



**USING READING FABLE SOFTWARE IN DEVELOPING
READING SKILLS FOR M. 3 STUDENTS**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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INDEPENDENT STUDY APPROVAL
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FACULTY OF LIBERAL ARTS

TITLE USING READING FABLE SOFTWARE IN DEVELOPING
READING SKILLS FOR M.3 STUDENTS

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บทคัดย่อ

ชื่อเรื่อง : การใช้บทเรียนคอมพิวเตอร์ เรื่องการอ่านนิทานสอนใจในการพัฒนาทักษะการอ่านสำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3
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ศัพท์สำคัญ : CAI / CALL นิทานสอนใจ INTERACTIVE READING PROGRAM

การศึกษาค้นคว้าครั้งนี้มีจุดมุ่งหมายเพื่อพัฒนาแบบฝึกเสริมการอ่านโดยใช้คอมพิวเตอร์ช่วยสอนสำหรับนักเรียนที่มีความสามารถทางการอ่านและแรงจูงใจในการอ่านต่ำ กลุ่มตัวอย่างคือนักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 20 คน จากโรงเรียนบ้านนาเจริญ อำเภอบึงสามพัน จังหวัดอุบลราชธานี เครื่องมือที่ใช้ในการวิจัยประกอบด้วย บทเรียนคอมพิวเตอร์เรื่องการอ่านนิทานสอนใจ แบบทดสอบวัดความสามารถทางการอ่าน และแบบสอบถามวัดแรงจูงใจในการใช้บทเรียนคอมพิวเตอร์นิทานสอนใจ การวิเคราะห์ข้อมูลใช้ค่าสถิติแบบร้อยละ ค่าเบี่ยงเบนมาตรฐาน และค่าเฉลี่ย ผลการศึกษาพบว่า ความสามารถในการอ่านของนักเรียนหลังการเรียนด้วยบทเรียนคอมพิวเตอร์ช่วยสอน สูงกว่าก่อนการเรียนด้วยบทเรียนคอมพิวเตอร์ และนักเรียนมีความคิดเห็นที่ดีมากในการเรียนด้วยบทเรียนคอมพิวเตอร์ที่ผู้วิจัยสร้างขึ้น

ABSTRACT

TITLE : USING READING FABLE SOFTWARE IN DEVELOPING
READING SKILLS FOR M.3 STUDENTS
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PROGRAM

The purpose of this study was to develop efficient CALL reading activities for poorly motivated students with low English proficiency. The subjects of the study were 20 Mathayomsuksa 3 students at Ban Najareon School, Phiboon Mangsaharn District, Ubon Ratjathanee. The instruments used in the study were the interactive CALL reading program, a comprehension test and a questionnaire. The percentage, standard deviation, and mean were used as the statistical values of the data analysis. The results seemed to indicate that the subjects had significantly better mean scores of the comprehension test after using the CALL software. It may be concluded that computers seem to help improve the reading ability of low language proficiency level students. And in terms of the motivation, the students had appeared to have highly positive attitudes towards the CALL reading software.

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CHAPTER 1

INTRODUCTION

This chapter introduces the rationale, purpose of the study, significance of the study, research questions, scope of the study, hypothesis, definitions of the key terms and expected outcomes.

1.1 Rationale

For many decades, the main receptive skill taught in Thailand was reading (Ministry of Education, 2000). Teachers taught both reading for pleasure and reading for comprehension. However, an assessment report of the achievements of English learning on reading skills has shown that students in Thailand still have a low reading ability. Additionally, many students lack motivation to read thus using interesting materials will motivate learning and encourage practice and success (Harmer, 2001; Saowanee, 2004). However, there are several problems with the way the materials are presented.

Regarding problems concerning reading materials in Thailand. The Ministry of Education stated that the constraints of English language learning and teaching with regard to textbooks and materials were due to low budgets. In most educational institutions, there is a shortage of materials and materials lack standardization and competency. Imported materials are too costly and there is little relevancy in a Thai cultural context. In addition to this, the Office of the Basic Education Commission's policy (2005) reported that English teachers should construct technological materials to support students' needs and use technology in creative ways. By analyzing problems concerning demands for materials, many educators have tried to create new teaching tools in order to maximize reading achievements and motivation.

This study attempts to find ways to solve the problems involving reading materials. One possible solution is to stimulate motivation and improve students' reading ability by the use of fables. Fables motivate children and increase thinking

ability. Readers can also develop mental pictures of what is being read (Saowanee, 2004) which helps understanding. (Montipa, 2002) states that fables help in developing reading ability in easily related-to subject matter. Students can relate to the stories, which help them relax and in turn improves their motivation.

Technology today affords learners many opportunities for working with English. It also increases the role that computers play in education (Alkahtani, 1999; Chen, 2005). Due to the globalization of technology, computers are now widely used in many schools all over the world and there is a wide variety of educational software that is attractive to children (Saowanee, 2004). In addition to this, (Kuang-Wu Lee, 2000) states that computers are most popular among students either because they are associated with fun and games, or because they are also considered to be fashionable. The reasons for using computers in language teaching are (a) as a reference tool (i.e. through the Internet, or on CD/DVD-ROMS) (Harmer, 2001) (b) for motivation (Banditvilai, 2000), (c) for authentic materials (Chen, 2005), (d) for greater interaction (AlKahtani, 1999) and (e) for individualization and global understanding.

In Thailand, most schools are already equipped with computers as a result of the 1999 National Education Act passed by the Government. This is in accordance with a learner-centered approach (Maddux et., al, 2001; Pongsart, 2004).

At Ban Najaroen School students face two major problems: firstly, is their reading ability and secondly is their motivation. Based on the students exam results and a study of their reading interests it was found that the student's favourite text type is fables.

This study looks at whether or not Computer Assisted Language Learning (CALL) can help low proficiency and poorly motivated students improve their English reading ability and propose an interactive language learning program that would include the reading of fables.

1.2 Purpose of the study

The purpose of the study is to develop efficient CALL reading activities for poorly motivated students with low English proficiency.

1.3 Significance of the study

This study should be significant as...

1.3.1 It will show how students respond to the use of computers in learning English.

1.3.2 It will show if there is a positive link between the use of computers and reading ability and student motivation.

1.3.3 It may also provide educators with new tools and ideas to help improve the level of students reading ability and the motivation of the students.

1.3.4 In additionally, student feedback will help improve the quality of the CALL program and future computer assisted learning software.

1.4 Research Questions

There are two research questions which are:

1.4.1 How will an interactive reading program improve the reading skills of students with a low English reading ability?

1.4.2 How can reading fables via an interactive program motivate these students?

1.5 Scope of the study

The research is to develop effective CALL reading activities for low proficiency and poorly motivated students. The quality of the interactive reading program will be investigated first. The subjects are 20 Mathayomsuksa 3 students at Ban Najareon School, Phiboon Mangsaharn District, Ubon Ratjathanee. The duration of the study is from December 2006 to January 2007.

1.6 Hypothesis

The CALL interactive program can help low proficiency and poorly motivated students improve their reading ability.

1.7 Definitions of Key Terms

Terms that need to be defined are as follows:

1.7.1 Computer Assisted Instruction (CAI) is any instance in which instructional content or activities are delivered via computers but not focuses on language; therefore, Computer-Assisted Language Learning (CALL) emphasizes using computers for the purpose of teaching and learning the language.

1.7.2 A fable is a short story that teaches a moral lesson using mainly animal characters. The emphasis is on entertaining the reader.

1.7.3 The interactive reading program is a material that includes reading activities and requires interaction among users. The program will be developed using Hot Potatoes program which was created by Martin Holmes, Half Baked Software and the University of Victoria Language Centre (Half Baked Software, 2006).

