Reciprocal Teaching Procedure and Regular Reading Instruction:

Their Effects on Students' Reading Development

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of

Master of Arts in Applied Linguistics

Prince of Songkla University

2009

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ชื่อวิทยานิพนธ์	การสอนอ่านโดยใช้ Reciprocal Teaching Procedure และการสอน
	อ่านแบบปกติ: ผลต่อการพัฒนาการอ่านของนักเรียน
ผู้เขียน	นางสาววรรณปวีณ์ พันธุ์มณี
สาขาวิชา	ภาษาศาสตร์ประยุกต์
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<div align="center">**บทคัดย่อ**</div>

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลของการสอนอ่านโดยใช้ Reciprocal Teaching Procedure (RTP) และการสอนอ่านในชั้นเรียนแบบปกติที่มีต่อพัฒนาการความสามารถในการอ่านของนักเรียนชั้นมัธยมศึกษาปีที่ 4 โดยแบ่งกลุ่มนักเรียนเป็นสองกลุ่มด้วยวิธี Randomized Block Design กลุ่มหนึ่งฝึกฝนการอ่านด้วยกลวิธีการอ่านแบบ RTP อีกกลุ่มหนึ่งฝึกฝนการอ่านด้วยกลวิธีที่ใช้ในชั้นเรียนการอ่านแบบปกติ เป็นเวลา 30 ชั่วโมง ใช้แบบทดสอบการอ่านมาตรฐานประเมินความสามารถด้านการอ่านก่อนเรียนและหลังเรียน ก่อนการทดลองนักเรียนทั้งสองกลุ่มมีความสามารถในการอ่านไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ หลังการทดลองพบว่าคะแนนเฉลี่ยของกลุ่มนักเรียนที่เรียนและฝึกฝนการอ่านด้วยกลวิธีการอ่านแบบ RTP เพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติ ($p<0.05$) ขณะที่กลุ่มที่เรียนการอ่านในชั้นเรียนทั่วไปมีพัฒนาการอ่านที่ดีขึ้นอย่างไม่มีนัยสำคัญ

นอกจากนี้ จากการสำรวจความคิดเห็นต่อประโยชน์และการนำกลวิธีการอ่านไปใช้ของแต่ละกลุ่มโดยใช้แบบสอบถาม พบว่านักเรียนทั้งสองกลุ่มส่วนใหญ่เห็นประโยชน์ของกลวิธีการอ่าน กลุ่มนักเรียนที่เรียนการอ่านด้วยกลวิธีการอ่านแบบ RTP เห็นว่าการตั้งคำถามเป็นกลวิธีการอ่านที่เป็นประโยชน์ที่สุด ส่วนกลุ่มนักเรียนที่เรียนการอ่านในชั้นเรียนแบบปกติ เห็นว่าเทคนิคการเดาศัพท์ เป็นเทคนิคการอ่านที่เป็นประโยชน์ที่สุด ภายหลังการฝึกฝน นักเรียนส่วนมากที่ฝึกฝนการอ่านด้วยกลวิธีการอ่านแบบ RTP ยังคงนำกลวิธีการอ่านแบบ RTP ไปใช้ในการอ่านภาษาอังกฤษ นักเรียนที่ฝึกฝนการอ่านในชั้นเรียนปกติก็นำเทคนิคการอ่านไปใช้ในการอ่านภาษาอังกฤษเช่นเดียวกัน

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Major Program   Applied Linguistics

Academic Year   2009

ABSTRACT

The purpose of the present study was to investigate the results of reciprocal teaching procedure (RTP) and regular reading instruction on Matthayomsuksa 4 students' English reading ability development. The subjects were divided into two groups by Randomized Block Design. One group was trained with RTP and the other with regular reading instruction for 30 hours. A standardized reading test was used to assess their reading proficiency before and after the instructions. The reading abilities of both subject groups were not significantly different before the study. After the instructions, the reading comprehension of the students trained with RTP improved significantly at ($p<0.05$) whereas that of the students trained with regular reading instruction also improved but not significantly.

In addition, the questionnaires on the subjects' perception on the usefulness of their reading training and continuous use of the reading strategies with which they were trained showed that most of the subjects in both groups considered their reading strategies helpful. In particular, questioning was considered the most useful strategy in RTP and guessing word meaning was the most useful technique in regular reading instruction. After the training, most of the subjects trained with RTP continued using RTP strategies and the subjects trained with regular reading instruction continued using reading techniques when they reading English texts.

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CHAPTER 1

INTRODUCTION

1.1 Rationale of the Study

Reading skills are considered important in second and foreign language learning (Dubin, 1982). Also, in Thailand, reading is necessary because it seems to be the common source to achieve and develop learners' knowledge and skills. Therefore, Thai learners need to have effective reading skills in order to improve their knowledge of foreign language and their ability to access the world information which is commonly provided in form of electronic media and printed materials such as E-mail, CD ROM, textbooks, newspapers, magazines, and brochures (Ravangvong, 2000). Because the reading skills of Thai students were not satisfied and well developed, Thai Ministry of Education has aimed to help students learn English through reading (Upper Secondary Education Curriculum 1981, 1990 Revision cited in Kramut, 2001) and has included many English courses as required subjects throughout the school years.

Although Thai students are exposed to formal English language learning for many years, their English reading ability is not satisfactory. The main reason for poor English reading comprehension of Thai students is possibly due to traditional teaching reading method of Thai teachers (Soranastaporn and Srichandra, 1997 cited in Ravangvong, 2000). According to Chiramanee (1992), Thai learners having poor reading ability might result from the Thai teachers of English not being trained to teach English reading effectively. Although 97% of the Thai teachers of English have obtained a bachelor's degree, only 25% of them have been trained to teach English from Teacher Colleges whereas others, mostly, do not major in English (Chiramanee, 1992.) Because of not being trained to teach English, the techniques and methods that teachers use in teaching English reading are often not effective. For instance, in most reading lessons, the teacher usually uses traditional method that is explaining everything to students by translating each sentence, word by word rather than helping students to read by promoting thinking about its meaning (Chandavimol, 1998).

According to the teaching staff of Srinakharinwirot University, (Faculty of Humanity, 1985 cited in Chiramanee, 1992), secondary school teachers are confined to unproductive teaching methods; for example, students are asked to read aloud sentence by sentence or section by section and then answer the teacher's questions or work with the teacher to translate the text. Through this way of teaching, reading is considered a passive language process because there is only little interaction between readers and the text (Chandavimol, 1998). In fact, reading is not a passive process but an interactive one between readers and the text (Dubin, 1982). To read effectively, readers not only need to use linguistic knowledge in comprehending the text, but they also need their prior knowledge to help with their reading comprehension.

In order to encourage and activate students to read interactively, teachers need to find effective training for students to use different reading strategies for different purposes in order to help them develop reading comprehension. One particular strategy that could improve students' reading comprehension and ability to monitor their own learning is reciprocal teaching procedure (RTP). This procedure consists of four ordered reading activities: predicting, clarifying, summarizing, and questioning. The reading activities of reciprocal teaching procedure are divided into three activities: pre reading, while reading, and after reading. The pre-reading stage of RTP is to predict the content of the paragraph. Then, while the students read the paragraph to confirm or reject their first prediction, they have to clarify the unclear part in the paragraph. After students finish reading, the two activities that they have to do are making a summary and questions to be answered by themselves on the main ideas or important information. Students repeat these four reading activities when they read a new paragraph of the text. The reading procedures continue until they finish reading the whole text.

The process of RTP requires students to use the four strategies when they read each paragraph in order to figure out the meaning of each part of the text. RTP offers teachers and students opportunities to start the process of thinking and breaking down their reading paragraph by paragraph. Through reciprocal teaching procedure, students could learn strategies that help them think and understand what they are reading effectively. The process has been proved useful with higher level students and so far, to the researcher's knowledge, research in Thailand concerning this

process has not been conducted with high school students. Hence, to find out if RTP is effective on improving lower level students' reading comprehension, this research investigated the use of RTP in teaching reading comprehension to Thai EFL high school students which is a group that no RTP research has been conducted on.

1.2 Purposes of the Study and Research Questions

This research aimed to explore one approach, the reciprocal teaching procedure (RTP), in teaching reading comprehension to Thai EFL high school students. The main focuses were to compare the English reading comprehension ability of students who were trained with RTP with that of students who were trained with regular reading instruction and to find out the attitudes of the students trained with two different reading instructions.

The three research questions posted are as follows.

(1) Do Thai EFL high school students trained with RTP comprehend significantly better than those trained with regular reading instruction?

(2) What are the attitudes of each group of the students towards the type of instruction they were trained with?

(3) What are levels of strategy retention of the students trained with different types of instruction?

