-thirds of students (23 of 39) liked it because it allows them to select their own interesting topics of task and engage upon them Willis (1996: 14) noted that students motivation will increase if they feel "they have achieved something worthwhile through their effort". Larsen-Freeman (2000) noted that some special interests like music or sports are perhaps vehicles for their language learning as well as academic content. As a result, students were satisfied with this phase because they felt free to do tasks related to their favorite news (i.e. selecting news articles such as sport, entertainment, or celebrity) apart from disaster articles. To quote Chatchai's and Pornthip's:

"Today, ... I would like to play football and read Thai sports magazine. So I suggested to my friends to choose the football critique column for our news. **We can finish our news task successfully. Maybe, because I liked the story** (Chatchai, 16/09/06)."

“...I love stories about singers, musicians, and movie stars, so that I decided to do the entertainment article (Pornthip, 16/09/06).”

On the other hand, activities which students were somewhat satisfied with were the Other Groups' News Articles, Matching Game, Unjumbled News Article and Identifying News Structure in the Task-Cycle stage.

In terms of the Other Groups' News Article, students were provided with opportunities to practice their reading skills with the Other Groups' News Articles. Some of the students (16 of 39) felt that their reading skills would improve if they had opportunities to read a number of news articles. In contrast, some students pointed out that the activity was too repetitious. They noted that they needed different kinds of reading materials e.g. diagrams, advertisements and academic passages that would create various reading skills. Therefore, future teaching would need to take this into account. This will be discussed further in 7.2.

For other somewhat satisfied tasks ('Matching Game', 'Unjumbled News Article' and 'Identifying News Structure'), students stated that they were taught about the techniques of how to analyse and predict the main news events and to identify article's paragraphs. But, they still had problems with too many difficult and unfamiliar words in each paragraph of the given tasks. In future language teaching, these activities would need to be modified considerably. This will be discussed further in Chapter 7.

Finally, the students were least satisfied with the 'dictagloss' activity. As mentioned in 5.2, some students commented that the 'dictagloss', which required them to reconstruct the story after listening, was an unfamiliar and complicated activity. Davidson (2006) noted that the dictagloss activity will be whether simple or difficult to the students depending on the speed of text reading. In hindsight, I should have introduced to them some unfamiliar words, particularly those specific to the 'Tsunami' context (e.g. coastlines, earthquake, volcanic eruption, and tidal wave) before asking them to listen to the text so that they could remember some key words and reconstruct their own version of the story. For effective use of the 'dictagloss' in future teaching, I should take into account my students' levels of language proficiency, and choose the

text that suits my students' learning context. This will be discussed further in Chapter 7.

In conclusion, in this chapter, the TBL unit's impacts on my students' understanding of news articles are discussed. Drawing on their holistic and individual scores, the news reading skills of almost all of them had improved. Also, students' reactions toward the tasks assigned to them were reviewed. Typical of most language classrooms where the new and innovative teaching approach was firstly introduced, students had mixed responses toward most activities. Nevertheless, the majority of them noted that the TBL unit helped improve their understanding of news articles holistically.

In the next chapter, the implications for future language teaching will be discussed and recommendations provided.

CHAPTER 7

CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter contains the conclusion, implications for future language teaching, and recommendations.

7.1 Conclusion

This study aims to investigate whether the Task-Based Learning approach is a viable alternative approach to teach and improve reading comprehension skills of the EFL students, particularly Matthayomsueksa 6 students at Nakhon Phanom Wittayakhom School. Drawing on Willis' framework (1996), the TBL unit focuses on natural disaster news. The collected data were extensive, including students' pre and post-test of reading comprehension, students' diaries, students' informal group discussion and teacher's journal. The results of the study revealed that:

7.1.1 The TBL unit had positive impacts on students from all ability groups.

7.1.2 According to their pre-test and post-test scores, many of students got significantly higher post-test scores from their pre-test exam.

7.1.3 The majority of them were satisfied that the TBL classes provided them with some techniques of how to read and analyses the news articles, and answer the questions.

Further, the activities such as 'brainstorming' and 'other groups' news article' enabled them to work and learn from their friends. These differed significantly from their previous classes where teachers tended to explain lessons to them in their mother-tongue and just let them listen and did closed tasks e.g. answering the teacher's yes/no questions, checking true or false and filling in information in blank spaces.

However, some students expressed their concerns that the unit focuses heavily on the news articles. They suggested that the unit should have covered a wider range of topics that they may be exposed to in their future English exam and daily life.

They added that some activities and tasks, e.g. ‘dictagloss, unjumbled news articles’ and ‘news summarising’ (i.e. students’ interested news) are rather difficult and confusing. These indicated that the TBL unit would need to be modified considerably to suit the Thai EFL teaching context, particularly at Nakhon Phanom Wittayakhom School. The implications for future teaching will be discussed below.

7.2 Implications for Future Language Teaching

The two major implications for future teaching emerged from my study are the characteristics of classroom activities and the selection of reading materials. These are discussed respectively.

7.2.1 The characteristics of classroom activities

Based on the study results in Chapter 5, it was evident that students had mixed responses towards the designed classroom activities, particularly the ‘dictagloss’ and ‘unjumbled news article’. In future teaching, these activities would need to be modified considerably.

7.2.1.1 Dictagloss: As mentioned in 4.2(1), the majority of students did not like the ‘dictagloss’ activity because it concerns a lot of unknown and difficult words. If the ‘dictagloss’ is to be carried out more effectively, the teacher would need to be aware that the level of difficulty of the selected paragraph should be suitable to the level of English proficiency of students. In some cases, the teacher may need to paraphrase or simplify unknown or technical terms first. Further, the teacher should bear in mind that they would need to give their students sufficient time to finish composing their own text.

7.2.1.2 Unjumbled news article: As already mentioned in 4.2(2), students complained that they were confused about some of the news paragraphs given. They needed guidance about the components of the news articles before they were required to unjumble the news article. In future teaching, the teacher would need to expose students to the structure of the news article first. If students have background knowledge of the news article, they will be more likely to complete the task successfully.

7.2.2 The selection of reading materials

The selection of reading materials would need to be of interest to students. According to the results of my survey carried out prior to the study was carried out (see also Chapter 1), the majority of students needed to improve their reading comprehension skills for their future English examination. Due to the constraint of time, my teaching unit was concerned only with news articles. While many of them found reading news article useful to them, they would also like to read other kinds of articles e.g. diagrams, advertisements, jokes, letters, songs and poems. Therefore, in future classes, teachers would need to expose students to a wider range of reading materials. Teachers should be aware that interesting topics and challenging tasks could promote students' language development well (Willis, 1996). Interest and reasons for learning may help maintain students' attention and increase their motivation (Larsen-Freeman, 2000; McDonough and Shaw, 2003). An appropriate level of difficulty suitable to their intellect, in which it is possible for them to achieve, would lead to motivation as well (Celce-Murcia, 2001). Finally, the selected reading materials should both respond to students' needs and cover course objectives (Nunan, 1999).

7.3 Recommendations

As mentioned above, this research focuses exclusively on news articles. In order to investigate whether the TBL approach is a viable alternative to teach reading comprehension skills to other Thai students, future study should include a wider range of reading articles as stated in 7.2.2. Further, the study should be carried out for a longer period of time and include a greater number of students from different levels of education and institutions so that the study results are more reliable and generalisable.

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APPENDICES

APPENCIX A
TEACHING UNIT

Teaching Unit

| Stages | Hour | Tasks | Purposes | Skills |
|--|------|--|---|-------------------------------|
| Stage 1 Pre-task | 1-2 | A: Brainstorming: Students are asked to find out words from pictures and group them according to their (1) semantics relation, (2) parts of speech. | -to elicit students' background knowledge about the topic -to build up students' word bank relevant to the topic | -integrated skills |
| | | B: Dictagloss: Students are asked to listen and write key words, or phrases while the teacher is reading out the passage. Then, they compose their own version. | -to provide students with further background knowledge about the topic | -listening and writing skills |
| Stage 2 Task cycle (task, planning and report) | 3-4 | C: Matching games: Students are asked to match a picture with its headline and caption. | -to introduce students with the features which contributes to the understanding of the news including a picture, headline and caption | -reading skills |
| | 5-6 | D: Unjumbled news articles: Students are asked to reorganize the jumbled text. | -to introduce students to the news body structure by trying to reorganize the jumbled text | -reading skills |
| Task cycle (task, planning, report) | 7-8 | E: Identifying News Structure: Students are asked to match the news body with the words given. These are the headline, dateline, statement, details and background. | -to provide students with opportunities to practise identifying the news body structure | -reading skills |

| Stages | Hour | Tasks | Purposes | Skills |
|-------------|------|---|--|-----------------|
| | 13 | G: Other groups' news articles: -Each group places their news article with only questions on the board. Then, they rotate to read other groups' news articles and answer the given questions. | -to provide students with opportunities to practise their reading skills by scanning, skimming and answering the given questions | -reading skills |
| | 14 | -Each group explains their news article and gives the correct answers to the whole class. | -to check students' reading comprehension and their answers | -reading skills |
| Test | 15 | H: News article reading Test -Each student is given a test about the understanding of news article components and story. | -to evaluate the students' news article reading ability | -reading skills |