1.8 Expected Outcomes

The expected outcomes of this study are:

1.8.1 The student's reading ability will increase through the use of the CALL software.

1.8.2 The students will have increased motivation to read.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature, research related to this study and definitions under the following topics: Reading, Fables and CALL as follows:

2.1 Reading

2.1.1 Definitions of Reading

Researchers have various definitions of reading. According to (Anderson, 1991) “reading is a mental function through which the reader creates meaning from symbols, using the reader’s background knowledge and reading materials” Further, (Kennedy, 2001) said “...through recognition of a visual form, the reader can associate the form with a sound or meaning acquired in the past, with use of past experience, interpret the meaning of the visual form” (Carrell et., al, 1995) defined reading as a “receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs”.

If a student can read out loud perfectly, but does not understand the words he is saying, then he is not benefiting from the reading. Students must connect meaning to the words. When reading, students use their background knowledge and reading strategies to understand the text (Wisa, 2001).

In conclusion, reading is an act or activity that uses background knowledge to interpret what is read. The main purpose of reading in a classroom is to comprehend the content. Students learn to read by studying its vocabulary, grammar, and sentence structure. Regarding reading skills, there are four aspects that a student should be familiar with:

2.1.1.1 Reading for the main idea: A main idea is a statement which summarizes a paragraph. Students can learn to identify main ideas in paragraphs.

2.1.1.2 Looking for supporting details: The writer will provide the reader with information to support, explain or prove the main idea. This information is intended to help the students' improve their understand of the text.

2.1.1.3 Interpret the meaning of words from the context clues: Students can use the context clue words in the surrounding sentences to attach a meaning to a word.

2.1.1.4 Using reference words: students can look at reference words to refer back to ideas that have already been expressed. Pronouns are the most familiar reference words.

2.2 Fables

2.2.1 Definitions of a Fable

Researchers give the definition of a fable as follows:

Kohler (2006) defined a fable as "...a short narrative, pithy animal tale, most often told or written with a moral tagged on in the form of a proverb. Thus the aim of most fables is to convey a moral, providing both an illustration and a compelling argument for the moral".

Flanagan (2006) stated that fables are stories that are composed of supernatural happenings. Further, (Farex, 2006) suggested that fables usually use the personification of animals or inanimate objects and are intended to teach a moral lesson.

Every culture has fables. Researchers have found that fables have existed from the beginning of human history. Over time, fables adapt and change (Mali, 2000). Many cultures use fables to educate their young. Fables have also been used to transfer culture through generations. The morals in fables can be applied to everyday life (Krerg, 2000).

To sum up, fables are short stories in which animals are the main characters and they teach a moral lesson and entertain readers. Experiences and moral values are also transmitted. Fables teach lessons that can be applied to the ordinary lives of children and adults.

2.2.2 Benefits of Fables in Language Learning

Using fables is one means of encouraging reading in language learners. Some educators have indicated that learning reading through fables helps students' learning. Saowanee (2004) and Montipa (2002) both pointed out that a fable can serve as mental food. The functions of fables are presented as follows:

2.2.2.1 Motivation: Young learners always want to read or listen to fables.

2.2.2.2 Meaning: Young learners want to find the fable's meaning, so they pay attention.

2.2.2.3 Fluency: Fluency, in this case, refers to the fluency of speaking and writing. A fable is a natural way of language learning. Children can learn without feeling worried or frustrated

2.2.2.4 Language awareness: A fable helps learners to gain awareness of the feelings and voice of foreign language. Learners collect small parts of language and formulate their own language. Then, they produce the language when they are ready.

2.2.2.5 Stimulus for speaking and writing: After students understand a fable, they can speak and write about it.

2.2.2.6 Communication: When teachers teach with fables, students have to share ideas and express their feelings.

2.2.2.7 Integration: A fable can be integrated with other school subjects such as mathematics, social science, geography, or history.

The advantages of reading fables can be supported by (Weerachart, 1998) who introduced fables as complementary reading for Mattayom Suksa 4 students. The results showed that reading achievement and motivation were significantly raised. Moreover, (Emma, 1997) used storybooks for one year to help 3 deaf learners with home reading. The study found that these learners could retell the stories and were keen to participate in reading activities.

2.2.3 Types of Fables

Several educators have categorized fables into three types (Krerg, 2000; Prakhong, 1988) serve as examples:

2.2.3.1 Geographical location and culture.

2.2.3.2 Era, and time of occurrence.

2.2.3.3 Genre: fairy tales, animal stories, comedies, sagas, explanatory tales, religious tales and heroic tales.

This study will divide fables into four groups:

1) Legends - old stories about events in the past. Legends may not always be true.

2) Fairy tales - stories about imaginary events or people.

3) Comedy tales - a type of entertainment intended to make people laugh.

4) Myths - the ancient traditional stories about gods, heroes, and magic.

2.2.4 Basic Components of Fables

Bhatip (2004) divided fables into six basic components:

2.2.4.1 Characters: characters can be mythical creatures, humans, animals, gods, and angels.

2.2.4.2 Theme: the core or main idea of the story. It should be a basic concept. For example, the conflict between a step-mother and her step-children, or the concept that doing good will be rewarded.

2.2.4.3 Plot: the events of the story.

2.2.4.4 Setting: place and time where the story happens.

2.2.4.5 Dialogue: formal discussion between the characters. It should be concise, understandable, and interesting.

2.2.4.6 Morals or social values: the principles of good and evil, or right and wrong. They should be inserted for the benefit of young readers.

Krerg (2000) also added that a good fable should be short and have good social or moral value. A good fable should have imaginative characters, interesting dialogue, plot and setting. It should also have a strong theme that represents a moral.

2.2.5 Criteria for Selecting Fables

When selecting a fable to teach, teachers should look at the age appropriateness of the text. (Pederson,1995; Abu-Lughod,1993) suggested the following ways to select fables. One should choose stories that are:

2.2.5.1 Appropriate for the learner: Find stories they will like, and that match their age and language level. The interest level of a text in reading is also important.

2.2.5.2 Simply structured with a reduced number of difficult words: As (Abu-Lughod, 1993) said "...the shorter the sentence, the simpler it is to decode".

2.2.5.3 Easy to tell: Beginners should tend towards folk tales for their simplicity of structure and language and avoid reading complex literary tales. (Brawn, 2004)

2.2.5.4 Positive examples of human values: implicitly those that express joy, compassion, humor, resourcefulness and other positive aspects of human nature.

It follows that the teacher should know something of the cultural, social and historical background of the story and the country of its origin. They should select stories with positive morals. If possible, they should find a text with illustrations. In addition, David and Norazit, 2000; Chaweewan, 1994 cited in (Kreger, 2000) specified that good fables for children include these aspects: (a) serve the needs and interests, (b) compensate the lack of adequacy, (c) promote moral and ethical aspects, and (d) create imaginative thinking.

2.3 CALL

2.3.1 Definitions of CALL

Computer Assisted Language Learning is currently a widely used educational technology. (Adamson, 2001) defined **CALL** as "the search for and study of applications of the computer in language teaching and learning" (Beatty, 2003) stated that CALL is any process in which the students who use a computer to improve his or her language.

CALL includes all computer technologies that promote educational learning. This includes word processing, presentation packages, guided drills and practice, tutoring, simulation, problem solving, games, multimedia CD-ROM and internet applications such as e-mail, chat and the World Wide Web (WWW) for language learning purposes (Levy, 1997).

There are several terms associated with CALL. CALL is variously known as Computer-Assisted Language Instruction (CALI) and Computer-Enhanced Language Learning (CELL). The first two terms generally refer to computer applications in language learning and teaching, while CELL implies using CALL in a self-access environment Hoven, 1999 cited in (Torat,1999).

2.3.2 Benefits of CALL in English Language Teaching

The benefits of CALL in language learning and teaching are varied according to the standpoint of researcher involved. Some researchers regard CALL as beneficial media for language learning and teaching. (Warschauer,1996), (Torat, 1999), (Banpho, 996), Bulut, 2005) divided the uses of CALL as follows:

2.3.2.1 Drill and Practice: Drill and practice consists of three steps: i) providing stimulus; ii) receiving active response from the learner; iii) giving immediate feedback.