1.3 Scope and Limitations of the Study

This study compared the reading comprehension of two groups of high school students of average proficiency who received two different types of instructions: RTP and regular reading instruction. In order to compare the effectiveness of reciprocal strategies with the regular class instruction, it is necessary to keep the reading techniques taught in the regular classroom. That is, the subjects trained with regular reading instruction were exposed to 3 reading techniques: guessing word meaning, identifying main idea and details, and making inferences while the subjects trained with RTP were exposed to a set of 4 reciprocal strategies: predicting, clarifying, summarizing, and questioning.

The subjects in this study were M.4/3 Science-Mathematics students enrolled in the 2008 academic year at Kanarasadornbumroong Yala School. The two subject groups had comparable reading proficiency before the study. Since this study investigated only M.4 students with average proficiency at this school in the 2008 academic year, the result of the study should be taken as tentative rather than conclusive.

1.4 Significance of the Study

It was hoped that the results of this study would provide useful information to language teachers. If it was found that students trained with RTP comprehended better, kept on using the strategies when reading by themselves and held more positive attitudes towards the instruction than those trained with regular reading instruction, information obtained would be useful in encouraging teachers to consider the use of RTP in reading classes in order to help students to better comprehend the texts. This would finally help students use the strategies in self-learning to access the world knowledge and useful information.

1.5 Definition of Key Terms

Two key terms used in this study are defined below:

1. ***Reciprocal teaching procedure (RTP)*** is a process of teaching reading which promotes students' thinking and problem-solving skills while reading. RTP is an instructional method aiming at cultivating four specific strategies which mostly come in this following order: predicting, clarifying, summarizing and questioning. The instructional strategies of RTP are based on teacher modeling and guiding practice and students practicing reading tasks by taking turns leading and conducting discussion in small groups in order to bring meaning to the text. That is, the teacher first models a set of reading comprehension strategies and gradually transfers responsibility of the four strategies to the students. The teacher

models the strategies less frequently as students become more confident with the strategies (Parlincsar and Brown, 1984).

2. ***Regular reading instruction*** is referred to as an instruction in which, mostly, the teacher leads the class activities and explains parts in the text that students have problems in understanding. Then, the students do the activities by reading texts and doing exercises which consist of giving meaning of the specified vocabulary, identifying main idea and details of the text, making inferences, organizing sequential details, etc.

CHAPTER 2

REVIEW OF LITERATURE AND RELATED RESEARCH

This research investigated the results of two methods for teaching reading classes: RTP and regular reading instruction on improving subjects' reading comprehension. It also looked at the subjects' attitudes toward the reading procedure they were trained by. The related literature and research on reading are reviewed to provide readers with relevant reading background information. The review was divided into 4 parts: reading models, focus in teaching reading in second language, reciprocal teaching procedure (RTP), and related research on RTP

2.1 Reading Models

Samuel and Kamil (1988:22) define reading models as "the entire process from when the eyes meet a page until the reader experiences the click of comprehension". The generally known models of reading processes that have been developed are bottom-up, top-down, and interactive (Samuel and Kamil, 1988). In order to effectively teach reading to students, it is very essential for teachers to understand the reading process taking place while students read.

2.1.1 Bottom-up Model

Bottom-up model is a text-driven approach to comprehension since the way of reading in this model starts with the print and works up to the higher-level stages of building up meaning (Samuel and Kamil, 1988). Reading in bottom-up models is a process of decoding linguistic units such as phonemes, graphemes, and words and building meaning; that is, readers reconstruct the writer's intended meaning via the letters and words and build up meaning from the smallest to the largest units (Carrell, 1988). Meaning is believed to be in the text (Carrell and Eisterhold, 1988). Moreover, reading is also viewed as "matching the written symbols with their aural equivalents and blending these together to form words, and derive meaning" (Nunan, 1999,

p.252). Through this reading model, readers process each word letter-by-letter, each sentence word-by-word and each text sentence-by-sentence (Grabe and Stoller, 2002). So, reading is viewed as a process of building symbols into words, phrases, sentences, and overall meaning. The meaning of the text is expected to come after the symbols in the text are decoded. Hence, decoding the symbols to understand linguistic units in the text is very important in the bottom-up model.

Since this reading process relies mainly on prior linguistic knowledge (linguistic schemata) and focuses on constructing meaning from the text, there are some weak points. According to Carrell (1988), the weak points are due to the problems of decoding and deriving meaning from the print. In this reading procedure, the readers decode the text letter-by-letter and word-by-word in order to reorganize the pieces of information to form meaning in the text. This procedure of reading can lead to memory being overloaded since the readers attempt to keep too many separate pieces of information in the text without seeing the relationship between them (Carrell, 1988). Apart from that, concentrating only on language of the text and acquiring meaning only from the print could lead to another weak point; that is, this process rarely provides feedback to the readers (Samuel and Kamil, 1984 cited in Chiramanee, 1992). The linear processing only allows information to be passed in one direction--from the text to readers (Samuel and Kamil, 1988). Students who use bottom-up reading process are passive readers because their role in reading is only as information processors (Nuttal, 1996).

Because of the weak points of the bottom-up model and a rise of a new approach to reading, a top-down model, the bottom up model became less and less popular (Chiramanee, 1992).

2.1.2 Top-down Model

Resulting from a new idea that readers cannot only rely on letters in the text to comprehend the reading passage, the top-down model has emerged. The reading process of the top-down model is an opposite process to that of the bottom-up model since it requires readers to rely on their prior knowledge and experience in understanding the text rather than constructing meaning from words and sentences.

According to Samuel and Kamil (1988), top-down model relies on readers' prior experience and background knowledge. The process of reading starts with setting up hypotheses and predictions and attempting to verify them by working down to the print whereas the bottom-up model relies and starts from the printed stimuli and works up to higher-level stages.

The early conceptualization of the top-down reading process is related to Goodman's theory (Goodman, 1988). Goodman describes reading as a psycholinguistic guessing game by which the readers reconstruct a message that has been encoded by a writer as a graphic display (Goodman, 1970 cited in Chiramanee, 1992). Psycholinguistic process allows readers to use their existing syntactic and semantic knowledge structures so that they can reduce their dependence on the graphic information (Samuel and Kamil, 1988).

According to Carrell and Eisterhold (1988), the top-down reading model is viewed as "conceptually driven". It usually begins with hypotheses, expectations, assumptions, and predictions based on the readers' knowledge. On making predictions or setting hypotheses, readers use their background knowledge or prior experience and then read the text to confirm or reject their hypotheses; that is, readers process information and construct meaning in the text by relating them to their prior knowledge and experience (Carrell, 1988). Thus, the readers play a more active role in the reading process because they bring up and relate their prior knowledge and experience on the content area of the text (content schemata) in order to comprehend the text (Carrell, 1988). It is necessary for readers to add their world knowledge to their reading text because the text cannot be complete on its own (Urquhart and Weir, 1998). That is the readers' prior knowledge and experience play a significant role in this reading process.

Although top-down models are popular, there are some weaknesses of using this model. One of the weaknesses is due to readers' ability to predict the content of the text. Although efficient readers who have a lot of knowledge and experience on the topic of the text have no problem comprehending the text, they might miss some information or meaning from the text since they read or only see through the text to confirm their hypotheses, predictions or guess meaning of the reading text. The efficient readers do not need to use the textual cues to comprehend the text (Carrell,

1988). Hence, their world knowledge or linguistic knowledge might not be gained from reading the text. On the other hand, having little knowledge on the topic of the text can cause problems in readers' making predictions and understanding the content of the text (Samuel and Kamil, 1988). Although readers who have little knowledge on the topic can generate predictions, it is easier for them to decode the text than to try to generate predictions because they may spend a lot more time predicting than simply recognizing the words (Carrell and Eisterhold, 1988). Further serious weakness of the top-down model is the fact that it puts emphasis on the reader with higher-level reading skill and disregards the reader with lower-level reading skill (Eskey and David, 1988). Good and poor readers are different in levels of language processing; their abilities to predict are different as well (Van Dijk and Kintsch, 1983 cited in Chiramanee, 1992). The poor ability in predicting of the low-level readers is due to the limitation of their prior knowledge and ability to relate their prior knowledge with the text they read. Hence, it can be seen that this reading model does not facilitate or help develop poor readers very much and even the good readers themselves may not be able to benefit from it either.

Relying too much on either bottom-up or top-down models may cause problems in comprehending the text since each has weaknesses. The weaknesses are due to each attempting to focus readers on its own way and thus, could not explain what a reader does when reading (Grabe, 1988). Thus, another model, interactive models, appeared to rectify the weak points of both bottom-up and top-down models (Eskey and Grabe, 1988).