Stage 1 Pre-task

| Time | Tasks/Activities | Materials/ Instruments | Purpose / Data collection |
|---|---|---|---|
| Week 1 Hour 1 Task A 30 minutes | Task A: Brainstorming 1. Brainstorming -Students look at three tsunami news pictures. These include earthquake, tourist beach, and disaster destruction. -Students brainstorm about what they think and learn from the tsunami pictures. -The teacher writes down the words that the students told on the board. -The teacher may provide students with the necessary guidance needed. 2. Word bank: -Students group the words according to their semantics or parts of speech. | -Hand out 1 -Tsunami impact news pictures | -To introduce the topic lesson -To build up students' word bank which is relevant to the topic |
| Task A Hour 2 | Task B: Dictagloss: -The students work in groups of four, and listen to a disaster article and write some key words, phrases while they are listening to it. -Then, students work in groups to write up their own version. -Each group presents their own version to the whole class. -The teacher gives feedback to the students on how to revise their own version. | -Hand out 1 -Transparency -Students' learning log -Teacher's journal entry | -To provide students with further background knowledge about the topic |

Stage 2 Task Cycle

| Time | Tasks/Activities | Materials/ Instruments | Purpose / Data collection |
|---------------|--|---------------------------|------------------------------|
| Week 1 | Task C: Matching Games | -Hand out 2 | -To introduce |
| Hour | -Students work in groups of four to match | | students with |
| 3-4 | each picture with its headline and caption. | -Matching | the features |
| | -Teacher asks for volunteers to present the | games | which |
| | correct answers. | -Sheet 1: Picture | contributes to |
| (task, | -Teacher gives feedback to students on: How | and Caption | the |
| planning, | the picture, caption and headline help them to | Clues | understanding |
| report) | understand the news. | -Sheet 2: | of the news |
| | -Teacher explains more features of headline: | Headline | including a |
| | (1) the types of headlines | -Students' | picture, headline |
| | (2) the grammar of sentence headlines | learning log | and caption |
| | (3) the vocabulary on headlines | | |
| Week 2 | Task D: Unjumbled news articles | -Hand out 2 | -To introduce |
| Hour | -Students work in groups of four to reorganize | | the students on |
| 5-6 | the jumbled news articles. | -Sheet 3: The | how the |
| | -Teacher discusses with the students how the | news body | knowledge |
| | knowledge about the structure of news article | -Students' | about the news |
| (task, | helps them to reorganize the jumbled text | learning log | body structure |
| planning, | correctly. | | helps them to |
| report) | (1) the news body structure includes | -Teacher's | reorganize the |
| | headline, dateline, lead, statement, | journal entry | jumbled text |
| | details, and background | | correctly |
| | (2) the examples of the news body | | |
| | (3) how to make the guideline questions | | |
| | (4) how to answer the questions by | | |
| | skimming and scanning | | |

| Time | Tasks/Activities | Materials/ Instruments | Purpose / Data collection |
|--|---|---|--|
| Week 2 Hour 7-8 (task, planning, report) | Task E: Identifying news structure : -Students match the parts of the news body with the words describing the news structure: -Teacher gives feedback on the structures of the news and its use of past tense. -Students are assigned to do homework in a group of four. They are required to choose one news topic they are interested in. The topic of the news vary from entertainment, sport, politics, education, current affair, business, etc. (*current news, not too difficult, 1/3 of A4 paper long, following the news body structure). -Each group has to hand in their news articles for consultation by the teacher next hour. | -Hand out 2 -Newspaper -Web site -Sheet 3: The news body -Students' learning log -Teacher's journal entry | -To provide students to practice identifying the news body structure and practice news reading according to their field of interests |

Stage 3 Language focus

| Time | Tasks/Activities | Materials/ Instruments | Purpose / Data collection |
|--|---|---|--|
| Week 3 Hour 9-10 (analysis and practice) | Task F: Students' interested news: -Each group hands in their news articles and is given a first consultation time with the teacher (Each group is allowed only two consultations with the teacher) -Teacher gives feedback about how suitable their news articles are. -Teacher teaches the students how to write (1) the wh-questions for the main idea and (2) the wh-questions for the detail based on the news articles -The students are assigned to write 5 wh-questions and possible answers based on their articles as a homework (The possible questions may be about what/happen, where/happen, when/happen, how/happen, who/ what cause to be happened) | -Hand out 3 -Newspaper -Internet Web site -Sheet 3: The news body -Students' learning log -Teacher's journal entry | -To introduce students on how to write wh-questions -to check the reading comprehension based on their articles |
| Hour 11-12 (analysis and practice) | -Each group is given the second consultation time with the teacher about the news articles they are interested in, wh-questions and the correct answers. -Teacher gives feedback about how suitable their news article, wh-questions and the correct answers are. -Some groups may need to improve their news questions and possible answers. | -Students' learning log -Teacher's journal entry | -To check on the students questions and possible answers |

| Time | Tasks/Activities | Materials/ Instruments | Purpose / Data collection |
|--|---|---|--|
| Week 4 | Task G: Students' news articles: | | |
| Hour 13 (analysis and practice) | <ul style="list-style-type: none"> -Each group places their news article and questions (without answers) on around the class. -Each group rotates to read the other groups' news articles and answer the questions given. -Each group responsible for their news will collect the answer sheets from other groups for them to check. | <ul style="list-style-type: none"> -Hand out 3 -Transparency -Students' learning log -Teacher's journal entry | -To check on students' reading comprehension and their answers given |
| Hour 14 | -Each group tells about their news article briefly, and gives the correct answers to their questions for whole class on their transparency. | | |
| Hour 15 Evaluate | Task H: News article reading test <ul style="list-style-type: none"> -Each student has a test based on news articles, reading comprehension and the news body structure. | <ul style="list-style-type: none"> -Test 'Natural-disaster' -The informal group discussion | -To evaluate the students' reading comprehension on news article |

Students' Learning Log

The students are asked to write their opinions toward each task in Thai or English about:

- a) What did you learn today?
- b) What did you like most in the activity? Why?
- c) What did you like least in the activity? Why?
- d) How could the activity be improved?

**The teacher will give them a piece of paper for each topic. For example:

Task A : Brainstorming and word bank (hour 1)

a).....

.....

.....

.....

.....

.....

b).....

.....

.....

.....

.....

.....

c).....

.....

.....

.....

.....

.....

d).....

.....

.....

.....

.....

Students' Learning Log

The students are asked to write their opinions toward each task in Thai or English about:

Students' Informal Group Discussion

The students' informal group discussion will be recorded by tape recorder about.

a) Before attending this class, what did you expect to learn?

b) Did the class meet your expectations? How?

c) What kind of the activity do you like most?

(1) Pre-task: brain storming or dictagloss

(2) Task cycle: matching games, unjumbled news article, or identifying news article

(3) Language focus: students' interested news or other groups' news articles

d) What kind of the activity do you like least? Why?

Teacher's journal entries

The teacher will write journal entries in a diary at the end of each class about:

a) What did I do today?

b) What did I find most satisfactory?

c) What did I find most unsatisfactory?

d) What activities need to be improved?

APPENDIX B
STUDENTS' HANDOUT

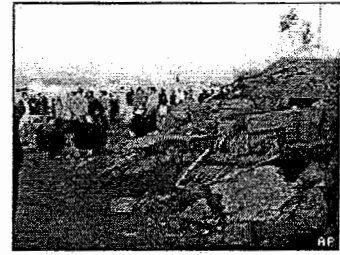
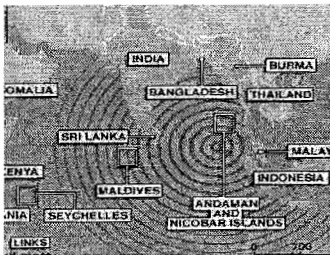
Appendix B1

Task A

| | | |
|-------------------|---|------------------|
| E 43101 English 5 | Brainstorming and Word Bank Grouping | Mattayomsueksa 6 |
| Stage 1 Pre-task | | 30 minutes |

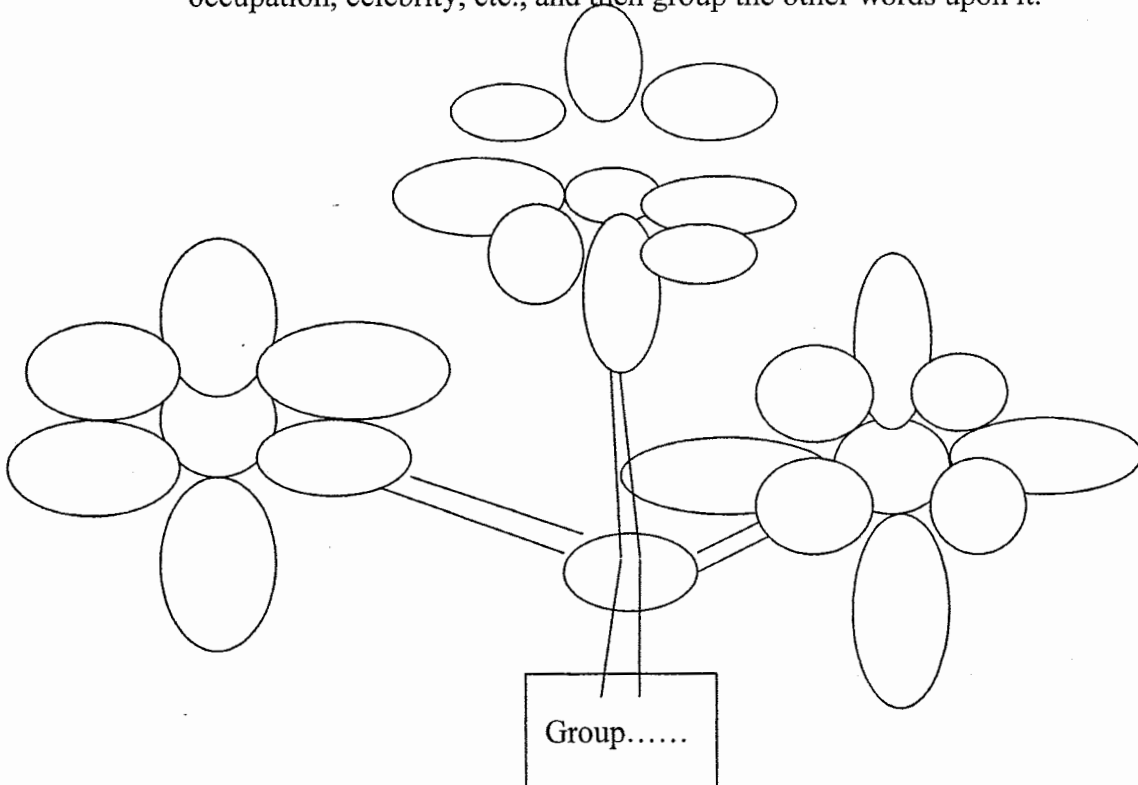
Objective: The students are able to use the picture cues in linking words and news story.