2.3.2.2 Tutorial: Computer programs can help learners with the content of the lesson through text graphics, video, animation, and slides, including learning activities, drills and practice. The computer serves as a means for delivering instructional materials. Many programs consist of the following stages: Introduction stage (stating aims, background knowledge), Presentation of the content, activities and/or testing; and giving feedback. Some examples of tutorial programs are Easy English that enhances the learners' competence in listening, reading, writing and practicing grammar.

2.3.2.3 Simulations: Computer programs can present learners with simulations that foster analysis, critical thinking, discussion and writing skills. The programs pose challenges that learners must solve. Many simulation programs are problem solving games, which are entertaining and educational, referred to as "edutainment".

2.3.2.4 Games: The main principle behind computer games is that "Learning is Fun." Games are fun for the learners and therefore learners are motivated to play. However, good educational games should have clear educational objectives. CALL games and simulation games are similar in that both are designed to motivate students to learn through entertainment. However, they are different in certain ways. Simulation games always use real life situations in the presentation of a game, while CALL games focus on providing a fun, but challenging environment to the learner. Though CALL games have clear learning objectives, they are different from tutorials and drill and practice. The main function of CALL games are not so much to present the language content as tutorials do but to provide entertainment for the learner.

In addition, (Warschauer, 2005) pointed out that computer programs add more than just the advantages of technology. They can help foster a new teacher student relationship. Students are given a high level of independence regarding their studies. This can help increase their confidence which will improve their motivation (Skinner and Austin, 1999). If the students are interested in the materials and they find it of a suitable level they are more likely to want to repeat this style of learning. Students feel that they have more control and that they do not need to constantly refer to the teacher for instructions. This independence allows the students to learn on their own with the teacher becoming more of a facilitator. (Pongsart, 2004) also supports the benefits of CALL's ability to improve the students' motivation and their attitudes towards language learning.

2.3.3 Limitations of CALL

There are several limitations of CALL. Computer programs can be very expensive. Many teachers do not have the funds to buy the software. Many teachers do not know how to operate the software (Torat, 1999).

CHAPTER 3

RESEARCH METHODOLOGY

This chapter aims to present the logistics of the study. It provides details of subject selection, the duration of the study, the instruments used and the data collection process.

3.1 Subjects

The subjects of this study were 20 M. 3 students who had low English proficiency (i.e. receiving grade 1 in their most recent English course) at Ban Najareon School, Phiboon Mangsahan, Ubon Ratchathani. These students were trained in how to use computers with CALL software.

3.2 Duration of the Study

The study was conducted in the second semester of the 2006 academic year. The experiment took five periods; each period lasting 30 minutes during lunch time. Three periods were devoted to learning and practice. Two periods were spent on the pre-test and post-test.

3.3 Research Tools

The research tools of the study were:

3.3.1 Interactive CALL reading program which included five stories written using the Hot Potatoes program (Saisupun, 2004; David and Eric, 2005). The methods of developing the interactive CALL reading program can be described as follows:

3.1.1.1 Set objectives based on the English Students Standard Benchmark.

3.1.1.2 Collect five fables from textbooks and other resources.

3.1.1.3 Let experienced teachers choose three of five fables. The three fables were selected using three criteria. Firstly, they were appropriate. They matched students' age and interest level. Secondly, they used simple English and finally, they reflected aspects of human nature, such as honesty, pride and greed (Pederson, 1995; Lughod, 1993).

3.1.1.4 Adapt and simplify the text of fables to reduce unknown words, avoid confusion and make them easier to comprehend.

3.1.1.5 Design five activities including tasks such as multiple choice, rearranging the story, filling in the blanks, re-ordering sentences, and matching.

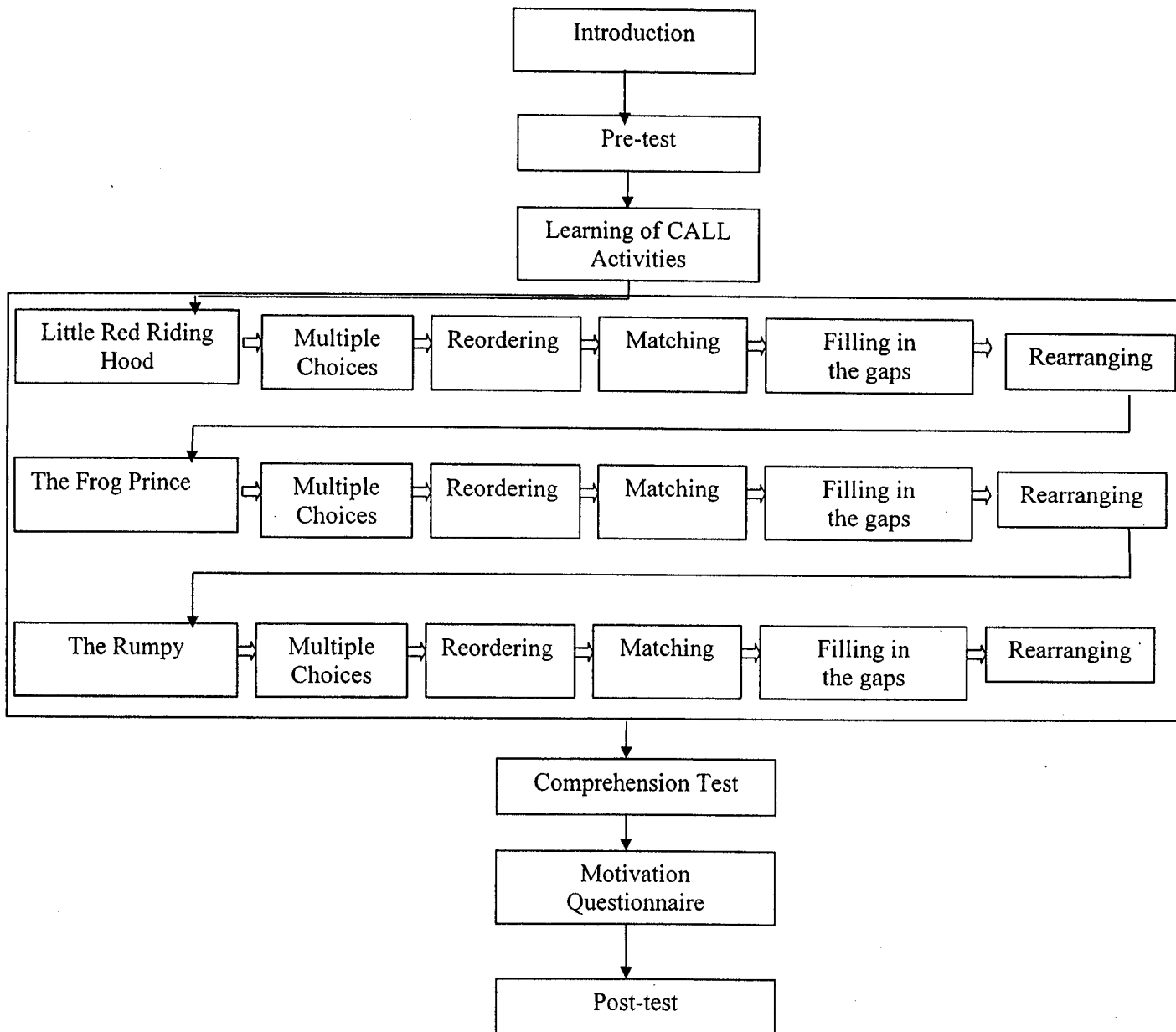
3.1.1.6 Develop an interactive CALL reading program which will be preceded by a pilot module.

3.3.2 A reading comprehension test for M.3 level consisting of 29 items over five activities. The test was completed after the students had undergone the CALL learning process. There was a test for each story.

3.3.3 A questionnaire which consists of 8 questions. All the questions were designed to investigate the students' motivation. There were two main parts: One for personal information and Part two evaluates the students' motivation. Each question has four rating scales based on Likert Scale (Likert, 1932).