2.1.3 Interactive Model

Interactive model is a combination of the strengths of the two well-known models: bottom-up and top-down models. This reading process fills the gap between the two models since it emphasizes both letters written in the text and prior knowledge and experience of the readers; that is, the process of constructing meaning from the print of the bottom-up model and the process of using readers' background knowledge of the top-down model both have a place in the interactive reading model. This reading process does not involve only extracting information from the text, but

also activating a range of knowledge and experience in the readers' mind (Grabe, 1988). The model does not rely heavily on either bottom-up or top-down model. Eskey describes the word "interactive" as "interaction between information obtained by means of bottom-up decoding and information provided by means of top-down analysis, depending on certain kinds of prior knowledge and certain kinds of information-processing skills" (Eskey, 1988: 96). Weber supports this reading process suggesting that:

> [The top-down perspective] fails to accommodate important empirical evidence adequately. The interactive models, attempting to be more comprehensive, rigorous and coherent, give emphasis to the interrelations between the graphic display in the text, various levels of linguistic knowledge and processes, and various cognitive activities. Visual, perceptual, syntactic, and semantic cycles are constantly in play, each dependent on and enabling the others (Weber, 1984: 113, quoted in Grabe, 1988: 58).

Therefore, the reading process of the interactive model is not linear but rather cyclical in which the readers interact with the text (Carrell and Eisterhold, 1988; Stanovich, 1980 cited in Chiramanee, 1992). Reading is a cyclical process when the reader's perceptual, syntactic and semantic are in play and each enables others to go on. Since there is an interaction between the reader and the text, the readers' prior knowledge and prediction on the reading topic may be able to compensate for the readers' linguistic insufficiencies (Coady, 1979 cited in Carrell and Eisterhold, 1988). Coady supported the idea in this reading process stating that:

> strong semantic input can help compensate when syntactic control is weak. The interest and background knowledge will enable the student to comprehend at a reasonable rate and keep him involved in the material in spite of its syntactic difficulty (1979: 12, quoted in Carrell and Eisterhold, 1988: 75).

Because of the strength of the interactive model and the weakness of both bottom-up and top-down models, the goal of reading has been shifted to a combination of decoding and predicting the text.

2.2 Focus in Teaching Reading in L2

There are four approaches in teaching reading in L2: grammar-translation, comprehension questions, extensive reading, and skills and strategies (Bamford and Day, 1998 cited in Wisaijorn, 2003).

Grammar-translation is an approach to teaching reading in which the teacher reads aloud and students following the reading text. Through this teaching approach, the teacher translates the grammar rules and the meaning of the text into students' mother tongue. As a result, as remarked by Wisaijorn (2003), there is only little attention to cover meaning of a whole text; meaning constructing is only taken at the sentence level.

Comprehension questions is the teaching approach focusing on reading comprehension, vocabulary, and grammar exercises. In this teaching approach, students work together with the teacher in the first few lessons and then work on their own in order to figure out the text meaning and comprehension questions after reading. This approach tends to test students' reading comprehension rather than teach them to comprehend.

Extensive reading requires students to read a variety of materials as much as possible. Students can read the reading materials that they selected in and outside classroom (Day and Bamford, 1997). That is, students read for information, overall meaning and enjoyment. Extensive reading mostly involves students' participation; still, the teacher has an important role in giving direction in reading and keeping track on what and how much students read in order to guide them in getting the most meaning out of their reading. According to Wisaijorn (2003), the exercises in this reading approach usually require students to write journals or reports.

Skills and strategies or *strategy instruction* is a teaching approach focusing on comprehension monitoring (Salataci and Akyel, 2002). The purpose of this approach is to develop self-regulated learners by raising the learners' awareness in learning strategies (Chamot and O'Malley, 1994). The format of this teaching strategy should be direct, implicit, and sequenced (Chamot and O'Malley, 1994; Benson 2001). The teacher's role is informing the purpose of the strategy use, identifying the specific strategy used by good readers, describing when and how the strategy be used,

modeling its use, promoting self-monitoring by giving students and opportunities to discuss and practice, and encouraging them to continue using the reading strategies. The skills and strategies employed in the teaching approach showed not be too complicated for poor readers to use in comprehending the text (Chamot and O'Malley, 1994). Through strategy instruction, learners have opportunities to discuss, practice, and share their information, prior knowledge and experience and reading strategies with their group members. They become active learners because they monitor their own learning. The learners become more responsible when they become strategic because their self-esteem increases and they know many strategies to solve the reading problems (Beckman, 2002)

According to Bamford and Day (1998; cited in Wisaijorn, 2003) grammar-translation and comprehension question are the approaches that are still used in teaching reading although they train students to read by using bottom-up model. On the other hand, skill and strategies is one teaching approach that encourages students to use both bottom-up and top-down models when reading. Through skills and strategies approach, students have to bring their prior knowledge while constructing meaning in the text. Students are allowed to share and discuss their comprehension and strategies in reading with their groups, students have an opportunity to interact with a text through this teaching approach. As a result, teaching reading skills and strategies to students is one good teaching approach that gives students a chance to interact with a text and reads effectively.

Since the goal of reading has been shifted to processes of predicting and decoding to reproduce the text meaning, cognitive reading strategies are necessary because they help readers to be aware of their background knowledge, enhance their learning ability and improve problem solving skills while learning (Grabe, 1988). Readers need to use their background knowledge and textual cues to construct meaning in the text (Dole et al. 1991). In the cognitive view, readers acquire new information by relating it to their background knowledge and experience and extending it to new knowledge.

Through the interactive model, a set of strategies for teaching reading comprehension is developed in order to help students comprehend the reading text better (Westera, 2002). One of the successful learning strategies instructional

interventions is reciprocal teaching procedure (RTP) which is a combination of strategies in learning and co-operative learning (Chamot and O'Malley, 1994).

2.3 Reciprocal Teaching Procedure (RTP)

RTP is a teaching method which was first created in first language (L1) context by Palincsar and Brown (1984; cited in Wisaijorn, 2003). RTP is similar to skills and strategies approach because both of them focus on students' background knowledge, reading strategies and group discussion. However, the role of the students in the two teaching methods was different. The students trained with RTP are required to have more responsibility on their reading and learning. The purposes of RTP are to help students improve their reading comprehension and their ability to monitor their own comprehension.

2.3.1 Reciprocal Teaching as Reading Strategies Training

According to Palincsar and Brown (1984), good comprehenders use the four strategies: predicting, clarifying, summarizing, and questioning most often when they read. Reciprocal strategies were created in order to help student comprehend, and at the same time, to improve their comprehension monitoring.

Palincsar and Brown (1984) identify six activities as critical to the reading process:

> Six functions were common to all: (1) understanding the purposes of reading…(2) activating relevant background knowledge *[predicting]; (3) allocating attention so that concentration can be focused on the major content at the expense of trivia *[summarizing]; (4) critical evaluation of content for consistency, and compatibility with prior knowledge and common sense *[clarifying]; (5) monitoring ongoing activities to see if comprehension is occurring, by engaging in periodic review and self- interrogation *[questioning]; (6) drawing and testing inferences of many kinds, including interpretations, predictions, and conclusions *[predicting]. (p.120)

> * [   ] terms used in RTP inserted by the researcher

These six critical elements form four specific strategies of RTP: prediction, clarifying, summarizing, and questioning, each of which is different in terms of purposes and benefits.

Predicting encourages students to think ahead and set their hypotheses based on their prior knowledge and experience for the upcoming section of the text. Predicting provides readers an opportunity to link the new knowledge they will encounter in the text to the knowledge they already possess. Students make a guess on the outcome based on their interpretation of clues in the text (Carlson and Larrald, 1995). Then they read the text to confirm or reject their hypotheses. The inability to predict may be an indicator that comprehension is insufficient (Carter, 2001).

Clarifying occurs only if there is a confusion in the text (Palincsar and Brown, 1984). So, clarifying requires students to be active in solving the problem caused by confusing section in the text while reading by rereading, rephrasing, guessing meaning of the unknown words, phrases, or sentences from the context or using external resources such as a dictionary and a thesaurus. Students can monitor their comprehension when they attempt to clarify what they have read (Wiseman, 1992).

Summarizing is a process of identifying, stating, and paraphrasing the important information and idea in the text (Doolittle et al. 2006). Students are required to recall the gist he or she has constructed (Carter, 2001). They also find and list the important information presented in the text, then, make a summary.

Questioning is used to check students' understanding of what they are reading and students' attention on main idea and important information in the text. Questioning process provides a context for students to explore the text more deeply and assure the meaning constructing (Doolittle et al. 2006). Question generation is important as a means in solving a particular problem (Carlson and Larrald, 1995). Generating questions, students are required to re-process the information obtaining from the text into question format. Therefore, students are trained to form questions in order to cultivate their critical thinking. When they answer questions in group, comprehension is confirmed, paving the way for conclusion or other higher reading comprehension level to be achieved.