Directions 1: Look at three tsunami news pictures, brainstorm and write some key words that related to the pictures.



| | | |
|-------|-------|-------|
| | | |
| | | |
| | | |

Directions 2: Choose a word involving semantics, expression, organization, occupation, celebrity, etc., and then group the other words upon it.



****** You can also group words according to their parts of speech such as nouns, verbs and adjectives.

Appendix B 2

Task B

| | | |
|--------------------------|-------------------|-------------------------|
| E 43101 English 5 | Dictagloss | Mattayomsueksa 6 |
| Stage 1 Pre-task | | 30 minutes |

Objective: The students are able to use key words of natural disaster to compose the story.

Directions:

- 1) Work in groups of four, listen to a news article and note some key words, phrases, or short sentences while listening to it. Your maximum of listening is three times.
- 2) Brainstorm to compose the possible story from your group information on transparency.
- 3) Choose one of your group members to present your story to the whole class.

Your information:

.....

.....

Your possible story:

.....

.....

.....

.....

.....

.....

Tape Script:

Tsunami is a chain of fast moving waves caused by sudden happening in the ocean. They can be generated by earthquakes, volcanic eruptions, or the impact of a large falling rock from the space down the ocean. Tsunamis are what we used to call tidal waves. The recent tsunami was occurred in Indian ocean on December 26, 2004. Homes, crops and fishing boats along southern and eastern coastlines have been destroyed. 30,500 people have died, and thousands more are missing. The most damage areas as a result of this tsunami than anywhere else are Indonesia and Sri Lanka, including southern Thailand (BBC, 2005).

Adapted From: *BBC. (2005). BBC News World Service. [Online Article] Retrieved January 9, 2005, from the World Wide Web:*
<http://news.bbc.co.uk/1/hi/world/europe/4158809.stm>

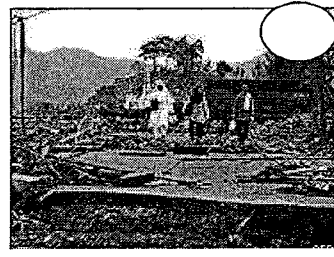
Appendix B 3

Task C

| | | |
|--------------------|----------------|------------------|
| E 43101 English 5 | Matching Games | Mattayomsueksa 6 |
| Stage 2 Task Cycle | | 10 minutes |

Objective: The students are able to identify the headline and caption in news reading.

Directions: Put the same number only 1, or 2, or 3 in three sets for grouping the picture with its headline and caption.



The job of identifying bodies has become much harder as they decompose

Aid is already arriving in areas affected by Sunday's earthquake

The UN has warned the death toll may soar as the fate of many thousands

Tsunami toll rises in Indonesia

Experts struggle to name victims

Global aid organisations launched urgent

Adapted From: BBC.(2005). *BBC News World Service. [Online Article] Retrieved January 9, 2005, from the World Wide Web:*
<http://news.bbc.co.uk/1/hi/world/europe/4158809.stm>

Appendix B 4

Task D

| | | |
|---------------------------|------------------------------------|-------------------------|
| E 43101 English 5 | Unjumbled News Articles | Mattayomsueksa 6 |
| Stage 2 Task Cycle | | 10 minutes |

Objective: The students are able to identify the news body structure in reading comprehension.

Directions: Work in groups of four reorganize the news articles into the correct order.
 Put the number 1, 2, 3, ... in each cycle.

☐ Maximum sustained winds are reported at 175 mph (78 m/s). Of great concern to New Orleans officials is the predicted coastal storm surge of 18 to 22 feet above normal tide levels. Destruction from flooding is expected since the city is situated below sea level.

☐ Mayor Ray Nagin ordered a mandatory evacuation of the city of New Orleans in the face of Category-5 Katrina which was expected to make a direct strike on the city early Monday.

☐ **Nagin orders mandatory evacuation in face of Katrina**

☐ Nagin said that the predicted tidal surges and heavy rains could mean widespread, flooding, and power outages that could last for some time.

☐ The order extends to everyone in the city of New Orleans. All citizens, with the exception of a few individuals essential to the operation of a handful of organizations (such as hotels and the media), should immediately leave the city and head for higher ground. RTA buses were going to be sent to pick up those going to shelters at designated pickup points.

Sunday, August 28, 2005, 10:11 AM

Adapted From: BBC. (2005). BBC News World Service. [Online Article] Retrieved November 9, 2005, from the World Wide Web:
<http://www.wwltv.com/local/stories/WWL082705nagin.b7724856.html>

Appendix B 5

Task E

| | | |
|---------------------------|-----------------------|------------------------|
| E 43101 English 5 | Identifying | Mattayomsuksa 6 |
| Stage 2 Task Cycle | News Structure | 15 minutes |

Objective: The students are able to identify the news body structure in news reading comprehension.

Directions 1: Write the name of the news body in front of each part of the news article.

Lead, Headline, Dateline, Statement, Background, Details

| | |
|--|---|
| | Tsunami aid shortfall over \$4bn |
| | Friday, 18 March, 2005, 12:31 GMT |
| | Governments around the world have been urged to honour their financial pledges to the countries worst-hit by the Indian Ocean tsunami. |
| | ADB president Haruhiko Kuroda said the world's attention must stay focused as work moved into reconstruction stage |
| | The Asian Development Bank said there was a shortfall of more than \$4bn (£2.1bn) promised for rebuilding India, Indonesia, the Maldives and Sri Lanka. |
| | Nearly 300,000 people died in the 26 December earthquake and sea surges. Many thousands more had their homes and livelihoods wrecked. |

Directions 2:

1) Work in groups of four, choose one news topic you are interested in. The topic of the news vary from entertainment, sport, politics, education, current affair, business, etc. (*current news, not too difficult, 1/3 of A4 paper long, following the news body structure)

2) Each group have to hand in the news articles for consultation by the teacher next hour.

Appendix B 6

Task F

| | | |
|-------------------------------|------------------------|-------------------------|
| E 43101 English 5 | Students' | Mattayomsueksa 6 |
| Stage 3 Language focus | Interested News | 120 minutes |

Objective: The students are able to find one news topic they are interested in.

Directions 1: Work in groups of four, choose one news topic your group are interested in. The topic of the news vary from entertainment, sport, politics, education, current affair, business, etc. (*current news, not too difficult, 1/3 of A4 paper long, following the news body structure)

| | |
|------------|--|
| Headline | |
| Dateline | |
| Lead | |
| Statement | |
| Details | |
| Background | |



Directions 2 : Write five questions (ask for 1 main idea and 4 supporting details)

- (1).....
- (2).....
- (3).....
- (4).....
- (5).....

Directions 3: Give the correct answers and hide them on the other page!

Directions 4: Place your news group's paper on the class corner.

Directions 5: Prepare to present your news, give the answer for each question on the transparency.

Appendix B7

Task G

| | | |
|-------------------------------|--|------------------------|
| E 43101 English 5 | Other Groups' News Articles | Mattayomsuksa 6 |
| Stage 3 Language focus | | 120 minutes |

Objective: The students are able to use their reading skills on the simulated situation and their rest life.

Directions: Each group rotates to read the other groups' news articles and answer the questions except the own groups'.

The answers for groups' questions:

- (1.).....
- (2.).....
- (3.).....
- (4.).....
- (5.).....

✂.....Cut this part and send to the news owner to check your answers.....✂

The answers for groups' questions:

- (1.).....
- (2.).....
- (3.).....
- (4.).....
- (5.).....

✂.....Cut this part and send to the news owner to check your answers.....✂

The answers for groups' questions:

- (1.).....
- (2.).....
- (3.).....
- (4.).....
- (5.).....

✂.....Cut this part and send to the news owner to check your answers.....✂

Appendix B 8.1

Sheet 1

| | | |
|--------------------|---------------------|------------------|
| E 43101 English 5 | Picture and Caption | Mattayomsueksa 6 |
| Stage 2 Task Cycle | | 20 minutes |

Objective: The students are able to use the picture and caption clues in news reading.

Picture and Caption

Pictures are visual aids. "Pictures" here include everything ranging from postcards, drawings, photographs, paintings, wall pictures, to slides and videos.

Pictures can be used to incorporate a wide variety of activities. Some vocabulary can be learned more quickly with only the mere sight of the pictures. They are wonderful clues for writing picture. In a reading activity, a picture which represents to the content of the text, can be guided for information transfer as a means of comprehension check

We can use the concept or logic cause-effect to derive with some clues from the picture about the news you are going to read in newspaper, magazine and Web Site through Internet.