3.4 Data Collection

The data was collected in several steps. First, introduce CALL software and its benefits to students and then have them read a fable before doing the CALL activities, followed by the pre-test which is an activity on paper. After the test, the researcher let students read in CALL software and do the activities after the completion of each story. Then they answered the questionnaire. All the activities were conducted within five periods. The procedure can be seen in picture 1



Picture 1: Procedure of Experiment

3.5 Data Analysis

The scores from the pretest and posttest of the subjects were compared. The SPSS program (Statistical Package for the Social Science) was used to analyze the data to determine the effectiveness of the interactive CALL program. The data from questionnaires was also analyzed and presented. This information provided the basis for establishing improvements that could be made to the CALL program. Therefore, there are 4 ranks for score weighing of the questionnaire as follows:

3.5.1 Scores from 1 to 1.75 mean the students strongly disagreed with the statement

3.5.2 Scores from 1.76 to 2.51 mean the students strongly disagreed with the statement

3.5.3 Scores from 2.52 to 3.26 mean the students agreed with the statement

3.5.4 Scores from 3.27 to 4.00 mean the students strongly agreed with the statement

CHAPTER 4
RESULTS OF THE STUDY

This chapter presents results of the study analyzed in accordance with the research questions, which are to examine the use of computers relating to reading ability and student motivation. The results are presented in two parts: the tests and the questionnaire.

Firstly, the mean scores of each story and a score comparison between the pre-test and the post-test are shown. They will be discussed according to the first research question, how an interactive reading program will improve the reading skills of students with a low English reading ability.

Secondly, the results of the questionnaire are presented in terms of the students' attitudes toward the program.

4.1 Results of the Study

Table 4.1 Mean scores of the reading comprehension test

Little Red Riding Hood		The Frog Prince		The Rumpy		Total	
Mean (29)	%	Mean (29)	%	Mean (29)	%	Mean (87)	%
24.35	83.96	24.65	85	24.60	84.82	73.60	84.59

Table 4.1 shows the students achieved a mean score of 73.60 out of 87 in the reading comprehension test. The students scored highest in The Frog Prince with a mean score of 24.65 or 85%. The Rumpy and Little Riding Hood were second and third with mean scores of 26.40 or 84.82% and 24.35 or 83.96%, respectively. Means of each story were very close to each other.

Table 4.2 Individual Activity Score

Student Number	Score of each story			Total	Percentage
	LR	FP	RP		
	29	29	29		
1	22	24	24	70	80.46
2	25	25	24	74	85.06
3	24	23	24	71	81.61
4	25	24	24	73	83.91
5	24	23	24	71	81.61
6	24	25	25	74	85.06
7	25	23	24	72	82.76
8	24	24	24	72	82.76
9	25	25	25	75	86.21
10	25	25	24	74	85.06
11	24	24	25	73	83.91
12	22	23	22	67	77.01
13	24	25	24	73	83.91
14	26	25	25	76	87.36
15	23	26	25	74	85.06
16	26	27	24	76	87.36
17	24	25	26	75	86.21
18	23	24	25	76	87.36
19	23	25	25	72	82.76
20	29	28	29	86	94.25
Total	487	493	492	1472	1691.95
Mean	24.35	24.65	24.60	73.60	84.59
%	83.35	85	84.82	84.59	337.76

Table 4.2 shows the students' scores of each story and in total. All of the students could do more than 67 out of 87 or 77.01%. Student 20 obtained the highest score of 86 or 94.25%. Student 12 received the lowest score of 67 or 77.01 %.

Mean of the first story, Little Riding Hood, was 24.35 or 83.35%. Student 20 has the highest score of the story, 29 or 100%. Students 1 and 12 have the lowest score, 22 or 75.86%.

Mean score of The Frog Prince is 24.65 or 85%. Student 20 obtained the highest score of 28 or 96.55%. Students 5 and 12 received the lowest score of 23 or 79.31%.

Mean score of the last story is 24.60 or 84.82%. Student 20 obtained the highest score of 29 or 100%. Student 12 received the lowest score of 22 or 75.86%.

Table 4.3 Mean Scores of Pre-test and Post-test

Test	Scores (29)	M	SD.	t	p
Pre-test	29	13.35	1.53	-31.585	.000**
Post-test	29	23.95	1.76		

**Significantly different ($p \leq 0.01$)

Table 4.3 hereunder presents the mean scores of the reading comprehension test before and after using the CALL software.

The mean score of the pre-test was 13.35 out of 29. The mean score of the post-test was 23.95 out of 29. The difference of pre-test and post-test was -31.585; the students showed significant improvement ($P \leq 0.01$) after using the program.

Table 4.4 Questionnaire Scores on motivation, Part 1

Items	X	SD.	%
1. The content is suitable for me.	3.35	0.48	77.01
2. I can apply lessons in the stories to my life.	3.15	0.36	72.41
3. The vocabulary is suitable.	3.15	0.67	72.41
4. The grammar is appropriate for me.	3.10	0.55	71.26
5. It is easy to navigate through the program.	3.50	0.60	80.46
6. This CALL software makes reading easier.	3.20	0.76	73.56
7. The graphics are attractive and interesting.	3.65	0.48	83.91
8. I will recommend this CALL software to my friends.	3.40	0.59	78.16
Sum	26.5	4.49	609.01
X	3.31	0.26	

Table 4.4 shows the students’ attitude toward the software in terms of graphics as the highest percentage (83.91%); their attitude toward the appropriateness of grammar proves to be the lowest percentage (71.26%).

The results thus indicate that the students’ level of motivation to use the software is highly satisfactory (see the criteria on Chapter 3).

The average X score is 3.31 out of 4.00. This means that the students strongly agreed with all statements.

Table 4.5 Questionnaire Scores on motivation, Part 2

Items	High Preference		Low Preference	
	N	%	N	%
Content	19	31.7	2	3.3
Vocabulary	12	20.0	8	13.3
Sound	3	5.0	15	25.0
Grammar	3	5.0	17	28.3
Activities	11	18.3	9	15.0
Graphics	12	20.0	9	15.0

Table 4.5 shows that the students most frequently chose ‘content’ as high preference, N = 19; the second were ‘vocabulary’ and ‘graphics’, N = 12, and the third was ‘activities’, N = 11. The students most frequently selected ‘grammar’ as low preference, N = 17. The choice ‘sound’ was second, N = 15, and ‘activities’ and ‘graphics’ were third. N = 9.

CHAPTER 5

DISCUSSION AND PEDAGOGICAL IMPLICATIONS

This chapter presents discussions according to the research questions and pedagogical implications.

5.1 Discussion

First research question: How will an interactive reading program improve the reading skills of students with a low English reading ability. From the mean scores of the reading comprehension test, it can be said that “The Frog Prince” is the easiest story for reading because the mean score is highest while “Little Red Riding Hood” is more difficult than “The Rumpy”. The reason why “The Frog Prince” is the easiest story may be explained as follows:

First, the plot has a moral lesson and a satisfactory end whereas “Little Red Riding Hood” and “The Rumpy” seem to have a slightly violent content. Second, vocabulary; the words are simple to read, and easy to comprehend, such as “the prince”, “frog” and “river”, etc. These are words that students would be familiar with. Third, the grammatical structure is not complicated and is unambiguous because of the simplification. Moreover, it has been found that most sentences structures of these stories are a subject – verb – object pattern, similar to Thai language basic sentence-level organization.

However, upon closer investigation, by using statistics, there appears to be no really significant difference between the three scores. It may be concluded that the simplified versions of the fables are all at the same level. Moreover, the stories appear to be appropriate to the students’ reading ability in terms of vocabulary, plot and grammar. This seems to be the case because none of them failed the test. This point of view can be supported by Pederson (1995) that defined criteria for selecting fables: it should be simply structured and match the language level of students, the contents

should be appropriate for the students' ability, insert some moral teaching and involve them in reading.