These four strategies benefit students since their functions help students to enhance comprehension and improve their ability to monitor their reading (Palincsar and Brown, 1984). Reciprocal strategies assist and lead students to comprehension when they wander off, confuse, or cannot follow the gist of what they are reading (Bruer, 1993).

The four reciprocal strategies are instructional strategies based on modeling and guided practice in which the teacher explicitly teaches and models the reading strategies and then gradually transfers responsibility in reading and practice using the four strategies to the students (Palincsar and Brown, 1984, Palincsar, 1986). RTP consists of three main elements: (1) the teaching and learning of the four reading comprehension strategies, (2) modeling why, when, where and how to use these reading strategies, (3) transferring responsibility of the teacher to the students, that is, students form the group of four and start to use the reading strategies themselves in the same manner as the teacher. As a result, students become self-regulated in reading.

The use of RTP in reading is usually in order in which the first strategy that the readers have to work on as a pre-reading activity is predicting the content of the paragraph. The next procedure in reading, while reading activity, is clarifying the difficult part in the paragraph. Then, after finishing reading, students have to do the post-reading activities which are the last two reciprocal strategies: summarizing and questioning. During the processes of group reading, group members can comment, suggest, and question on the work of their group members. All these strategies are used over and over as students start reading a new paragraph.

2.3.2 RTP Theoretical Framework

Reciprocal teaching is based on a theory of Vygotsky which refers to Zone of Proximal Development (Parlincsar and Brown, 1984). The concept of Zone of Proximal Development is in relation to teaching, learning, and development of children ability to do the task (Vygotsky, 2002). At first, the children do the task with help from the older or more skilled friend; then, they gradually develop their ability to do and finish the task without guidance or assistance from others (Dahms et al. 2008).

The concept of Zone of Proximal Development leads to the approach in teaching reading (Dahms et al. 2008). As students interact, collaborate, or share experience with more skilled learners when reading at school, they could learn and develop their ability in reading. Vygotsky suggests the teaching procedure for the classroom (Dahms et al. 2008). The teacher has to collaborate, assist, and provide support on the learning task to the students. It is also necessary for the teacher to model the ways to finish the task to the students. Then, the students' role is to do the task and solve the reading problem according to the model that has been shown in the reading class. It is noted that, when students interact and collaborate with others who are of higher capabilities, they develop their thinking and learning (Vygotski, 2002).

2.3.3 Co-operative Learning

Co-operative learning is an instructional strategy that the teacher directly shows and models group work to the students. Then students work together to reach the learning goal effectively (Brown, 2002). Assigned to work in group, students have opportunities to ask for others' idea and opinion, give help and suggestion, and discuss with others (Goh and Jacobs, 2007). Argument in group is advantageous because it promotes great understanding (Johnson and Johnson, 1983 cited in Johnson, 1984). Cohen (1994) summarizes the significance of cooperative learning as follows:

> Much of the work that teachers usually do is taken care of by the students themselves; the group makes sure that everyone understands what to do; the group helps keep everyone on task; group members assist one another. Instead of the teacher having to control everyone's behavior, the students take charge of themselves and others (p. 60).

The principle of working and learning together positive interdependence which is similar to that of the Three Musketeers: "All for one and one for all" (Jacobs and Goh, 2007). Jacob and Goh added:

Group members feel that they sink or swim together; what hurts one group member hurts all members, and what helps one group member helps all the members. This is called positive interdependence because each member's success is interdependent with the success of their group mates, and a positive correlation exists, such that the success of one group member promotes the success the others (2007, p.14).

Since there are many advantages of group work, the teacher should promote co-operative learning in the language classroom. To effectively use co-operative learning in the class, the teacher should teach collaborative and social skills to the students (Larsen-Freeman, 2000) and the students should practice by working in group of 3-6 members, have specific responsibility or role such as note-taker and summarizer and participate in the group's activity (Dornyei, 2001). Therefore, through co-operative learning in the language class, the students are not only just grouped, but are also trained to use learning strategies (Oxford, 1990).

2.3.4 RTP as Co-operative Learning

RTP is cooperative learning (Wisaijorn, 2003). It involves students' participation in reading using RTP by taking and changing roles to become the leader of each reading strategy in their own group of 4-6. Since students have to read and practice the strategies in small group together, they maximize their own and others' learning (Johnson, Johnson and Holubec, 1994).

RTP is a way to promote learning in a group of learners. Students can discuss and exchange idea freely, and sometimes take on teacher role to help others' learning. Using reciprocal strategies in small group reading, students have a chance to develop a range of cognitive, metacognitive, and linguistic skills while interacting and negotiating in the group (Crandall, 1998). Accordingly, group work provides an opportunity for readers to participate in reading activities through commenting on another student's predictions, requesting clarification on parts of the text they did not understand, elaborating or commenting on another student's summary, suggesting other questions, and helping others to resolve misunderstandings (Rosenshine and Meister, 1994). The skills that students need are social skills, which facilitate teamwork, leadership, and problem-solving. In this particular process, they also need

the skills in negotiation: clarifying, seeking clarification, checking for comprehension and probing for more information are necessary for group work (Bennett, Rolheiser-Bennett and Stevahn, 1991 cited in Crandall, 1998).

There are many advantages in learning reading strategies and practicing RTP as a team. For example, it enhances students' learning of reading comprehension strategies as shown by great result in academic achievement, creates more positive attitude toward English learning, reduces anxiety, encourages perseverance in the difficult and confusing process of learning another language, improves self-esteem and relations among students (Stevens, Slavin and Farnish, 1991; Crandall, 1998). Moreover, reading with small mixed-ability groups of 4 or 6, students can benefit from their capable group members' feedback (Rosenshine and Meister 1994). Good and poor readers benefit from being placed in groups in the role of tutor and tutee (Crandall, 1998). Since no one has the same background knowledge and experience, each student, whether good or poor reader, can share and gain information from others. Groups of 4 or 6 are effective since students can engage in both pair and group work without having to change group. Without changing group, the group can develop cohesion which is the norm of behavior. The differences and conflicts become common; group members begin to accept group control and support others (Dornyei and Malderez, 1998). According to Cohen (1994), learning and practicing together is a strategy for producing learning gains, and development of higher order thinking because it encourages students to take more roles in learning in their classroom.

Since RTP mostly focuses on co-operative learning with has a main purpose of helping students practise using the four specific strategies, the students will be deemed with comprehension-fostering and comprehension-monitoring activities (Palincsar and Brown, 1984). Comprehension-fostering occurs when students are required to work on their comprehension of the texts. There are two reasons for concentrating on comprehension-fostering (Palincsar and Brown, 1984). First, readers need to employ RTP strategies since most of the time readers read to learn. That is, they read unfamiliar content to obtain new content knowledge. Second, readers elaborate a set of knowledge-extending reading activity and their own knowledge besides constructing meaning from the text. In the case that readers have difficulties

while reading, they use a variety of fix-up strategies such as clarification and questioning to help them comprehend the text (Palincsar and Brown, 1984).

While students are trying to comprehend the text by using each fix-up strategy, comprehension-monitoring occurs. Students will be more actively monitoring their own comprehension when they are using strategies such as questioning and summarizing their reading. The activities that permit students to monitor their own understanding and improve comprehension are asking questions, clarification, and interpretation, and trying to summarize the text that they have read (Palincsar and Brown, 1984).

Therefore, the four activities of RTP: predicting, clarifying, summarizing, and questioning provide a function of enhancing comprehension for readers. The strategies can be both activities of comprehension-fostering and comprehension-monitoring (Palincsar and Brown, 1984).

2.4 Related Research on Reciprocal Teaching Procedure

Reciprocal teaching procedure (RTP), an effective strategy for improving reading comprehension, was first developed and introduced by Palincsar and Brown. Working as a team, Palincsar and Brown (1984) conducted studies investigating the effects of RTP on L1 students' reading comprehension. The first study was tried on twenty-four students which were divided into four groups receiving different training and practice. The first group received RTP. The second group received locating information training in which students practice finding answers to the text questions. The third group received daily assessment and the fourth group received neither intervention nor reading assessment. Using pre-test and post-test to assess students' reading improvement, the findings showed great improvement on the group of students receiving RTP.

Another study of Palincsar and Brown (1986) was tried on sixth, seventh, and eighth grade poor comprehenders whose comprehension was at least two years below their grade level. The students were trained to work in small group for twenty days. Reciprocal teaching was found to be an effective teaching method in improving L1

students' reading comprehension and comprehension monitoring since the results of this study showed significant improvement on the group of students receiving RTP.