Directions:

1. First, you read the news without looking at the picture and caption.
2. Second you had looked at the picture, caption, and a flow chart of cause-effect before reading the news.
3. Compare your comprehension between the first and the second one.

Floods leave homes without power

Saturday, 8 January, 2005, 23:31 GMT

Tens of thousands of people in Carlisle are still without power and others have been evacuated after heavy flooding.

More than 3,000 people have already been moved to safety with a further 3,000 homes at "great risk" and more than 70,000 homes are without power.

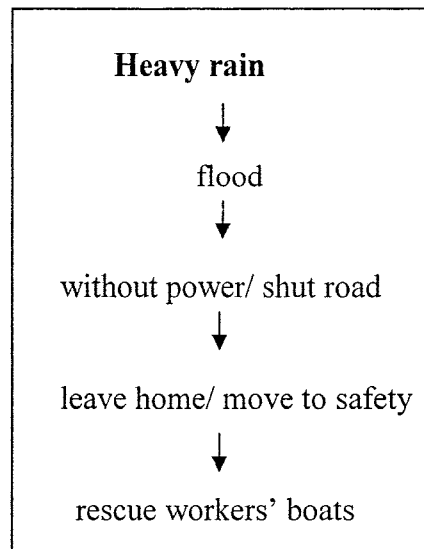
Northumberland, North Wales and Scotland are among other areas worst hit and a spate of accidents has shut roads all over Britain.

Environment agencies have issued more than 100 flood warnings on UK rivers.



The floods saw boats used by rescue workers

Example: A flow chart
of cause-effect:



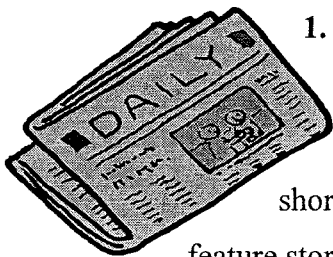
Adapted from: Chayanuvat, A. (1996). *Constructing Your Course Materials for Effective English Teaching*. Bangkok: Chulalongkorn University Press, pp. 73-77.

Appendix B 8.2

Sheet 2

| | | |
|--------------------|--------------|------------------|
| E 43101 English 5 | The Headline | Mattayomsueksa 6 |
| Stage 2 Task Cycle | | 20 minutes |

Objective: The students are able to identify the headline in news reading comprehension.



1. The types of Headlines

There are two types of headlines. Most news stories in the *Bangkok Post* use sentence headlines although they may be shortened by omitting certain words as you will see later. Many feature stories and some very short news stories use phrase headlines or titles which leave out the verb. Here are some examples of both:

| | |
|---------------------------|--|
| Sentence headlines | <ul style="list-style-type: none"> - Storm winds lash northern Europe -Southern Thailand struggles with tsunami |
| Phrase headlines | <ul style="list-style-type: none"> -Getting in touch with the spirits -Dangerous business -Reward for tracing suspect |

2. The grammar of sentence headlines

1. Present tense: Almost all sentence headlines in the *Bangkok Post* use the present tense—despite the fact that they generally describe past events. The present tense gives the subject a sense of freshness and immediacy, making it more interesting to read.

| | |
|-------------|--|
| For Example | <i>Tsunami aid to Indonesia hijacked</i> (<i>A tsunami aid to Indonesia is hijacked</i>) |
|-------------|--|

2. Abbreviations: Headlines pack a great deal of information into a limited space, so it is not surprising that *Bangkok Post* headline writers use several methods to conserve space. One obvious example is to use abbreviations (“PM” for “Prime Minister”, etc.). But they also use a special grammar, omitting articles (“a” and “the”) and the verb “to be” wherever possible.

| | |
|-------------|--|
| For Example | <i>UN warns tsunami toll rises in Indonesia</i> (<i>The United Nation warns tsunami toll rises in Indonesia.</i>) |
|-------------|--|

3. The omission of the verb “to be”: Verb to be can make the headline appear to be in the past tense when it is actually present tense, passive voice.

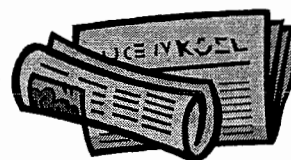
| | |
|-------------|--|
| For Example | <i>Firefighter 'killed in gas blast'</i> (<i>A Firefighter is killed in gas blast</i>) |
|-------------|--|

3. The vocabulary on Headlines

Another way to conserve space in headlines is to use short words instead of long ones. In the example below notice the various ways the headline writer can shorten the headline “**MP criticises dishonest election plan**”.

The *Bangkok Post* uses about one hundred easily-learned short words in its news headlines. Here are a few of the most common.

| | |
|--|--|
| probe =investigate, investigation | air =to broadcast |
| graft =Corruption | back =to support |
| bid =attempt, offer | bar =not to allow |
| row =quarrel or disagreement | blast (n.) =explosion; strong criticism |
| cite =to mention | eve =the day before |
| claim =to declare to be true | foil =to prevent from succeeding |
| drive =a strong well-planned effort by a group for a particular purpose | ink =to sign |
| ease =to reduce or loosen | kick off =to begin |
| key =very important | line =position; demand |
| nod =approval | rap =accusation; charge |
| opt =choose; decide | soar =to rise rapidly |
| pledge =promise | vow =a solemn promise |



Adapted From: Fredrickson, T. and Wedal, P. (1993). *English By Newspaper*.

Bangkok: The Post Publishing Co.,Ltd, pp.68-71.

Fredrickson, T. (2000). *Bangkok Post Education Service*. [Online Article]

Retrieved November 18, 2004, from the World Wide Web:

<http://www.bangkokpost.com/education/head.htm> ,pp.2-3.

Appendix B 8.3

Sheet 3

| | | |
|--------------------|---------------|------------------|
| E 43101 English 5 | The news body | Mattayomsueksa 6 |
| Stage 2 Task Cycle | | 40 minutes |

Objective: The students are able to identify the news body in news reading comprehension.

1. Definitions of the news body component:

The headline is the title of a newspaper report, which is printed in large letters above the report.

The dateline is the day just by crossing the international dateline that the news is reported.

The lead paragraph (usually one long sentence) is the first paragraph on a news story. It almost gives the reader the main idea of the story. It answers the basic of the news: What happened?

The statement is the comments from people involved the story.

The details are the information about the news events.

Background is the background information to help you understand the story more deeply.

Note:

The headline is also the important points of the main news stories that are read at the beginning of a news programme on radio or television.

2. Examples of the news body

Headline Earthquake jolts Japan capital

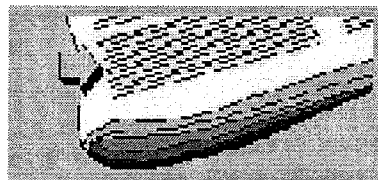
Datelin Thursday, 30 March, 19:35 GMT: Tokyo, Reuters

Lead A SLIGHT earthquake jolted the Japanese capital last night but authorities said there were no immediate reports of casualties or damage.

Statement A spokesman for the Japan meteorological agency said: "An earth tremor was registered in Tokyo but there are nor reports of casualties or damage."

Details The earth tremor struck shortly after midnight Tokyo time—just after midnight Bangkok time.

Background Residents of central Tokyo said the tremor was the strongest for several months in the capital.



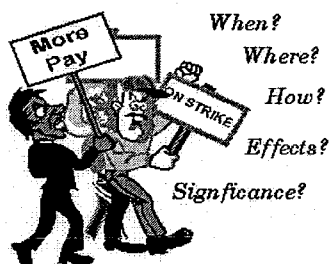
3. How to make the guideline questions

What? Where? When? How? Whom? Why?

The headline and the lead tell you the main ideas of the news story, but they do so in a very shortened form. They give you enough information, however, to allow you to make an important decision. They allow you to decide whether you want to read the story or to skip it and move on to another more interesting story.

Bangkok Post

Something happened



News stories naturally raise questions. They are designed that way. At the top, in large print, you get the main facts of the story from the headline. This is followed by a one- or two-paragraph introduction, known as the lead, which repeats the main facts and adds a few more key details. By this time you will know if you want to read the rest of the story. If you do, you almost

certainly have some questions that you want the story to answer.

Having your own questions makes your reading much easier because you have a purpose for reading. Let's take an example. Here is the beginning of a story that recently appeared in the *Bangkok Post*. Does it create any questions in your mind?

Example: How to make your own questions:

Nagin orders mandatory evacuation in face of Katrina

Mayor Ray Nagin ordered a mandatory evacuation of the city of New Orleans in the face of Category-5 Katrina which was expected to make a direct strike on the city early Monday.

(more story at the next page)

Q.1 What is Katrina?

Q.2 What position is Ray Nagin?

Q.3 Who were Ragin ordered to evacuate?

Q.4 Why did the citizens of the city of New Orleans have to evacuate?

Q.5 Where were they going to evacuate?

Q.6 Why the city of New Orleans will be flooding by Hurricane Katrina?

4. How to answer the questions by skimming and scanning:

Skimming is reading text quickly to obtain the gist (draw conclusion about main idea, supporting details while you are reading).

Scanning is reading text quickly to locate specific information (answer with what, where, when, how, who, while you are reading).

Q.1 What is Katrina?

Ans.1 You skim and scan for the supporting details and answer: *It is a hurricane.*

Q.2 What position is Ray Nagin?

Ans.2 You scan for the details and answer: *He is the city of New Orleans mayor.*

Q.3 Who were Ragin ordered to evacuate?