Based on the result that the subjects could do significantly better mean scores of the comprehension test after using the CALL software, it may be concluded that computers probably help improve the reading ability of low language proficiency level students. The results also support the findings of Monwipa (2002) and Saowanee (2004) that the use of fables can improve the students' reading ability.

Using CALL software promotes the reading skills of the students because the software is user-friendly (Alkahtani, 1999). The students can follow the program easily. They are able to learn and do activities independently. In addition, the students feel comfortable learning by way of the software. They can learn and do the activities without being shy or having a fear of losing face if they have wrong answers as the activities are done independently of the teacher (Kidanun, 1993). The students in this study only obtained interaction from the program. In order to be an effective software package (Patrick, 2003). Suggested that it can stimulate students to further practice and they can repeat the activities for more understanding. A "Hint" option should be provided to help students do the activities more easily and to check the answers in giving feedback within the limited time, immediately (Boonchom, 1996 and Andreea, 2007).

Additionally, the fable itself promotes reading for pleasure. The results of the questionnaire show that the students enjoyed the contents, vocabulary, graphics and activities. We can also say that simplified versions of the three fables in the CALL program are appropriate to the students' level. Moreover, the contents contain vocabulary which is simple along with graphics and activities which are exciting for the students (Celce-Murcia, 2001). These elements might encourage the students with a low ability to practice reading more. Pictures were inserted on each page of each story together with small dramas appropriate to the native speaker's culture, to help describe the story. This offered another probably effective way to promote reading. Further, various ancillary activities were employed: multiple choices, filling in the blanks, reordering a story, rearranging the sentence and matching words with definitions.

Second research question: How does reading fables via an interactive program encourage students' motivation?

According to the results of the motivation questionnaire overall, the students had highly positive attitudes towards the CALL reading software: they were very interested in the program. In addition, it was observed that students were very interested in the stories and the fact that they could use the program independently.

It can be concluded that reading fables via an interactive program tends to motivate students to study. However, the results of the questionnaire point out that most of the students dislike grammar. In order for the students to enjoy reading the fables, they will need to be familiar with the past simple tense and the sentence structure. As Dornyei (2001: a) claims: if the teaching materials are appropriate and interesting, the students will be motivated to learn and, later, their achievements can be better.

In brief, the research shows that the use of computers in English teaching improves reading ability and excites the motivation of students with a low reading ability. Today young people are very familiar with computers and these play a very important role in their lives. Young people use computers as a social tool as well as for E-mailing and "chatting". They use computers for entertainment, for example playing games, listening to music and reading about things that interest them. Because young people enjoy using computers, they can respond well to learning English via computer programs. Shy students can also benefit as they can achieve goals that they may not be able enough to achieve using more conventional methods of learning (Harmer, 2001). Young people associate computers with "fun", that is why they can be good motivational aids (Dornyei, 2001: b; Gass & Selinker, 1994).

5.2 Pedagogical Implications

CALL fable software can be a useful teaching material and can be applied in reading lessons. However, more pedagogical implications are:

First, the appropriate language: the difficulty of vocabulary and sentence structures, the content, as well as background experiences of the students all need be taken into account.

Second, interesting characters and plot with a happy ending are needed to encourage enjoyment of reading.

Third, the content, particularly with regards to cultural background, should not be too complicated. However, it must be said, teachers should know something about the historical background of the fable, communicating this to the students before reading.

Fourth, dramatic voices of the native speakers: the students can practice listening skills from narrative with such voice.

Fifth, background music: music should be incorporated into the CALL program. This will be conducive to the students doing the activities more happily.

Sixth, computer literacy skills: it is an effective way to learn basic computer skills while students are afforded the opportunity of learning a language through technology on their own.

Seventh, integration of other skills, this CALL software can assist other skills such as speaking and writing: after the students comprehend a story, they can retell and write about it.

Eighth, Thai explanations should be provided in the instructions to help students to more fully comprehend before actually doing the activities.

CHAPTER 6

CONCLUSION

This chapter presents the conclusion, the limitations of the study and recommendations for further studies.

6.1 Conclusion

This study aims to investigate how a CALL program can stimulate motivation and improve the reading ability of poorly motivated, low English proficiency students.

The subjects were 20 M. 3 Thai students with a low English ability. The CALL program provided reading activities consisting of three fables: little “Red Riding Hood”, “The Frog Prince” and “The Rumpy”. Students were asked to do a reading comprehension pre-test before commencing the program and were given a post-test after completion thereof. They then had to complete a questionnaire regarding their attitude toward the program.

The results appeared to show that the students scored significantly better in the post-test. The results of the questionnaire seems to show that, in general, the students had a very good attitude towards the CALL program. Therefore, the CALL program with fables seemed to be a good motivational stimulus and to improve their reading ability. To sum up, the CALL program providing English reading activities for L2 students with a low reading ability appeared to encourage the students to learn, and improves their reading ability. Schools and teachers should, therefore, develop CALL programs to help the students learn more happily and successfully.

6.2 Limitations of the study

This study does have limitations:

First, the Hot Potatoes program not being able to include and record scores necessitated a paper test being administered instead.

Second, the software has limitations in graphics and sound which may result in boredom for young learners.

Third, the subject sample size was too small, therefore, statistically these conclusions cannot be extended to other Thai learners with low language proficiency.

Fourth, activities should have been more varied so that the students would be more motivated.

Fifth, the timing of the study could have been more appropriate: it was conducted shortly before the final examination.

Sixth, the study included extra activities with no extra score, resulting in the possibility of students not paying enough attention to all aspects.

Moreover, the activities were provided after lunchtime when it was busy and noisy outside the computer laboratory. Students had difficulty focusing on the activities.

6.3 Recommendations for further study

Due to the limitations mentioned above further research is needed to assess the effectiveness of CALL programs. At least 30 to 40 subjects are required to make the study statistically acceptable. Students with varied proficiency levels should be studied. The program also needs more of a variety of activities to help improve the reliability of the research. More activities need to be developed which can assess the CALL program's effectiveness at helping students learn other language skills, for example writing and listening (Warschauer, 2005). It would also be interesting to do more research to establish students' attitudes towards studying with computers.

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APPENDICES

APPENDIX A
PRE-TEST AND POST-TEST

“The Emperor’s New Clothes” (Adapted Version)

Many years ago, there was an Emperor who loved clothes. His grandmother and his daughter, the princess, also loved clothes. One day two bad men came to town. The men said they made clothes. They said their clothes were the best and that only smart people could see clothes. Anyone who was stupid could not see them. “They must be very good clothes,” said the Emperor. “If I had these clothes, I can see who is stupid. I must have these clothes.

The Emperor gave the bad men lots of gold to make some clothes for him, his Grandmother and the Princess but they didn’t do anything.

Everybody in the town talked about the beautiful clothes. The Emperor wanted to see the clothes. He went to see the two bad men with Grandmother and the Princess. The bad men said, “Look! The clothes are so beautiful!”

The Emperor could not see anything. The Emperor thought, “Am I stupid?” The Emperor did not want people to think he was stupid so he said, “The clothes are very beautiful.”

Grandmother could not see anything either. Grandmother thought, “Am I stupid?” Grandmother did not want people to think she was stupid so she said, “The clothes are very beautiful.”

The princess could not see anything. The princess thought, “Am I stupid?” The princess did not want people to think she was stupid so she also said, “The clothes are very beautiful.”

The bad man said, “The clothes are ready!”

The bad men helped the Emperor, his grandmother and the princess to put on the clothes. They went out onto the river in a big boat to show everyone their new clothes. All the people in the town could not see clothes but they did not want people to think they were stupid so the people said, “The clothes are very beautiful!”

A little frog said, “But the Emperor is not wearing any clothes! His grandmother is only wearing a necklace and the princess is only wearing a ring!”

The people in the town said, “Yes, the frog is right. We are very stupid. They aren’t wearing any clothes!”

Everyone started to laugh at the Emperor, his grandmother and the princess. The Emperor thought, “Yes, the people are right. I’m not wearing any clothes!” He felt very sad and very stupid.