Alfassi (1998) examined the effectiveness of RTP on L1 students who have a long history of reading difficulties. She found that students who were exposed to RTP showed greater improvements in reading comprehension than students studying in traditional methods of remedial reading.

Takala (2006) conducted a study exploring the effectiveness of RTP on L1 students' reading comprehension aged 10 and 12 years. The result showed a more positive effect of using RTP in the class of 10-year-olds than the class of 12-year-olds. Therefore the researcher suggested that the earlier the strategies are applied, the more likely they are to improve students' reading comprehension skills.

Song (1998) completed a study in an EFL context. The aim of this study was to find out how Korean University students with different reading proficiency were influenced by the reciprocal training method. With 42 hours training, findings showed that the effectiveness of the reciprocal teaching strategies varies with L2 reading proficiency. The group of students whose reading proficiency improved the most was the low proficiency group. The high proficiency group improved the least. She suggested that the improvement in reading comprehension was due to the students' awareness of the use of reading strategies. The low proficiency students might not be aware of the reading strategies prior to the training whereas the high proficiency students might already know and utilize the reading strategies effectively.

Wisaijorn (2003) investigated the effects of RTP on Thai first year university students' reading comprehension. The students' reading comprehension improvement was measured by a pre-test, post-test, and follow-up test using the English University Entrance Examination. Thirty-four first year students were randomly selected as the experimental group. The participants were divided into groups of six and received one hour and fifty minutes of RTP once a week for ten sessions. The findings of this study indicated that students' reading comprehension significantly improved after receiving RTP. The researcher suggested that cooperative approach of RTP assists and develops EFL students' reading comprehension.

RTP has widely shown to be successful not only in the original studies by Palincsar and Brown (1986), but in many studies where researchers have employed the teaching techniques developed by them. Many researchers used RTP and found significant improvement on students' reading comprehension. However, most of the previous studies were conducted overseas in their L1 context. There have been relatively few studies conducted in Thailand, most of which investigated the effects of RTP on university students' reading comprehension. Conducting a study investigating the effect of RTP on high school students' reading comprehension will be useful as Takala (2006) stated that the earlier the RTP strategies are applied, the more probably students are to improve their reading comprehension. Hence, this study was conducted on high school students in order to investigate the effect and benefit of using RTP on reading comprehension of young students.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

The purpose of this chapter is to describe the design and procedures of the study aiming at finding out whether the Thai EFL high school students trained with RTP comprehend significantly better than those trained with common reading instruction, the attitudes and strategy retention of the subjects who were trained with RTP, and those who were trained with common reading instruction. Therefore, this chapter includes the description and details of the following: subjects, instruments, pilot study, main study, data collection, and data analysis.

3.1 Subjects

The subjects of the study were 46 M.4/3 (grade 10) science-based students taking reading course as an elective course in the first semester of the 2008 Academic Year at Kanarasadornbumroong Yala School. The class of the subjects (M.4/3 class) was randomly sampled from the average proficiency classes of M.4 students. The subjects took a pre-reading comprehension test and answered survey questionnaire on July 18, 2008 from 12.20 a.m. to 01.35p.m. Only the reading scores were used as a criterion to categorize the subjects into two subject groups: experimental and control groups. The subjects with comparable scores were paired and each put into two different groups totaling 20 students each. The English reading ability of both groups was not significantly different before the commencement of the study. That is, the mean scores on the English reading ability of both experimental and control groups were 13.13 out of 30.

Before the beginning of the study, the subjects were told that the scores of the test and their information in the questionnaire would be kept confidential and would have no effect on their English grades at all. They were encouraged to appreciate the importance of the study that would lead to an improvement in teaching reading in English.

3.2 Research Instruments

The research instruments used to obtain information for this study consisted of a standardized reading test, reading materials, questionnaires, teacher's checklists and notes, and observer's checklists and notes.

3.2.1 Standardized Reading Test

The reading section of a test by Education and Psychological Test Bureau of Srinakharinwirot University was used to assess the subjects' reading ability. The test was administered as a pre-test and post-test.

The reading test consisted of ten reading passages, each of which was 60-110 words long. There were 30 multiple-choice test items, each with five answer choices. The number of the test items in each passage was various. Some passages consisted of 2-3 test items while others consisted of 4. The test time was 40 minutes. Scores obtained from the pre-test and post-test were taken as the subjects' EFL reading ability. Besides, the scores obtained from the pre-test were also used as a criterion to divide the subjects into the experimental and control groups. A pre-test was administered to all the subjects a week before the subjects received different reading treatments: RTP and regular reading instruction. The post-reading test was administered again to both the experimental and control groups after 10 weeks of training.

3.2.2 Reading Materials

The reading materials used through the training sessions consisted of 17 reading lessons. The topics of the materials mainly focused on biography of famous people such as The King of Thailand, Albert Einstein, Thomas Edison and Hollywood stars; places and lifestyles such as Tokyo and Hawaii; articles on Thai teenagers' interest such as The Center Point, telephone messages, skin beauty, food, and pets, etc. The reading texts for both experimental and control groups were the same but the difference was in the methods of teaching used for both groups. Subjects

in the experimental group received only reading texts with RTP instruction while the subjects in the control group received original materials which consisted of reading text and its exercise such as giving meaning of the specified vocabulary, identifying main idea and details of the text, and making inferences.

3.2.3 Questionnaires

There were three questionnaires: Survey questionnaire, Attitude questionnaire, and Follow-up questionnaire.

- ***Survey Questionnaire***

The purpose of the survey questionnaire was to collect information on how the subjects perceive their English reading ability and reading strategies. The questionnaire was adapted from the pre-questionnaire of Wisaijorn (2003) which consisted of two parts: open-ended questions on subjects' general information and rating scale showing their perceptions on the level of their reading skills. The levels of perceptions were in five-point scales: 5 (always), 4 (often), 3 (sometimes), 2 (seldom), and 1 (never). The survey questionnaire was distributed to all subjects a week before they received the instruction *(see Appendix A1- English version, A2- Thai version)*.

- ***Attitude Questionnaire***

The purpose of the attitude questionnaire was to collect data on students' attitude and reaction toward the reading instruction that they were trained for 30 hours. There were 2 forms of attitude questionnaire: form A for the experimental group *(see Appendix B1- English version, B2- Thai version)* and form B for the control group *(see Appendix C1- English version, C2- Thai version)*. The attitude questionnaire form A was adapted from the post-questionnaire of Wisaijorn (2003).

- *Follow-up Questionnaire*

The purpose of the follow-up questionnaire was to collect data on the subjects' perception on usefulness of their reading training and their continuous use of the reading strategies in other reading contexts after the instruction. There were also 2 forms of the questionnaire: form A for the experimental group *(see Appendix D1- English version, D2- Thai version)* and form B for the control group *(see Appendix E1- English version, E2- Thai version)*. The follow-up questionnaire form A was adapted from the follow-up questionnaire of Wisaijorn (2003).

All of the questionnaires above were constructed in Thai in order to avoid misinterpretation.

3.2.4 Teacher's Checklists and Notes

Teacher's checklists and notes were used for recording the teacher's observation of the subjects' use and development of the four strategies of RTP and reading techniques teaching in the common reading class. There were two forms of teacher's checklists and notes: form A for the experimental group *(see Appendix F)* and form B for the control group *(see Appendix G)*. Teacher's checklists and notes form A was adapted from the teacher's checklists and journals of Wisaijorn (2003).

3.2.5 Observer's Checklists and Notes

The school teacher who has been teaching English and has 22 years of experience in EFL teaching at high school level took part in this study as the observer. Her role was to attend the reading class of both the experimental and control groups to observe, make notes, and comment at the end of each training session.

There were two forms of checklists and notes: form A and form B. The observer was required to complete checklists and notes A related to the students' use of the four reciprocal strategies and their performances in RTP class *(see Appendix H)*

and to complete checklists and give comments on Notes B related to students' activities in the regular reading instruction *(see Appendix I)*. Observer's checklists and notes form A was adapted from the observer's checklists and journals of Wisaijorn (2003).

The research instruments and purposes are presented in the table below.

Table 3.1: Research instruments and purposes

Instruments	Purposes
Reading test (pre/post test)	To obtain data on the subjects' reading ability in English at the beginning and at the end of the instruction.
Survey questionnaire	To obtain background information on how the subjects' perceived their English reading ability and reading strategies.
Attitude questionnaire	To obtain information about the subjects' attitude and reaction toward RTP / regular reading instruction.
Follow-up questionnaire	To obtain information about the subjects' strategies retention.
Teacher's checklists and notes	To obtain information about the teacher's (researcher's) reflection on the subjects' improvement in the RTP and regular reading instruction.
Observer's checklists and notes	To obtain information about the teacher's (school teacher's) reactions to subjects' improvement in the RTP and regular reading instruction.