Ans.3 You have to skim and scan and answer: *All the citizens in the city of New Orleans except a handful of organizations such as hotels and media.*

Q.4 Why did the citizens of the city of New Orleans have to evacuate?

Ans.4 You should skim and scan: *Because they were going to face a dangerous hurricane.*

Q.5 Where were they going to evacuate?

Ans.5 You scan for the specific place: *They were going to head for the higher ground.*

Q.6 Why the city of New Orleans will be flooding by Hurricane Katrina?

Ans.6 You should skim and scan: *Because the city of New Orleans is situated below sea level.*

Nagin orders mandatory evacuation in face of Katrina

Sunday, August 28, 2005, 10:11 AM

Mayor Ray Nagin ordered a mandatory evacuation of the city of New Orleans in the face of Category-5 Katrina which was expected to make a direct strike on the city early Monday.

Nagin said that the predicted tidal surges and heavy rains could mean widespread flooding and power outages that could last for some time.

The order extends to everyone in the city of New Orleans. All citizens, with the exception of a few individuals essential to the operation of a handful of organizations (such as hotels and the media), should immediately leave the city and head for higher ground. RTA buses were going to be sent to pick up those going to shelters at designated pickup points.

Maximum sustained winds are reported at 175 mph (78 m/s). Of great concern to New Orleans officials is the predicted coastal storm surge of 18 to 22 feet above normal tide levels. Destruction from flooding is expected since the city is situated below sea level.

Adapted From: BBC. (2005). *BBC News World Service. [Online Article] Retrieved November 9, 2005, from the World Wide Web:*

<http://www.wwltv.com/local/stories/WWL082705nagin.b7724856.html>

Appendix B 9

Task H

| | | |
|--------------------------|--|------------------------|
| E 43101 English 5 | Understanding of News Article | Mattayomsuksa 6 |
| Objective Test | | 60 minutes |

Objective 1: The students are able to match the headline and the lead paragraph.

Directions 1: Match each headline to the corresponding lead paragraph of the news

story:

a. Experts struggle to name victims

b. Tsunami early warning 'next year'

c. Firefighter 'killed in gas blast'

d. Britain backs HIV vaccine studies

e. Your experiences of Asian disaster

f. Sweden struggles with tsunami

g. Widow Wins Jackpot

h. Dawn leaves Thousands Homeless

i. UN upbeat on tsunami hunger aid

j. US strikes 'wrong' Iraqi target

.....1. Hurricane Dawn ripped through the Caribbean last night, leaving a trail of destruction that could run into the millions of dollars.

.....2. The UN says it is optimistic that none of the survivors of the Asian tsunami will lose their lives to hunger.

.....3. Britain will work with other countries to speed up the development of an HIV vaccine, Chancellor Gordon Brown said on World Aids Day.

.....4. A firefighter was killed when a gas canister blew up in an arson attack on a bingo hall last year, Cardiff Crown Court has heard.

.....5. The bodies of many tsunami victims killed in Thailand are now so badly decomposed it is hard to tell if they are locals or tourists.

.....6. Vivian Woods, 64, couldn't believe her lucky yesterday when she turn the television on to check her week's lottery numbers. Lucky Vivian had the winning ticket.

.....7. A tsunami early warning system for the Indian Ocean could be up and running by the middle of next year, Unesco head Koichiro Matsuura has said.

.....8. An American air strike in the northern Iraqi city of Mosul has hit the wrong target, the US military has admitted.

| | | | | | | | | |
|-----|------|------|------|------|------|------|------|------|
| Key | 1. h | 2. i | 3. d | 4. c | 5. a | 6. g | 7. b | 8. j |
|-----|------|------|------|------|------|------|------|------|

Objective 2: The students are able to identify the news body structure.

Directions 2: News 1 and News 2 are jumbled texts. Write the name of the news body in front of each part of the news article.

Headline, Dateline, Lead, Statement, Details, Background,

News 1:

.....9. The bodies of many tsunami victims killed in Thailand are now so badly decomposed it is hard to tell if they are locals or tourists.

.....10. **Experts struggle to name victims**

.....11. Local temples have been turned into makeshift morgues as Thai and overseas forensic experts try to identify some of the thousands of bodies.
The effort mounted to identify the corpses is among the biggest ever.

.....12. *Sunday, 9 January, 2005, 13:39 GMT*

.....13. The Thai government says it is currently unsure of the origin of more than 2,000 of the bodies recovered.

.....14. The Thai interior ministry said examinations of 1,973 bodies had proved unreliable and further tests were being carried out.

| | | | | | | |
|-----|---------|--------------|-------------|--------------|---------------|----------------|
| Key | 9. Lead | 10. Headline | 11. Details | 12. Dateline | 13. Statement | 14. Background |
|-----|---------|--------------|-------------|--------------|---------------|----------------|

News 2:

.....15. A spokesman for the agency said relief materials seized on the islands had been found with government workers.

.....16. More than 1,800 people are now known to have died on the Andaman and Nicobar Islands after sea surges triggered by a massive underwater earthquake struck there on 26 December.

.....17. **Aid to Indian islands 'hijacked'**

.....18. Island officials have not commented on the charge but stress their policy that foreign aid to the islands only be

.....19. Red Cross officials have accused the authorities in India's tsunami-struck Andaman and Nicobar Islands of "hijacking" aid supplies.

.....20. *Saturday, 15 January, 2005, 09:12 GMT*

| | | | | | | |
|-----|---------------|----------------|--------------|-------------|----------|--------------|
| Key | 15. Statement | 16. Background | 17. Headline | 18. Details | 19. Lead | 20. Dateline |
|-----|---------------|----------------|--------------|-------------|----------|--------------|

Objective 3: The students are able to use their reading skills to understand the given news articles:

Directions 3: Read news 3 and News 4, and answer the questions:

Tsunami toll rises in Indonesia

(News 3)

Thursday, 30 December, 2004, 19:35 GMT

Indonesian authorities say another 3,000 people have been confirmed dead as a result of the 26 December tsunami.

This brings to more than 104,000 the number of Indonesian deaths.



The head of the UN World Food programme, Jim Morris, has told the BBC he expects food aid to reach all those who need it within the next seven days.

Food distribution to Indonesia is expected to speed up following the opening of a humanitarian air hub at Subang near Malaysia's capital.

It takes almost twice as long to reach the hard-hit province of Aceh from the Indonesian capital, Jakarta, as it does from Subang.

More than 150,000 people have been killed across the Indian Ocean region.

The UN has warned the death toll may soar as the fate of many thousands is still unknown following the 26 December disaster and survivors are at risk from hunger and disease.

21. What cause have Indonesian been killed over 100,000 deaths?

.....

22. Who are trying to aid the Indonesian survivors from their hunger?

.....

23. How do the UN take the food distribution to Indonesia?

.....

24. Is it easy or difficult to reach Aceh province from Jakarta?

.....

25. In the background paragraph, what will the survivors take a risk from?

.....

Storm winds lash northern Europe

(News 4)

Sunday, 9 January, 2005, 19:35 GMT

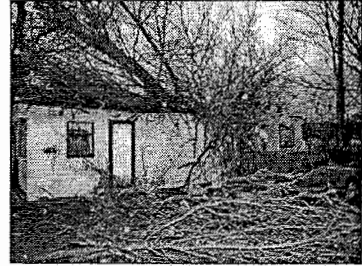
Hurricane-strength winds have lashed Sweden, Denmark and the north of England, leaving at least 10 people dead and thousands without power.

Airports, rail networks, bridges and roads were closed for several hours as winds lashed the region.

In the south and west of Sweden over 300,000 people were left without electricity overnight.

Dozens of ferry routes between Sweden, Denmark, Norway, Britain and Germany were cancelled due to the weather.

In southern Sweden, two nuclear reactors were shut down and nearly all trains were cancelled.



In Denmark, two died when uprooted trees were flung onto their vehicles and a further two were killed due to a dislodged roof.

In northern England, a man was crushed after a barn collapsed on his caravan and two elderly women died in flooded properties, police said.

At least three people died in Sweden, including two drivers killed when trees were blown onto their cars as winds reached speeds of up to 94 mph (150km/h).

Emergency services described hazardous conditions as they tried to reach people in need of help.

26. What was the cause of this natural disaster?

.....

27. Where did this disaster take place?

.....

28. How were over 300,000 people in Sweden affected by this disaster?

.....

29. What kinds of transportation were affected by this disaster?

.....

30. How were the two drivers in southern Sweden killed?

.....