Source: By Hans Christian Andersen was born

(<http://www.mindfully.org/Reform/Emperors-New-Clothes.htm>)

Pre-Test/Post-Test: "The Emperor"**Activity 1: Multiple Choice**

Instructions: Choose the best answers.

1. What did the Emperor love?
 - a. clothes
 - b. money
 - c. gold
 - d. smart people

2. Who came to see the Emperor?
 - a. Two bad men
 - b. A little boy
 - c. Two soldiers
 - d. The people in town

3. Who found the Emperor is not wearing any clothes?
 - a. The Emperor
 - b. The people
 - b. The little frog
 - d. Two bad men

4. What happened to the new clothes?
 - a. The clothes were very expensive.
 - b. People made the Emperor's new clothes.
 - c. People were not allowed to see the new clothes.
 - d. Who could see the new clothes was seen as stupid.

5. Why did the Emperor feel sad and stupid?
 - a. Because his new clothes were not beautiful.
 - b. Because people did not like his new clothes.
 - c. Because he found that was not wearing any clothes.
 - d. Because two bad men did not make clothes for him.

6. What does the story teach us?
- a. Whatever you do, do it right!
 - b. Listen to the voice of an innocent boy!
 - c. The more you love the sadder you are!
 - d. It is best to be honest. Lying just makes you a fool.

Activity 2

Instructions: Put the sentences in order.

- | | |
|--|--------------------------|
| 1. The Emperor felt sad and stupid. | <input type="checkbox"/> |
| 2. A little boy saw the Emperor is not wearing clothes | <input type="checkbox"/> |
| 3. Two bad men came to make clothes | <input type="checkbox"/> |
| 4. The Emperor gave a lots of money to them | <input type="checkbox"/> |
| 5. All the people could not see the new clothes | <input type="checkbox"/> |
| 6. The Emperor loves the clothes | <input type="checkbox"/> |
| 7. He could not see the new clothes | <input type="checkbox"/> |
| 8. The Emperor went to town to show his new clothes | <input type="checkbox"/> |

Activity 3**Instructions:** Fill in the gaps.

clothes	money	laughed
beautiful	sad	

1. He gave _____ to the poor boy.
2. My mother is making my new _____.
3. The baby _____ when he saw his toy.
4. She felt _____ and unhappy.
5. A rose is a _____ flower.

Activity 4**Instructions:** Rearrange the word to make sentences.

- 1) made/ bad/ the/ clothes/ men/ two/ new/ the.

_____.

- 2) stupid/ clothes/ the/ only/ could/ people/ see

_____.

- 3) the/ beautiful/ clothes/ are/very

_____.

- 4) the/ clothes /Emperor/ wearing / any/ is/ not

_____.

- 5) they/ stupid/were

_____.

Activity 5

Instructions: Match the letters to the numbers.

- | | |
|--------------|--|
| 1) clothes | a. to have something on your body |
| 2) wear | b. to meet or visit someone you know |
| 3) see | c. feeling unhappy |
| 4) beautiful | d. something that very pleasant to look at |
| 5) sad | e. the thing that you wear |

APPENDIX B
READING COMPREHENSION

“Little Red Riding Hood” (Adapted Version)

There was a little girl named Little Red Riding Hood because she always wore a red coat. One day her mother said, “Your grandmother is sick. Take this cake to her.”

Grandmother lived in the forest. Little Red Riding Hood walked through the forest. She saw a wolf. The wolf said, “Hello, Little Red Riding Hood.” Little Red Riding Hood said, “Hello.” to the wolf.

The wolf said, “Where are you going, Little Red Riding Hood?”

“To my grandmother's house.” said Little Red Riding Hood.

The wolf thought, “I want to eat Little Red Riding Hood and her grandmother.” The wolf ran through the forest to grandmother's house. He went into the house and saw Grandmother in bed. He jumped on Grandmother and ate her. The wolf put on grandmother's clothes, got into grandmother's bed and waited for Little Red Riding Hood.

Little Red Riding Hood walked to grandmother's house. She opened the door. Little Red Riding Hood thought, “Grandmother looks strange, she must be very sick.”

“Oh! Grandmother,” she said, “what big ears you have!”

“So I can hear you.”

“But, Grandmother, what big eyes you have!” she said.

“So I can see you with, my dear.”

“But, Grandmother, what big hands you have!”

“So I can hug you.”

“Oh! but, Grandmother, what a big mouth you have!”

“So I can eat you!”

Little Red Riding Hood screamed.

The wolf jumped out of bed and ate Little Red Riding Hood.

A man outside the house heard Little Red Riding Hood scream. He ran into the house and cut open the wolf. He pulled Grandmother and Little Red Riding Hood out of the wolf.

“Thank you!” said Little Red Riding Hood and Grandmother.

They sat down and ate the cake.

Source: The Grimm Brothers (<http://www.authorama.com/grimms-fairy-tales-22.html>)

“Little Red Riding Hood”

Activity 1

Instructions: Choose the correct answer.

- 1) Where was Little Red Riding Hood going?
 - a) To the shop
 - b) To school
 - c) To the wolf's house
 - d) To grandmother's house

- 2) What did Little Red Riding Hood have for grandmother?
 - a) A cloth
 - b) A cake.
 - c) A coat.
 - d) A fish

- 3) What happened to grandmother?
 - a) She went to bed.
 - b) The wolf played with her.
 - c) She killed the wolf.
 - d) The wolf ate her.

- 4) What did the wolf do?
 - a) He ate the man.
 - b) He ate the cake.
 - c) He ate the fish.
 - d) He ate Little Red Riding Hood.

- 5) What did the man do?
 - a) He played with the wolf.
 - b) He wolf ate her.
 - c) He killed the wolf.
 - d) He built grandmother's house.

Activity 2**Instructions:** Put the sentences in order.

- | | |
|--|--------------------------|
| a) The wolf ate Little Red Riding Hood | <input type="checkbox"/> |
| b) Little Red Riding Hood went into the forest. | <input type="checkbox"/> |
| c) The wolf ate grandmother. | <input type="checkbox"/> |
| d) The man killed the wolf. | <input type="checkbox"/> |
| e) They ate the cake | <input type="checkbox"/> |
| f) The wolf got into grandmother's bed | <input type="checkbox"/> |
| g) Little Red Riding Hood asked (the wolf)
grandmother about her strange body | <input type="checkbox"/> |
| h) The wolf put on grandmother's clothes | <input type="checkbox"/> |

Activity 3**Instructions:** Fill in the gaps.

sick	eat	forest
cake	clothes	

- 1) I have a headache. I'm _____.
- 2) Let's go for a walk in the _____.
- 3) I want to _____ pizza.
- 4) We will have a piece of _____ on my birthday party.
- 5) Every morning I have a shower then I wear my _____.

Activity 4

Instructions: Rearrange the words to make sentences.

1) made / cake / a / mother

2) into / forest / Little Red Riding Hood / went

3) Little Red Riding Hood / wolf / a / saw

4) ran / the / house / wolf / grandmother's / to

5) jumped / wolf / the / out / bed / of

Activity 5

Instructions: Match the letters (a-e) to the numbers (1-5).

- | | |
|------------|--|
| a) coat | 1) to stay somewhere until something comes |
| b) jump | 2) a large area of land that has lots of trees |
| c) wait | 3) something is wrong or unusual |
| d) forest | 4) a jacket that you wear over your clothes |
| e) strange | 5) to push yourself up into the air |

“The Frog Prince” (Adapted Version)

A princess went to the river to play with her ball. The ball fell into the river. The princess could not get the ball out of the river. She cried and said, “I want my ball back!”

A frog came out of the water and said, “Princess, can I help you?”

The princess said, “You are a little frog, you can’t help me!”

“If I can eat with you and sleep in your bed, I will get your ball,” said the frog.

The princess thought, “I don’t want the frog to eat and sleep with me.” But the princess said to the frog, “Ok, if you get my ball you can eat with me and sleep in my bed.”