3.3 Pilot Study

To examine the reliability and validity of the research instruments: survey questionnaire, attitude questionnaire and follow-up questionnaire, a pilot study was conducted. Survey questionnaire, attitude questionnaire (form B), and follow-up questionnaire (form B) were tried out with 40 M.4/4 science-based students at Kanarasadornbumroong Yala School. This group of subjects was chosen because

their educational background, English ability, and family's socio-economic status were quite similar to those of the subjects in the main study.

In conducting the pilot study, the Thai versions of the survey questionnaire, attitude questionnaire B, and follow-up questionnaire B were distributed to the subjects. The returned questionnaires were analyzed. Then, some minor changes were made to improve the questionnaires. The reliability of the survey questionnaire was 0.76, the reliability of the attitude questionnaire B was 0.74, and the reliability of the follow-up questionnaire B was 0.73.

3.4 Main Study

Training Stage

The main experiment was ten weeks long consisting of 18 sessions, 100 minutes each. Through the training sessions, the experimental group received RTP and the control group received a regular reading instruction. The two groups were taught by the same teacher (researcher) and received the same reading texts but different reading procedures.

3.4.1   *Reciprocal Teaching Instruction*

Reciprocal strategies were taught and trained to the subjects in the experimental group. The methodology of RTP included the instructor modeling strategies and leading a class discussion of the text for the first few sessions and gradually transferring responsibility of the reading activities of the four strategies: predicting, clarifying, summarizing and questioning to the subjects. Subjects practiced reciprocal strategies by taking turns and responsibility in discussion on the text they read. For the whole training, the instruction of RTP was delivered in two phases: introduction, teaching modeling and strategy training for the first four sessions and group participation for the last fourteen sessions.

In the first phase, the four reading strategies: predicting, clarifying, summarizing, and questioning were explicitly taught by the teacher (researcher) in order to familiarize the subjects with the strategies and to increase the subjects' awareness of RTP strategies *(see Appendix J: explicit teaching procedure of four Reciprocal strategies)*. The teacher modeled the strategies and activities by using *read aloud and think aloud technique*. The subjects practiced in group.

In the second phase, the subjects were divided into groups of four with mixed reading abilities. Each member in the group had their own role of leading group discussion and activity. The group leader led their members to practice using the four strategies (Wisaijorn, 2003).

During the training stage, the reciprocal cue cards *(see Appendix K)* describing functions of each strategy and RTP prompts *(see Appendix L)* were distributed to members in the groups in order to help them understand and recognize their own role. As the RTP took place in small groups, each subject in the group had his/her own role as a leader to lead each paragraph of the text. That is the group leaders starting as a predictor, clarifier, summarizer, and questioner took turns and responsibility in leading the discussion about what they were responsible for. Group members changed roles when reading a new paragraph. The procedures of group work were detailed as follows:

1. Before reading, the group considered the title and sub-headings of the text to activate background knowledge and the predictor made predictions about the text content.

2. Group members were encouraged to make notes of their predictions.

3. Group members read the first paragraph of the text silently.

4. The group leader (clarifier) conducted discussion and clarification on any difficulties arising from reading the text on the first paragraph. Then the summarizer led in locating important information and main ideas and summarizing. After that, the questioner made questions about the main content and all members helped answer questions. Group members can make comments and suggestions on others' ideas and answers during the discussion.

5. At the end of the discussion of each paragraph, group members were encouraged to make notes on their prediction, clarification, summarization, and question.

6. The same procedure was used again when the group reads the next paragraph. Each group member took different roles leading the discussion of this new paragraph.

In order to facilitate the process of applying the four reciprocal strategies to students' thinking and reading, a worksheet *(see Appendix M)* adapted from that by Lysynchuk, Pressley, and Vye (1990) and Wright (2008) was distributed to each group of subjects. While working on the worksheet, subjects were allowed to use both Thai and English in communication.

The worksheet was a way of checking the students' progress and understanding so that the teacher could give feedback to subjects on each strategy that they used.

3.4.2   Regular Reading Instruction

Regular reading instruction was used with the subjects in the control group. The 18 sessions of the regular reading instruction involved teacher teaching and subjects learning and practicing. In the regular reading class, the teacher had an important role on subjects' learning since the teacher mostly led the class. In fact, the class instruction and activities in every session of the whole treatment were divided into two main parts: teacher teaching and students practicing.

The teacher's role was to encourage subjects' learning. At the beginning of the session, the teacher activated the subjects' background knowledge by asking some questions or telling a story related to the text that the subjects were going to read. Then, the teacher gave or stated the instructions or techniques in reading to the subjects: identifying main idea and details of the text, guessing meaning of unfamiliar vocabulary and making inferences. The teacher interrupted the class and provided explanation when she saw that the subjects had difficulties in reading and doing reading exercises.

The subjects practice was divided into two activities: reading the text and doing the reading exercises on giving meaning of the specified vocabulary, identifying main idea and details of the text and making inferences.

In short, the procedures of class instructions and reading activities were as follows:

1. The teacher activated the subjects' learning and background knowledge by asking questions or telling a story related to the text.

2. The teacher gave the instructions and modeled techniques in reading to the subjects.

3. The subjects read the text and practiced reading exercises on the course's reading materials consisting of giving meaning of the specified vocabulary, identifying main idea and details of the text, and making inferences.

4. The teacher checked the subjects' reading comprehension and gave feedback to the subjects.

3.5 Data Collection Procedures

Data were collected to find out three types of information: English reading ability**,** attitudes and strategy retention of the students who were trained with RTP and attitudes and strategy retention of the students who were trained with regular reading instruction. To answer these three research questions, the study was divided into four main stages: pre-treatment, treatment, post-treatment, and delayed data collection about strategy retention.

1. Before the treatment period, the reading ability of the subjects was assessed using the pre-reading test in order to equally divide the subjects into two groups: the experimental and control group. The pre-test was distributed to the subjects on July 18, 2008 with a total of 40 minutes. Then the questionnaire surveying the subjects' reading behavior was administered to the subjects on the same day with a total of 30 minutes.

2. During the first semester of 2008 academic year, both the experimental and control groups were taught by the researcher in a period of 10 weeks, a total of 18 sessions (100 minutes each). The timetables of both groups were set. That is, the subjects in the experimental group attended the class every Friday from 2.20 p.m. to 4.00 p.m., for the total of 100 minutes. The subjects in the control group attended the class every Wednesday from 2.20 p.m. to 4.00 p.m., a total of 100 minutes as well. Through the training periods, the observer attended every session of RTP (experimental group) and regular reading instruction training (control group).

At the end of each training session of the experimental and control group, the teacher and the observer completed the checklists and notes in order to reflect the subjects' performance in RTP and regular reading instruction.

3. After the 18 session training, the reading ability of the subjects in both groups were re-assessed using the same test version as the pre-test. The assessment, the post-test, was conducted on September 22, 2008 with a total of 40 minutes. Also, the attitude questionnaire was administered to the subjects on the same day with a total of 30 minutes. The attitude questionnaire A concerning the subjects' attitudes and reactions towards RTP was distributed to the subjects in the experimental group and the attitude questionnaire B concerning the subjects' attitudes and reactions towards regular reading instruction was distributed to the subjects in the control group.

4. Two months after the RTP and regular reading instruction trainings, the follow-up questionnaire was administered to the subjects on November 22, 2008 from [10.00 a.m. to 10.30 a.m.] with a total time of 30 minutes. The follow-up questionnaire A was distributed to the subjects in the experimental group and the follow-up questionnaire B was distributed to the subjects in the control group in order to find the strategies retention and the subjects' perception on the usefulness of RTP and regular reading instruction respectively.

The subjects' scores and data from the questionnaires and the teacher's and observer's checklists and notes were collected for data analysis.

The whole procedure of data collection was outlined in the table below.

Table 3.2: Procedure for data collection

Data collection	Subjects	
	Experimental Group	**Control Group**
Pre-test	Pre-test	Pre-test
Survey questionnaire	Survey questionnaire	Survey questionnaire
Training (2 months) - Teacher's checklists and notes - Observer's checklists and notes	Reciprocal teaching instruction (RTP)	Regular reading instruction
Post-test	Post-test	Post-test
Attitude questionnaire	Attitude questionnaire A	Attitude questionnaire B
Follow-up questionnaire	Follow-up questionnaire A	Follow-up questionnaire B

3.6 Data Analysis

There were two main variables in this study:

3.6.1 Independent Variables

3.6.1.1 **RTP** training provided by the researcher, a total of 18 periods (100 minutes each)

3.6.1.2 **Regular reading instruction** training provided by the researcher, a total of 18 periods (100 minutes each)

3.6.2. Dependent Variables

3.6.2.1 the two subject groups' reading ability measured by **the reading test of Education and Psychological Test Bureau of Srinakharinwirot University** used as post-test

3.6.2.4 the subjects' attitudes toward RTP training / regular reading instruction training measured by **attitude questionnaire A / B**

3.6.2.5 the subjects' use of the four strategies of RTP and reading techniques in other reading contexts 2 months after the training as revealed by **follow-up questionnaire A / B**.