Adapted From: *BBC.(2005). BBC News World Service. [Online Article] Retrieved
January 9, 2005, from the World Wide Web:
<http://news.bbc.co.uk/1/hi/world/europe/4158809.stm>*

APPENDIX C
STUDENTS' OUTCOMES

Group 5

Business

| | |
|------------|---|
| Headline | A DANGEROUS BUSINESS |
| Dateline | Wednesday 28 June 2006 |
| Lead | Stacks of boxes, computer cases and broken air-conditioners are piled on Ratchadaphisek 36. Many families earn their living by selling parts of this <u>electronic rubbish</u> . |
| Statement | We have scraped metal off parts and sold it for many years, said Uan, a woman in her <u>fifties</u> . She always rides a tricycle to collect electronic rubbish, knock on doors to ask if people have any <u>unwanted computers</u> or <u>electronic home appliances for sale</u> . |
| Details | Unaware of the health hazards, they pry every possible piece off a circuit board to search for <u>copper and other metals</u> . "I buy a broken computer for a few hundred baht and take it apart, except the motor which I know is toxic. Then I can sell the <u>copper, plastic cases and other recyclable parts</u> from our house. We don't earn big money, but it's enough for a living," she said. |
| Background | It's good to know that Thais are showing their concerns about <u>the e-waste</u> , said Kitthun, adding It is time the IT industry took responsibility and moved to a new wave of innovation that is friendlier to our health and environment. |

Vocabulary

- | | |
|--|--|
| 1. Appliance-เครื่องมือ, อุปกรณ์ | 2. Environment- สิ่งแวดล้อม |
| 3. Industry- ความชำนาญ, หน้าที่ | 4. Innovation- สิ่งใหม่, วิธีการใหม่, นวัตกรรม |
| 5. Responsibility- ความรับผิดชอบ, สิ่งที่เป็นภาระหน้าที่ | |

Question

1. What do many families sell to earn for their living on Ratchadaphisek 36?
2. Where did they have rubbish?
3. Who has a dangerous business in story?
4. How old is Mrs. Uan?
5. Why buying a broken computer is a dangerous business?

database

WEDNESDAY • JUNE 28, 2006

A DANGEROUS BUSINESS

Toxic waste from computers, mobile phones and other electronics equipment can be hazardous

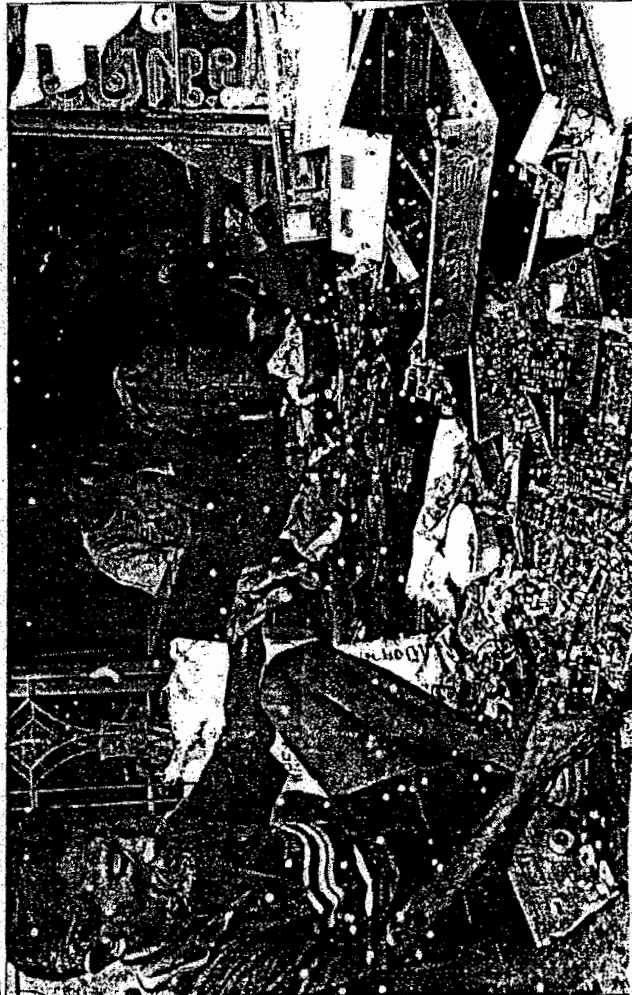
Story by KARNJANA KARNJANAYANE

Stacks of boxes, computer cases and broken air-conditioners are piled up on Muechadapisek St. Many families earn their living by selling parts of this electronic rubbish. In the absence of proper recycling facilities, they pry open possible pieces of a circuit board to search for copper and other metals. "We have scraped metal off parts and sold it for many years," said Uan, a woman in her fifties. She always rides a tricycle to collect electronic rubbish, knocking on doors to ask if people have any unwanted computers or electronic home appliances for sale.

They buy a broken computer for a few hundred baht and then take it to a house where they melt down the copper in the monitor which I know is toxic. Then I can sell the copper, plastic cases and other recyclable parts from our house. We don't earn big money, but it's enough for a living," she said.

Uan is not alone. Another extended family including a middle-aged man with a 15-year-old girl are also in the scrap business. "I don't think it's harmful because we are still in good health," he said.

In fact, all electronic products contain a certain amount of toxic chemicals. PCs and mobile phones contain more than a thousand different substances — TVs and computer monitors alone contain an average of 1 kg of lead and other toxic substances, including chromium, mercury, arsenic, cadmium, selenium, gallium, nickel, cobalt, antimony and brominated flame retardants. Whether the scrap is deposited in junkyards, burned or recycled, it has already become a waste classified as hazardous waste, the "Health Hazard" box.



E-waste situation

Kittichun Khamruea, a campaigner for Greenpeace Southeast Asia, said people can be affected by toxic chemicals in IT products by direct skin contact or by inhalation of fumes or dust. The toxic substances can also be absorbed into the food chain if they contaminate water sources, and the problem is growing in line with the growth of the IT industry. According to the Pollution Control Department, the amount of electronic waste in Thailand is forecast to grow by 12 percent a year. In 2003, the department estimated that the total amount of e-waste was 58,863 tonnes — around two million individual pieces of IT waste, and the number will increase this year.

The average lifetime of IT products becomes shorter as new models and new technologies drive consumer demand. For example, the seven-year replacement cycle for computers and two-year cycle for mobile phones are rapidly accelerating and now can be as short as two to three years for a computer or six months for a mobile phone.

The situation is also worsened when second-hand products are imported from developed countries such as Japan, South Korea and Singapore. A statistic from the

Department of Industrial Works and Pollution Control Department showed that between February 2004 and May 2005, more than 269,252 tonnes of used electronics entered Thailand from those countries.

All these products will eventually become waste.

Who is responsible?

In Thailand, there are no regulations to control and manage electronic waste, unlike in developed countries such as Japan, that has its Home Appliance Recycling and the Promotion of Effective Utilisation of Resources laws.

In the EU, there are two regulations, the Waste Electrical and Electronic Equipment Directive (WEEE Directive) and the Restriction of the Use of Certain Hazardous Substances in Electrical and Electronic Equipment Directive (RoHS), which both come into effect on July 1 and control the permitted levels of lead, mercury, cadmium, hexavalent chromium,



A child plays with an electronic scrap heap.

products and phase out the use of toxic materials, but only do so only in Europe or Japan.

What about Thailand?

The majority of Thai IT customers agree that it is the responsibility of manufacturers to deal with e-waste. A survey conducted by the Ipsos Mori Social Research Institute, an English public opinion company, found that 64 percent of 1,005 urban Thais aged 15 and over think that it is the duty of the

manufacturers. They are even willing to pay as much as 5,180 baht extra for an environmentally friendly PC.

Around one percent are aware of new PCs that are more environmentally friendly and less harmful to the environment.

It's good to know that Thais are showing their concerns about the e-waste, said Kittichun, adding "It is time the IT industry took responsibility and moved to a new wave of innovation that is friendlier to our health and environment."

IT Hazards

| Products | Toxic chemicals | Health hazard |
|---|---|--|
| Circuit boards and plastic casing | Polychlorinated biphenyls (PCBs), brominated flame retardants | Long term exposure can lead to impaired learning and memory function, impaired vision, thyroid and endocrine hormone systems and exposure in the world has been linked to behavioural problems |
| CRV monitors | Lead | Traditional CRT monitors in children and young adults can cause the bones in adults |
| Rechargeable batteries, mobile phones, cordless phones | Cadmium | Can bioaccumulate in the environment, affects kidneys and bones |
| Lighting devices for mobile phones | Mercury | Can damage brain and central flat displays nervous system, particularly during early development |
| Metal housings | Compounds of hexavalent chromium | Known human carcinogens |
| Insulation on wires, cables and some electronics products | Polyvinyl chloride | When burnt, produce chlorinated dioxins and furans which are highly toxic and persistent in the environment |

Source: Greenpeace Southeast Asia

Group 6

| | |
|------------------------|---|
| Headline | <u>Brazil settle in camp as the world watches</u> |
| Dateline | Berlin, Monday June 19, 2006 - AP |
| Lead | <u>Favourites Brazil and hosts Germany arrived at their World Cup</u> bases yesterday to finalist preparation for the globe's most watched sporting event. |
| Statement | "Brazil are the only team that are a bit above the others, then there are quite a few teams on a similar level," former Italy striker Paolo Rossi told Reuters in an interview. |
| Details | <u>Champion Brazil, who will be based in Königstein/Taunus,</u> start as clear favourites with striker Ronaldinho the player the fans are most looking forward to watching. |
| Background X | The event always throws up plenty of surprises, the last tournament began with Senegal beating 1998 winners France. Although all continents are represented, the winners have never come from outside Europe or South America and that is unlikely to change at this edition. |

Question of Group 6:

1. Where were Brazil based?
2. What player are fans looking forward to watching?
3. Which country is the host for the World Cup?
4. Which continents were the winners of the World Cup mostly from?
5. Why Brazil is the team that the world likes to watch?