The frog swam in the river and got the ball. The princess was very happy and she ran home with her ball. “Wait!” said the frog “Take me with you!” The princess did not wait. She didn’t want the frog to eat with her and sleep in her bed.

The princess went home to eat her dinner. She heard a knock at the door. The princess opened the door and saw the little frog.

The frog said, “You said I can eat with you and sleep in your bed!”

“No!” said the princess. She shut the door and went to eat her dinner.

The princess’s father, the king, said, “What happened?”

“There is a little frog,” she said, at the door. “He got my ball for me from the river. I told him he could live with me, he is at the door, and he wants to come in.”

“You must let him in!” said the king.

She let the frog in. The frog ate with the princess and slept in her bed. For three nights the frog ate with the princess and slept in her bed.

The next morning the princess woke up and saw a handsome prince in her bedroom.

“Who are you?” said the princess. “I was the little frog,” said the prince, “A witch changed me into a frog. Because I ate with you and slept in your bed for three nights, I am a prince again. Thank you very much”

The prince and princess married and were very happy.

Source: The Grimm Brothers (<http://www.authorama.com/grimms-fairy-tales-12.html>)

Activity 1

Instructions: Choose the correct answer.

1) What did the princess do?

- | | |
|------------------------------|------------------------------|
| a) She played with the frog. | b) She played with her ball. |
| c) She swam in the river. | d) She fell in the river. |

2) Why did the princess cry?

- | | |
|--|------------------------------------|
| a) Because the frog didn't speak. | b) Because she fell in the river. |
| c) Because her ball fell in the river. | d) Because she couldn't swim well. |

3) What did the frog want?

- | | |
|------------------------------|------------------------------|
| a) To play with the princess | b) To live with the princess |
| c) To take the ball | d) To play with the ball |

4) What happened to the frog?

- | | |
|--------------------------------|--------------------------|
| a) He died. | b) He swam in the river. |
| c) He married to the princess. | d) He became the king. |

5) What did the princess see when she woke up?

- | | |
|-------------|----------------------|
| a) Her ball | b) The frog |
| c) The king | d) A handsome prince |

Activity 2

Instructions: Put the sentences in order.

- | | |
|--|--------------------------|
| a) The princess cried | <input type="checkbox"/> |
| b) The princess married the prince | <input type="checkbox"/> |
| c) The ball fell in the river | <input type="checkbox"/> |
| d) The frog ate with the princess | <input type="checkbox"/> |
| e) The princess ran home | <input type="checkbox"/> |
| f) The frog knocked on the door | <input type="checkbox"/> |
| g) The frog wanted to help the princess | <input type="checkbox"/> |
| h) The king told the princess to let the frog in | <input type="checkbox"/> |

Activity 3**Instructions:** Fill in the gaps.

went	ball	handsome
river	ate	

- 1) The boat went down the _____.
- 2) The boy kicked the _____.
- 3) I _____ to bed late last night.
- 4) Yesterday they _____ some apples.
- 5) My father is very _____.

Activity 4**Instructions:** Rearrange the words to make sentences.

- 1) played / ball / with / her / the / princess

_____.

- 2) river / in / the / ball / the / fell

_____.

- 3) princess / the / in / frog / the / let

_____.

- 4) slept / with / the / frog / princess / the

_____.

- 5) the / prince / the / princess / married

_____.

Activity 5

Instructions: Match the letters (a-e) to the numbers (1-5).

- | | |
|-------------|--|
| e) princess | 1) a small green animal that lives near
water and has long legs for jumping |
| b) frog | 2) the daughter of a king and queen |
| c) sleep | 3) to move yourself through
water using your arms and legs |
| d) swim | 4) a man who is good-looking |
| e) handsome | 5) something you do in bed with
your eyes closed |

“Rumpy” (Adapted Version)

A poor man had a beautiful daughter. The poor man went to see the king. He said to the king, "My daughter can make gold from straw."

The king said to the man, "That makes me happy. If your daughter can make gold from straw, bring her to my palace, and she can make gold for me." When the girl came to the king, he took her to a room full of straw. Then, he said, "Make this straw into gold"

He locked the door and left. The man's daughter did not know what to do. She started to cry. Then, the door opened, and a little man came in. He said, "Hello, young woman. Why are you crying?"

"Oh," said the girl, "I have to make straw into gold. I do not know how to do it."

The little man said, "What will you give me if I can do it for you?"

"My necklace" said the girl.

The little man took the necklace and made the straw into gold.

In the morning, the king came and he was very happy to see the gold. But he wanted more gold and told her to do it again.

The girl could not make gold. She cried and the door opened again. The little man came in, he said, "What will you give me if I make the straw into gold?"

"My ring" said the girl.

The little man took the ring and made gold. In the morning the straw was gold. The king was very happy. But he wanted more gold. He said, "If you make more gold, I will marry you."

The king wanted a wife who could make gold so he could be the richest king in the world.

When the king went out, the little man came again. He said, "What will you give me if I make gold for you?"

"I have nothing now" said the girl.

"Then promise me that when you are the queen, you will give me your first baby."

The girl did not think she would be the queen, so she said yes.

When the king came in the morning and found the gold, he was very happy. He asked the girl to be his wife. So the poor man's beautiful daughter became the queen.

After a year, she had a baby. She forgot about the little man. Suddenly he came into her room. He said, "Give me the baby."

The queen was very sad. She said, "Take all my money but not my baby". The little man said, "No, I don't want money, I want your baby." The queen cried. The man felt a little sorry for her but he still wanted her baby.

He said, "If you can learn my name in three days, you can keep your baby."

The queen thought of all the names that she knew. When the little man came the next day, she said all the names she knew. The little man always said, "That is not my name." The queen was very sad.

On the second day, she tried every name in the country. The little man said, "That is not my name," to each name again.

The queen sent a servant into the country to find more names. On the third day, the servant came back. He said that he saw something on a mountain in the forest, "I saw a little house and a fire, and a little man danced around the fire, he shouted -

" The queen does not know my name!

I will have her baby.

She will never know my name is Rumpy."

The queen was very happy to know the name. When the little man came in, and asked, "Queen, what is my name?" She said "Is your name Rumpy?"

The little man was very angry. He ran away. The queen kept her baby and was very happy.

Source: The Grimm Brothers (<http://www.authorama.com/grimms-fairy-tales-25.html>)

Activity 1

Instructions: Choose the correct answer.

- 1) What did the poor man do?
 - a) He hurt his daughter.
 - b) He went to see the king.
 - c) He made some straw.
 - d) He brought some gold to the king.
- 2) Why did the girl cry?
 - a) She couldn't make gold.
 - b) She missed her father.
 - c) She didn't like the king.
 - d) She gave her ring to the little man.
- 3) What did she give to the little man?
 - a) some gold
 - b) some straw
 - c) a necklace
 - d) the palace
- 4) What happened to the girl?
 - a) She became the queen.
 - b) She didn't have a baby.
 - c) She went to the forest.
 - d) She danced around the fire.
- 5) Who helped the queen find the little man's name?
 - a) The poor man
 - b) A servant
 - c) The king
 - d) A baby

Activity 2

Instructions: Put the sentences in order.

- a) The queen had a baby

b) The king married the girl

c) She gave the little man her ring

d) The little man wanted the baby

e) The poor man went to see the king

f) The servant went to the mountain

g) She gave the little man her necklace

h) The queen knew the little man's name
- ☐

☐

☐

☐

☐

☐

☐

☐

Activity 3

Instructions: Fill in the gaps.

married	cried	daughter
gold	poor	

- 1) He hasn't got any money. He's _____.

2) I have a ring made of _____.

3) The boy hurt his leg and _____.

4) My brother _____ his girlfriend.

5) The _____ wanted to play a toy.

Activity 4

Instructions: Rearrange the words to make sentences.