To answer the first research question on the differences in gains in reading comprehension ability of the subjects in both the experimental and control groups before and after the 18 sessions of instruction, the pre-test and post-test of both subject groups were calculated statistically using T-test in order to determine whether the students trained with RTP comprehended significantly better than those trained with regular reading instruction**.**

To answer the second research question on the attitudes of each subject group towards the type of instruction they were trained with, the data obtained from the survey questionnaire, attitude questionnaire (form A and B) were analyzed. The open-ended responses in the questionnaire were studied and analyzed using descriptive statistics including mean, and standard deviation in order to identify the subjects' attitudes.

To answer the third research question on the levels of strategy retention of the subjects toward the type of instruction they were trained with, the data obtained from the follow-up questionnaire (form A and B) were analyzed. The subjects' responses to the open-ended part of the question were studied and analyzed using descriptive statistics including frequency, mean, and standard deviation in order to compare their level of strategy retention.

Moreover, the information obtained from the teacher's and the observer's checklists and notes were analyzed and used to explain and verify the results of this study. Since the purpose of the teacher's and observer's checklists and notes was to investigate the subjects' improvement and use of RTP strategies and regular reading techniques, the record of the teacher's and observer's checklists were analyzed and calculated using descriptive statistics.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter reports the results and discussion derived from the data analysis presented in three main sections: background of the subjects before the study, the findings of the study, and discussion of the results.

1. Background of the Subjects Before the Study

Forty subjects were divided into two groups. Each group comprised 20 students: 17 females and 3 males. The average years of English education of the subjects in both groups were quite similar: 10.33 years for the experimental group and 10.26 years for the control group. Other characteristics of the subjects are presented below.

1.1 English Reading Ability of the Experimental and Control Groups

Block randomized sampling technique was used to divide the subjects into 2 groups with the same English reading ability; hence, each group's mean score was 13.20 out of the total of 30.

Analysis of the subjects' rating of their own reading comprehension and vocabulary knowledge on a scale of 1-5: very good, good, average, rather poor, and poor revealed that both the experimental and control groups considered themselves "rather poor" at reading comprehension. For vocabulary, the experimental group considered themselves "poor" whereas the control group considered themselves having "rather poor" vocabulary knowledge.

Because of poor reading comprehension, all of the subjects in the experimental and control groups admitted that they needed to develop their English reading ability. The subjects in the experimental group believed that they could develop their reading ability by themselves whereas the rest believed that they could

not. For the control group, only 40% of the subjects believed that they could develop their reading ability by themselves whereas the rest believed they could not.

1.2 Reading Behavior of the Experimental and Control Groups

The subjects' responses on the survey questionnaire show what their reading behavior was like.

Table 4.1: The Subjects' Reading Behavior Before the Instruction

No.	Items	Experimental Group N =20		Level of Frequency	Control Group N = 20		Level of Frequency
		Mean	S.D.		Mean	S.D.	
1	I look up the unknown words in a dictionary.	3.75	1.02	often	3.20	1.15	sometimes
2	I guess the meaning of unknown words from the context.	3.25	.85	sometimes	3.10	.85	sometimes
3	I use word parts such as re- and dis- to help me work out the meaning of unfamiliar words.	3.05	.99	sometimes	3.25	1.02	sometimes
4	I translate what I read into my mother tongue.	3.15	.81	sometimes	3.20	1.06	sometimes
5	I look up for the unknown words in a dictionary after I have read through a text.	3.20	.83	sometimes	3.10	.72	sometimes
6	I read a passage quickly in order to get the main idea in the text.	2.70	.98	sometimes	2.65	.93	sometimes
7	I skip words or parts I don't understand.	3.65	.59	often	2.90	.72	sometimes
8	I prefer to read with my classmates.	3.45	1.10	often	3.35	.88	sometimes
9	I talk about what I have read with others.	3.25	1.02	sometimes	3.25	.64	sometimes

Table 4.1: (Continued)

No.	Items	Experimental Group N =20		Level of Frequency	Control Group N = 20		Level of Frequency
		Mean	S.D.		Mean	S.D.	
10	I ask my teacher / classmates for help if I don't understand a text.	3.80	.83	often	3.45	.89	often
	Average mean score	**3.33**	**0.90**	**sometimes**	**3.15**	**.89**	**sometimes**

Note: 4.21- 5.00 = always; 3.41- 4.20 = often; 2.61- 3.40 = sometimes; 1.81- 2.60 = seldom; 0.00 – 1.80 = never

According to Table 3, the subjects' responses toward the reading behavior items were at the level of "sometimes" and "often" with the means ranging from 2.65 to 3.80. The behavior which most of the subjects in both groups reported as often did was asking the teacher and classmates for help when they didn't understand a text (Item 10). The behavior of finding the word meaning of both groups was similar. However, the experimental group looked up for the unknown words in a dictionary more often than the control group (Item 1). Most of the subjects in both groups reported that they sometimes find the meaning of words by using word parts such as re- and dis- and by guessing the meaning from the context and sometimes looked up for the unknown words in a dictionary after finishing reading (Items 2, 3, and 5). To get the main ideas of the texts, the subjects in both groups sometimes translated text into Thai and read quickly to get the main ideas of the text (Items 4 and 6); however, the experimental group skipped words and sentences more often than the control group (Item 7). Both groups often asked for help from the teacher and their friends when they had problems understanding a text and sometimes talked about the text's content with others after reading (Items 9 and 10). Interestingly, the experimental group preferred to read with their classmates more than the control group (Item 8).

In all, the mean score on the reading behavior of the experimental group was 3.33 and that of the control group was 3.15 which indicated that the reading behavior of both groups was similar. Statistics shows that the reading behavior of both groups

were not significantly different (t = 0.80, p > 0.05). Therefore, the two subject groups were not different in their reading behavior.

2. The Findings

2.1 English Reading Ability of the Subjects in the Experimental and Control Groups After the Instruction

The post-reading test was used to assess the subjects' reading ability after the instructions and t-test was used to indicate the difference between the reading ability of the experimental and control groups after the instruction.

According to Table 4, the subjects in both experimental and control groups did better in the post-test than in the pre-test.

Table 4.2: Comparison of Improvement of the Subjects' Reading Comprehension

Group	Mean Score		Differences	df	t
	Pre-test	Post-test			
Experimental Group (n=20)	13.20	16.50	3.30	19	0.00**
Control Group (n=20)	13.20	14.20	1.00	19	0.14

** Significant at 0.01 level

The experimental group did significantly better in the post-test than in the pre-test since the mean score increased from 13.20 to 16.50. That is, their reading comprehension ability significantly improved at 0.05 level after receiving RTP. Therefore, it can be assumed that RTP enhanced reading comprehension ability of the experimental group. On the other hand, no difference was found between the pre and post-test mean score of the control group. The mean score of the control group slightly increased from 13.20 to 14.20.

To further examine the improvement of English reading ability of the two subject groups, the English reading ability of the experimental and control groups after the instruction was compared.

Table 4.3: English Reading Ability of the Subjects in the Experimental and Control Groups

Subjects	The Post-test			df	t
	Highest Possible Score	Mean	S.D.		
Experimental Group (n=20)	30	16.50	5.08	38	1.48 NS
Control group (n=20)	30	14.20	4.76		

NS
Non-significant

The data presented in Table 5 shows that the post-test mean score of the experimental group was higher than that of the control group (16.50 and 14.20). However, t-test shows no significant difference in the mean scores of the two groups ($p<0.05$), indicating that after two different reading instructions, RTP and regular reading instruction, the English reading comprehension ability of both groups were not significantly different.

2.2 Attitudes of the Two Groups towards the Reading Instruction They Received

2.2.1 The Experimental Group's Attitudes towards Reciprocal Teaching Procedure (RTP)

To find out the subjects' attitudes towards reciprocal instruction and reciprocal strategies, the subjects in the experimental group were asked to respond to the attitude questionnaire. Their responses to the questionnaire were analyzed and presented in three parts: (1) the subjects' views on reciprocal teaching procedure and

strategies, (2) their self-evaluation of vocabulary knowledge and reading comprehension and (3) their attitudes towards RTP.