Group...8...

| | |
|------------|---|
| Headline | Chinese airlines <u>increase flights to Tibet.</u> ✕ |
| Dateline | Beijing - Tuesday 4, 2006. AFP. |
| Lead | Chinese airlines <u>have increased flights to Tibet while a new rail link to Lhasa is expected to boost the number of tourists traveling in the Himalayan region.</u> |
| Statement | The new Qinghai-Tibetan railway, which opened on Saturday, is expected to increase tourism to Tibet by about 400,000 people a year, with many expected to take the train to Lhasa and <u>then</u> depart by air, the China Daily reported. A |
| Details | To handle the increased demand, China Eastern Airlines this week opened a new route from Shanghai to Lhasa <u>that</u> will use Airbus A319s and transit at the former ancient capital and tourist destination of Xian. Air fares from Beijing to Lhasa cost around 2,430 yuan (\$303). |
| Background | Also <u>coinciding with the opening of the railway,</u> Tibet will this month open the region's third airport at Nyingchi city, <u>400 kilometres east of Lhasa.</u> |

1. Who increase flights to Tibet?

2. How many people are expected to travel by Qinghai-Tibetan? with new opened?

3. Who report ^{ed.} this news?

4. How much does it ^{cost} for air fares from Beijing to Lhasa?

5. Why Chinese airlines have increased flights to Tibet?
They e

Group 1

Task G: Students' News Articles

| | | |
|------------------------|----------------------------|-----------------|
| E 43106 English 6 | Students' News Articles | Mattayomsuksa 6 |
| Stage 3 Language focus | | 120 minutes |

Objective: The students are able to use their reading skills on the simulated situation and their rest life.

Directions: Each group rotates to read the other groups' news articles and answer the questions except the own groups'.

Group 1

The answers for group 2.s' questions:

- (1.) The top of the jockey tables. ✓
- (2.) Hong Kong. ✓
- (3.) Head. ✓
- (4.) The Prince of Wales Hospital. ✓
- (5.) Six years. ✓

✕.....Cut this part and send to the news owner to check your answers.....✕

The answers for group 3.s' questions:

- (1.) South Korea
- (2.) It's a robot can be your maid.
- (3.) 2 million won (about 80,000 bath)
- (4.) Tong Waltham.
- (5.) Soul - South Korea.

✕.....Cut this part and send to the news owner to check your answers.....✕

The answers for group 4.s' questions:

- (1.) Brazil bases in konigstein and Taunus. ✓
- (2.) The player and fans looking forward to watching is Ronaldo. ✓
- (3.) Germany is the host in World cup. ✓
- (4.) Europe or South America is the most champion. ✓
- (5.) Because Brazil team has striker is Ronaldinho. ✓

Sum 1

✕.....Cut this part and send to the news owner to check your answers.....✕

Task G: Students' News Articles

group 10

| | | |
|------------------------|---------------|-----------------|
| E 43106 English 6 | Students' | Mattayomsuksa 6 |
| Stage 3 Language focus | News Articles | 120 minutes |

Objective: The students are able to use their reading skills on the simulated situation and their rest life.

Directions: Each group rotates to read the other groups' news articles and answer the questions except the own groups'.

The answers for group 9's questions:

- (1.) Undertaker
- (2.) Phra naknon siamuthaya
- (3.) to keep a dead body.
- (4.) 20,000 baht.
- (5.) A ghost.

✕.....Cut this part and send to the news owner to check your answers.....✕

The answers for group 8's questions:

- (1.) Chinese airline. ✓
- (2.) 400,000 people a year. ✓
- (3.) China Daily report. ✓
- (4.) Around 2,430 yuan [\$ 303] ✓
- (5.) Expected to boost the number of tourists traveling to the Himalayan region. ✓

✕.....Cut this part and send to the news owner to check your answers.....✕

The answers for group 7's questions:

- (1.) Pratunam, Ratchaprasong and Phetchaburi roads in Bangkok. ✓
- (2.) It's an even mix of old shops, modern hotels, malls, cheap, foods, clothes.
- (3.) Well as buy from faraway countries in Africa and the middle East. ✓
- (4.) She has large vegetable gardens and open spaces for people to go on
- (5.) People to go on walk the large vegetable gardens of Thimial. ✓ the

✕.....Cut this part and send to the news owner to check your answers.....✕

Sem 1

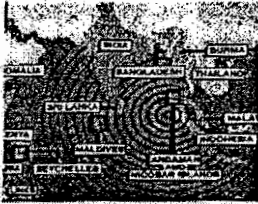
Hand out 1 'Natural Disaster'

Task A: Brainstorming and Word Bank Grouping

| | | |
|-------------------|--------------------------------------|------------------|
| E 43106 English 6 | Brainstorming and Word Bank Grouping | Mattayomsueksa 6 |
| Stage 1 Pre-task | | 30 minutes |

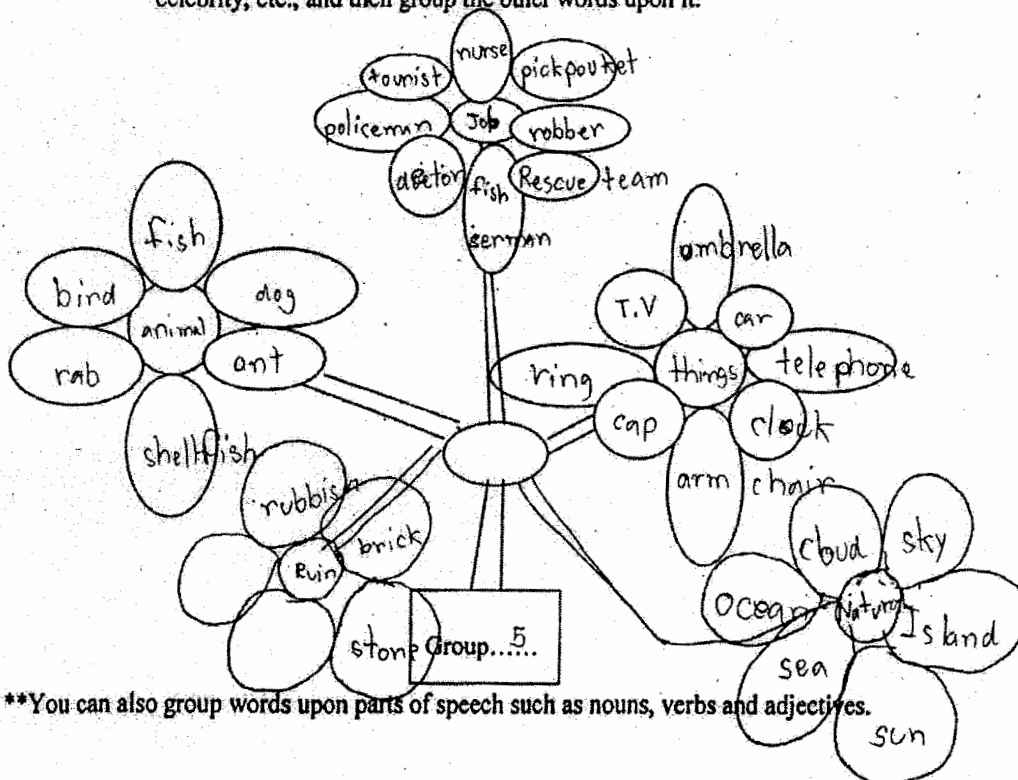
Objective: The students are able to use the picture cues in linking words and news story.

Directions 1: Look at three tsunami news pictures, brainstorm and write some key words that related to the pictures.



| | | |
|--|--|---|
| Map, land, sea, wave Tidal wave, sun, cloud, fjord, fjord, Golf | Beach, coconut, trees people, sea, sky, boat arm, chair, umbrella, resort | rubbish, store, human, tourist, car, policeman, rescue team, nurse, pick pocket, telephone, robber, swindler |
|--|--|---|

Directions 2: Choose a word involving semantics, expression, organization, occupation, celebrity, etc., and then group the other words upon it.



****You can also group words upon parts of speech such as nouns, verbs and adjectives.**

No. 10 class 6/1

Reading Comprehension Test: Natural Disaster

| | | |
|-----------------------|------------------|-----------------|
| E 43106 English 6 | Natural Disaster | Mattayomsuksa 6 |
| Reading Comprehension | | 60 minutes |

Objective 1: The students are able to match the headline and the lead paragraph.

Directions 1: Match each headline to the corresponding lead paragraph of the news story:

- a. Experts struggle to name victims
- b. Tsunami early warning 'next year'
- c. Firefighter 'killed in gas blast'
- d. Britain backs HIV vaccine studies
- e. Your experiences of Asian disaster
- f. Sweden struggles with tsunami
- g. Widow Wins Jackpot
- h. Dawn leaves Thousands Homeless
- i. UN upbeat on tsunami hunger aid
- j. US strikes 'wrong' Iraqi target

h...1. Hurricane Dawn ripped through the Caribbean last night, leaving a trail of destruction that could run into the millions of dollars.

i...2. The UN says it is optimistic that none of the survivors of the Asian tsunami will lose their lives to hunger.

d...3. Britain will work with other countries to speed up the development of an HIV vaccine, Chancellor Gordon Brown said on World Aids Day.

c...4. A firefighter was killed when a gas canister blew up in an arson attack on a bingo hall last year, Cardiff Crown Court has heard.

a...5. The bodies of many tsunami victims killed in Thailand are now so badly decomposed it is hard to tell if they are locals or tourists.

g...6. Vivian Woods, 64, couldn't believe her lucky yesterday when she turned the television on to check her week's lottery numbers. Lucky Vivian had the winning ticket.

b...7. A tsunami early warning system for the Indian Ocean could be up and running by the middle of next year, Unesco head Koichiro Matsuura has said.

j...8. An American air strike in the northern Iraqi city of Mosul has hit the wrong target, the US military has admitted.

(2)

23

24
30

Objective 2: The students are able to identify the news body structure.

Directions 2: News 1 and News 2 are jumbled texts. Write the name of the news body in front of each part of the news article.

Headline, Dateline, Lead, Statement, Details, Background,

News 1:

Lead 9.

The bodies of many tsunami victims killed in Thailand are now so badly decomposed it is hard to tell if they are locals or tourists.