1) man / poor / see / king / The / the / went / to

2) likes / gold / king / The

3) made / little man / the / gold

4) came / the / into / room / little man / the

5) danced / little man / the / the / around / fire

Activity 5

Instructions: Match the letters (a-e) to the numbers (1-5).

a) daughter

b) poor

c) necklace

d) happy

e) cry

1) having good feelings

2) jewelry for your neck

3) having very little money

4) someone's female child

5) to have tears in your eyes

APPENDIX C
CALL STUDENT MOTIVATION QUESTIONNAIRE

CALL Student Motivation Questionnaire

Directions : This questionnaire aims to investigate the students’ motivation when using CALL reading software. Part 1 is for personal information and Part 2 is to assess student motivation when using CALL reading software and Part 3 is to rank students opinion toward CALL software.

Part 1: Put a tick (√) in the box and fill in the blanks with the correct information.

Gender ☐ male ☐ female

Part 2: Put a tick (√) in the box indicating your motivation rate. The numbers on the checklist can be explained as follows:

- 4 = Strongly agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly disagree

Aspects	4	3	2	1
1. The content is suitable for me.				
2. I can apply lessons in the stories to my life.				
3. The vocabulary is suitable.				
4. The grammar are appropriate for me.				
5. It is easy to navigate through the program.				
6. This CALL software makes reading easier.				
7. The graphics are attractive and interesting.				
8. I will recommend this CALL software to my friends.				

(Adapted from Murcia, 2001)

Part 3: Use the words in the box to express your opinion of this CALL software.

Things I like about this CALL software

- 1.....
- 2.....
- 3.....

Things I do **not** like about this CALL software

- 1.....
- 2.....
- 3.....

Content	Grammar
Vocabulary	Activities

แบบสอบถามวัดแรงจูงใจของนักเรียนต่อการใช้คอมพิวเตอร์

คำสั่ง : แบบสอบถามนี้มีเป้าหมายเพื่อวัดแรงจูงใจของนักเรียนต่อการใช้โปรแกรมคอมพิวเตอร์ช่วยการอ่านภาษาอังกฤษ. ตอนที่ 1 สอบถามข้อมูลส่วนตัวและตอนที่ 2 สอบถามแรงจูงใจของนักเรียนต่อการใช้โปรแกรมคอมพิวเตอร์ช่วยการอ่านภาษาอังกฤษ

ตอนที่ 1: ทำเครื่องหมาย ✓ ในช่อง

เพศ ☐ ชาย ☐ หญิง

ตอนที่ 2: กรุณาทำเครื่องหมาย ✓ ในช่อง ☐ เพื่อแสดงถึงระดับแรงจูงใจของท่าน ซึ่งระดับของแรงจูงใจมีดังนี้

4 = เห็นด้วยอย่างยิ่ง

3 = เห็นด้วย

2 = ไม่เห็นด้วย

1 = ไม่เห็นด้วยอย่างยิ่ง

หัวข้อ	4	3	2	1
1. เนื้อหาน่าสนใจสำหรับฉัน				
2. ฉันสามารถประยุกต์บทเรียนสอนใจในนิทานสู่ชีวิตประจำวันของฉันได้				
3. คำศัพท์มีความเหมาะสม				
4. วยากรณ์เหมาะสมสำหรับฉัน				
5. โปรแกรมง่ายต่อการใช้งาน				
6. โปรแกรมนี้ช่วยให้การอ่านง่ายขึ้น				
7. กราฟฟิคดึงดูดใจและน่าสนใจ				
8. ฉันจะแนะนำให้เพื่อนๆ ใช้โปรแกรมนี้				

ตอนที่ 3: เลือกคำที่ให้ในกรอบเพื่อแสดงความคิดเห็นต่อโปรแกรมคอมพิวเตอร์ช่วยสอน

สิ่งที่ฉันชอบในโปรแกรมคอมพิวเตอร์นี้

1.....

2.....

3.....

สิ่งที่ฉันไม่ชอบในโปรแกรมคอมพิวเตอร์นี้


1.....

2.....

3.....

เนื้อหา	ไวยากรณ์
คำศัพท์	กิจกรรม
เสียง	ภาพกราฟฟิก

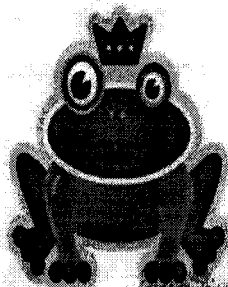
APPENDIX D
AN EXAMPLE OF CALL SOFTWARE



Computer Assisted Language Learning



LITTLE RED RIDING



THE FROG PRINCE



THE RUMPY

By.....**Wilailak Kaeosot**
Faculty of Liberal Arts, Ubon Ratchathane University



Computer Assisted Language L



Little Red Riding Hood

There was a little girl named Little Red Riding Hood because she always wore

One day her mother said, "Your grandmother is sick. Take this cake to her."

Grandmother lived in the forest. Little Red Riding Hood walked through the fo
"Hello, Little Red Riding Hood." Little Red Riding Hood said "Hello." to the w

The wolf said "Where are you going, Little Red Riding Hood?"

"To my grandmother's house," said Little Red Riding Hood.

The wolf thought, "I want to eat Little Red Riding Hood and her grandmother."

The wolf ran through the forest to grandmother's house. He went into the house and saw grandmother in bed. He
on grandmother's clothes, got into grandmother's bed and waited for Little Red Riding Hood.

Little Red Riding Hood walked to grandmother's house. She opened the door. Little Red Riding Hood thought "Gra

"Oh! Grandmother," she said, "what big ears you have!"

"So I can hear you."

"But, Grandmother, what big eyes you have!" she said.

"So I can see you with, my dear."

"But, Grandmother, what big hands you have!"

"So I can hug you."

"Oh! but, Grandmother, what a big mouth you have!"

"So I can eat you!" The wolf said "Ah!!!"

The wolf jumped out of bed and ate Little Red Riding Hood.

A man outside the house heard Little Red Riding Hood scream. He ran into the house and cut open the wolf. He
the wolf.

"Thank you!" said Little Red Riding Hood and Grandmother.

They sat down and ate the cake.



[GO TO CONTENT](#)[NEXT ACTIVITIES](#)**Multiple Choice : Little Red Riding Hood****4:28**

Choose the correct answer.

[Show all questions](#)

1 / 6



Where was Little Red Riding Hood going?

- A. ☐ To the shop
- B. ☐ To school
- C. ☐ To the wolf's house
- D. ☐ To Grandmother's house

[GO TO CONTENT](#)[NEXT ACTIVITIES](#)

Reordering the story : Little Red Riding Hood

4:16

Put the sentences in order.		
Check	Restart	Hint

- They ate the cake.
- The wolf got into grandmother's bed.
- The wolf ate grandmother.
- The man killed the wolf.
- Little Red Riding Hood went into the forest.
- Little Red Riding Hood asked about her strange body.
- The wolf ate Little Red Riding Hood.
- The wolf put on grandmother's clothes.

GO TO CONTENT

NEXT ACTIVITIES

Gap-filling : Little Red Riding Hood

2:47

Fill in all the gaps. One word can be used only ONE TIME.

1. There are beautiful trees in the



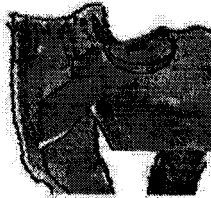
2. We will have a piece of



3. The boy wants to rice.



4. I my new clothes yesterday.



5. I have a headache and I feel



Check

Hint

GO TO CONTENT HOME

Matching Activity : Little Red Riding Hood

2:09

Match the items on the right to the items on the left.	
	Check

- | | |
|---------|--|
| coat | a jacket that you wear over your clothes |
| forest | |
| wait | |
| jump | |
| strange | |

- | |
|---|
| to push yourself up into the air |
| something that is wrong or unusual |
| a large area of land that has lots of trees |
| to stay somewhere until something comes |

[CONTENT](#)[NEXT ACTIVITIES](#)

Rearranging : Little Red Riding Hood

0:23

Rearrange the words to make sentences.

[Close](#)[Undo](#)[Restart](#)[Hint](#)

made cake . mother a

[CONTENT](#)[NEXT ACTIVITIES](#)

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