Headline 10.

Experts struggle to name victims

Details 11.

Local temples have been turned into makeshift morgues as Thai and overseas forensic experts try to identify some of the thousands of bodies.
The effort mounted to identify the corpses is among the biggest ever.

Dateline 12.

Sunday, 9 January, 2005, 13:39 GMT

X Background 13.

The Thai government says it is currently unsure of the origin of more than 2,000 of the bodies recovered.

X statement 14.

The Thai interior ministry said examinations of 1,973 bodies had proved unreliable and further tests were being carried out.

News 2:

statement 15.

A spokesman for the agency said relief materials seized on the islands had been found with government workers.

X Details 16.

More than 1,800 people are now known to have died on the Andaman and Nicobar Islands after sea surges triggered by a massive underwater earthquake struck there on 26 December.

Headline 17.

Aid to Indian islands 'hijacked'

✓ Lead 18.

Island officials have not commented on the charge but stress their policy that foreign aid to the islands only be

✓ Background

Red Cross officials have accused the authorities in India's tsunami-struck Andaman and Nicobar Islands of "hijacking" aid supplies.

✓ Dateline 20.

Saturday, 15 January, 2005, 09:12 GMT

Objective 3: The students are able to use their reading skills in reading comprehension

Directions 3: Read news 3 and News 4, and answer the questions:

Tsunami toll rises in Indonesia

Thursday, 30 December, 2004, 19:35 GMT

Indonesian authorities say another 3,000 people have been confirmed dead as a result of the 26 December tsunami. This brings to more than 104,000 the number of Indonesian deaths.

The head of the UN World Food programme, Jim Morris, has told the BBC he expects food aid to reach all those who need it within the next seven days.

Food distribution to Indonesia is expected to speed up following the opening of a humanitarian air hub at Subang near Malaysia's capital.

It takes almost twice as long to reach the hard-hit province of Aceh from the Indonesian capital, Jakarta, as it does from Subang.

More than 150,000 people have been killed across the Indian Ocean region.

The UN has warned the death toll may soar as the fate of many thousands is still unknown following the 26 December disaster and survivors are at risk from hunger and disease.

(News 3)



21. What cause have Indonesian been killed over 100,000 deaths?

✓ Tsunami toll rises in Indonesia

22. Who are trying to aid the Indonesian survivors from their hunger?

✓ The UN trying to aid the Indonesian.

23. How do the UN take the food distribution to Indonesia?

✓ expected to speed up following the opening of a humanitarian air hub at s

✓ 24. Is it easy or difficult to reach Aceh province from Jakarta?

It takes almost twice as long to reach the hard-hit province.

25. In the background paragraph, what will the survivors take a risk from?

✓ The UN has warned the death toll may soar as the fate of many thousands is still unknown following the 26 December disaster and survivors are at risk hunger and disease.

Storm winds lash northern Europe

(News 4)

Sunday, 9 January, 2005, 19:35 GMT

Hurricane-strength winds have lashed Sweden, Denmark and the north of England, leaving at least 10 people dead and thousands without power.

Airports, rail networks, bridges and roads were closed for several hours as winds lashed the region.

In the south and west of Sweden over 300,000 people were left without electricity overnight.

Dozens of ferry routes between Sweden, Denmark, Norway, Britain and Germany were cancelled due to the weather.

In southern Sweden, two nuclear reactors were shut down and nearly all trains were cancelled.



In Denmark, two died when uprooted trees were flung onto their vehicles and a further two were killed due to a dislodged roof.

In northern England, a man was crushed after a barn collapsed on his caravan and two elderly women died in flooded properties, police said.

At least three people died in Sweden, including two drivers killed when trees were blown onto their cars as winds reached

speeds of up to 94 mph (150km/h).

Emergency services described hazardous conditions as they tried to reach people in need of help.

26. What was the cause of this natural disaster?

Storm winds lash northern Europe.

27. Where did this disaster take place?

Sweden, Denmark and the north of England.

28. How were over 300,000 people in Sweden affected by this disaster?

Were left without electricity overnight.

29. What kinds of transportation were affected by this disaster?

At least three people died in Sweden, including two drivers.

30. How were the two drivers in southern Sweden killed?

Were blown onto their cars as winds reached speeds of up to 94 mph.

Adapted From:

BBC.(2005). BBC News World Service. [Online Article] Retrieved January 9, 2005,

from the World Wide Web: <http://news.bbc.co.uk/1/hi/world/europe/4158809.stm>

4

APPENDIX D
TABLES OF DATA

Table 1 Pre and post test score from Students' Reading Comprehension Test

| No | Pre-test | Post-test | D | D ² |
|--------------|------------|------------|------------|----------------|
| 1 | 7 | 19 | 12 | 144 |
| 2 | 8 | 16 | 8 | 64 |
| 3 | 5 | 14 | 9 | 81 |
| 4 | 7 | 15 | 8 | 64 |
| 5 | 4 | 11 | 7 | 49 |
| 6 | 9 | 14 | 5 | 25 |
| 7 | 7 | 21 | 14 | 196 |
| 8 | 16 | 26 | 10 | 100 |
| 9 | 8 | 25 | 17 | 289 |
| 10 | 11 | 24 | 13 | 169 |
| 11 | 12 | 29 | 17 | 289 |
| 12 | 6 | 17 | 11 | 121 |
| 13 | 9 | 26 | 17 | 289 |
| 14 | 7 | 19 | 12 | 144 |
| 15 | 9 | 23 | 14 | 196 |
| 16 | 15 | 23 | 8 | 64 |
| 17 | 7 | 21 | 14 | 196 |
| 18 | 19 | 30 | 11 | 121 |
| 19 | 12 | 24 | 12 | 144 |
| 20 | 8 | 18 | 10 | 100 |
| 21 | 7 | 16 | 9 | 81 |
| 22 | 10 | 23 | 13 | 169 |
| 23 | 9 | 17 | 8 | 64 |
| 24 | 3 | 9 | 6 | 36 |
| 25 | 5 | 13 | 8 | 64 |
| 26 | 10 | 15 | 5 | 25 |
| 27 | 7 | 18 | 11 | 121 |
| 28 | 5 | 16 | 11 | 121 |
| 29 | 6 | 12 | 6 | 36 |
| 30 | 5 | 13 | 8 | 64 |
| 31 | 7 | 25 | 18 | 324 |
| 32 | 8 | 19 | 11 | 121 |
| 33 | 8 | 21 | 13 | 169 |
| 34 | 11 | 22 | 11 | 121 |
| 35 | 9 | 23 | 14 | 196 |
| 36 | 10 | 23 | 13 | 169 |
| 37 | 8 | 19 | 11 | 121 |
| 38 | 7 | 15 | 8 | 64 |
| 39 | 3 | 10 | 7 | 49 |
| Total | 744 | 324 | 420 | 4960 |

D = the difference value between the pre and post test score

D² = the square of the difference value between the pre and post test score

Table 2 Pre and post-test mean (\bar{X}), standard deviation (S.D.), and t-test**One-Sample Statistics**

| | N | Mean | Std. Deviation | Std. Error Mean |
|------|----|---------|----------------|-----------------|
| POST | 39 | 19.0769 | 5.23844 | .83882 |
| PRE | 39 | 8.3077 | 3.30990 | .53001 |

One-Sample Test

| | Test Value = 0 | | | | | |
|------|----------------|----|-----------------|-----------------|---|---------|
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| POST | 22.743 | 38 | .000 | 19.0769 | 17.3788 | 20.7750 |
| PRE | 15.675 | 38 | .000 | 8.3077 | 7.2347 | 9.3806 |

Paired Samples Test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|------------|--------------------|----------------|-----------------|---|---------|--------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | POST - PRE | 10.7692 | 3.39087 | .54297 | 9.6700 | 11.8684 | 19.834 | 38 | .000 |

Van Dalen and Deobold B. Understanding Educational Research. New York : McGraw-Hill Book Co., 1979.

Vockell Edward D. Educational Research. Macmillan Publishing Co., Inc. 1983.

ตารางที่ 1 ค่าวิกฤตของ t จากการแจกแจงแบบ t

| df | ระดับนัยสำคัญกรณีทดสอบทางเดียว | | | | | |
|-----|--------------------------------|-------|--------|--------|--------|---------|
| | .10 | .05 | .025 | .01 | .005 | .0005 |
| | ระดับนัยสำคัญกรณีทดสอบสองหาง | | | | | |
| | .20 | .10 | .05 | .02 | .01 | .001 |
| 1 | 3.078 | 6.314 | 12.706 | 31.821 | 63.657 | 636.619 |
| 2 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 31.598 |
| 3 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 12.941 |
| 4 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 8.610 |
| 5 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 6.859 |
| 6 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 5.959 |
| 7 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 5.405 |
| 8 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 5.041 |
| 9 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 4.781 |
| 10 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 4.587 |
| 11 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 4.437 |
| 12 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 4.318 |
| 13 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 4.221 |
| 14 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 4.140 |
| 15 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 4.073 |
| 16 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 4.015 |
| 17 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.965 |
| 18 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.922 |
| 19 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.883 |
| 20 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.850 |
| 21 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.819 |
| 22 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.792 |
| 23 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.767 |
| 24 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.745 |
| 25 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.725 |
| 26 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.707 |
| 27 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.690 |
| 28 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.674 |
| 29 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.659 |
| 30 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.646 |
| 40 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.551 |
| 60 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.480 |
| 120 | 1.289 | 1.658 | 1.980 | 2.358 | 2.617 | 3.373 |
| | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 3.291 |

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