2.2.1.1. The Experimental Group's Views on Reciprocal Teaching Procedure and Strategies

The majority of the subjects reported that they have never had any training like RTP before. After the training, the subjects admitted that the teacher clearly modeled the set of reading strategies and procedures of RTP. All were clear about their own roles in RTP group work activities.

The data presented in Table 5 below indicates the subjects' views on the usefulness and difficulty of RTP strategies.

Table 4.4: The Experimental Group's Views on Reciprocal Teaching Procedure (RTP)

Usefulness	Mean	Std.	Level
Predicting	3.90	.91	useful
Clarifying	3.85	.81	useful
Summarizing	3.80	.95	useful
Questioning	4.70	.59	very useful
Average mean	**4.06**	**.82**	**useful**
Difficulty	**Mean**	**Std.**	**Level**
Predicting	4.35	.68	very difficult
Clarifying	4.10	1.10	difficult
Summarizing	3.80	1.18	difficult
Questioning	4.10	.75	difficult
Average mean	**4.09**	**.93**	**difficult**

Note: 4.21- 5.00 = very useful/very difficult; 3.41- 4.20 = useful/difficult;
2.61- 3.40 = neutral; 1.81- 2.60 = not useful/not difficult;
0.00 – 1.80 = not very useful/not very difficult

All subjects reported that they found reciprocal strategies helpful in reading texts in English. Questioning was considered *"very useful"* strategy in helping them comprehend the reading texts. Predicting, clarifying, and summarizing were considered *"useful"* strategies in reading. Interestingly, although the four strategies were useful, the subjects indicated that the strategies were difficult to use. Predicting was *"very difficult"* to use while the others were *"difficult"*.

2.2.1.2. The Experimental Group's Self-evaluation of Vocabulary Knowledge and Reading Comprehension

After receiving RTP, the subjects in the experimental group were asked to evaluate their vocabulary knowledge and reading comprehension again. The mean scores were compared with the responses given before the instruction.

Table 4.5: **The Experimental Group's Self-evaluation of English Vocabulary and Reading Comprehension Before and After the Instruction**

Ability	Before			After			df	T
	Mean	S.D.	Level of proficiency	Mean	S.D.	Level of proficiency		
Vocabulary knowledge	1.80	.41	poor	2.45	.51	average	19	0.00**
Reading comprehension	1.95	.61	rather poor	2.80	.41	average	19	0.00**

Note: 4.21- 5.00 = very good; 3.41- 4.20 = good; 2.61- 3.40 = average;
1.81- 2.60 = rather poor; 0.00 – 1.80 = poor

**Significant at 0.01 level

T-test shows that there were significant differences on the subjects' evaluation on their vocabulary knowledge (p<0.01) and reading comprehension (p<0.01) before and after the instruction. Before the instruction, the subjects considered their vocabulary knowledge and reading comprehension "poor" and "rather poor". After the instruction, they considered their vocabulary knowledge and reading

comprehension "average". It seems that the students felt more confident on their vocabulary knowledge and reading comprehension after receiving RTP.

2.2.1.3. The Experimental Group's Attitudes towards Reciprocal Teaching Procedure (RTP)

The subjects' responses on the attitudes questionnaire towards RTP were analyzed and the results are shown in Table 7 below.

Table 4.6: The Experimental Group's Attitudes towards Reciprocal Teaching Procedure (RTP)

Statements	Mean	Std.	Level of Agreement
1. I enjoyed reading texts in English when I read with friends.	4.35	.59	strongly agree
2. I could comprehend texts in English better when I read with my friends.	4.05	.76	agree
3. *Predicting* encourages me to think ahead of the content in the texts.	4.10	1.02	agree
4. *Predicting* activates my prior knowledge and experience before reading.	4.20	.77	agree
5. *Prediction* doesn't help me comprehend the texts.*	3.90	.83	agree
6. *Clarifying* helps me solve the problem caused by difficult section in the texts.	3.85	.75	agree
7. I could guess and clarify meaning of the difficult and unknown words, phrases, or sentences more correctly.	3.85	.93	agree
8. *Summarizing* focuses my attention on the main idea and important information in the texts.	4.25	.55	strongly agree
9. I usually have problem in finding the main idea.*	3.15	.81	moderately agree
10. *Generating questions* helps me check my own understanding of the main idea and important information in the texts.	4.15	.75	agree

Table 4.6: (Continued)

Statements	Mean	Std.	Level of Agreement
11. The RTP is complicated.*	3.00	.80	moderately agree
12. I don't think reciprocal strategies help me comprehend the texts.*	3.20	.77	moderately agree
13. Using reciprocal strategies is fun.	4.35	.75	strongly agree
14. The more I practice RTP, the more easily I can read and understand texts.	4.25	.79	strongly agree
15. After having finished RTP training, I become better at reading comprehension.	4.15	.81	agree
16. If I had known strategies in reading, I would have been able to read texts in English better.	4.35	.59	strongly agree
17. I think other teachers teaching reading comprehension should use RTP in reading classes.	4.40	.60	strongly agree
Average mean scores	**3.97**	**.76**	**agree**

* Negative values were adjusted.

Note: 4.21- 5.00 = strongly agree; 3.41- 4.20 = agree; 2.61- 3.40 = moderately agree;
1.81- 2.60 = disagree; 0.00 – 1.80 = strongly disagree

According to Table 7, there are 6 items that the subjects strongly agreed with (Items 1, 8, 13, 14, 16, and 17). This can be interpreted as follows. the subjects enjoyed working in group since they strongly agreed that they enjoyed reading texts in English with their friends (Item 1) and using reciprocal strategies is fun (Item 13). The subjects strongly agreed that summarizing which is one of reciprocal strategies, is useful because it focused their attention while reading on the main idea and important information of the text (Item 8). The subjects strongly agreed that the more they practiced reciprocal strategies, the more easily they can read and understand the text (Item 14). Since the subjects believed that they would have been able to read texts in English better if they had known RTP in reading (Item 16), they strongly agree that other teachers teaching reading comprehension should use RTP in reading classes (Item 17).

The subjects agreed that they benefited from group work since they could comprehend the text in English better when reading with friends and after having finished RTP training (Items 2 and 15). The subjects also benefited from reciprocal strategies: predicting, clarifying, questioning and summarizing. The subjects agreed that *predicting* was useful since it activated their background knowledge and experience (Item 4), encouraged them to think ahead of the text content (Item 3), and helped them comprehend the text (Item 5). For *clarifying*, the subjects agreed that it helped them guess and clarify the meaning of the difficult words, phrases, and sentences more correctly (Item 7). They also agreed that clarifying helped them solve the reading problems caused by difficult parts of the text (Item 6). The subjects agreed that *questioning* helped them comprehend the text better because generating questions gave them a chance to check their own understanding on important information and main idea of the text (Item 10). *Summarizing* was considered a useful strategy, however, the subjects moderately agreed that they usually have problem in finding the main idea (Item 9). Moreover, they moderately agreed that the reciprocal procedure was complicated (Item 11) and did not help them comprehend the text (Item 12).

In brief, the results above show that the subjects had positive attitudes towards reciprocal strategies and procedure (Items 1-17: $\bar{x}$: 3.97). The subjects agreed that reciprocal strategies provided them with several benefits and they were satisfied with reciprocal procedure because it enhanced their English comprehension.

2.2.2 The Control Group's Attitudes towards Regular Reading Instruction

The subjects' response to the questionnaire were analyzed and presented in three parts: (1) the subjects' views on regular reading instruction, (2) their self-rating of vocabulary knowledge and reading comprehension and (3) their attitudes towards regular reading instruction.

2.2.2.1 The Control Group's Views on Regular Reading Instruction

Before receiving the training, the majority of the subjects were familiar with regular reading instruction because they have been trained to use the reading techniques in the classroom. In this present experiment, the subjects who were trained with the regular reading instruction reported that the teacher (researcher) clearly taught and explained the use of reading techniques: guessing word meaning, identifying main idea and details, and making inferences to them. However, 30% of them reported that they still didn't feel confident on how to apply the reading techniques in their reading. The data presented in Table 9 below shows the subjects' views on the usefulness and difficulty of regular reading techniques.

Table 4.7: The Control Group's Views on Regular Reading Techniques

Usefulness	Mean	Std.	Level
Guessing word meaning	4.25	.72	very useful
Identifying main idea and details	4.00	.80	useful
Making inferences	4.05	.83	useful
Average mean	**4.10**	**.78**	**useful**
Difficulty	**Mean**	**Std.**	**Level**
Guessing word meaning	1.65	.67	not very difficult
Identifying main idea and details	2.75	.72	difficult
Making inferences	1.85	.81	not difficult
Average mean	**2.08**	**.73**	**not difficult**

Note: 4.21- 5.00 = very useful/very difficult; 3.41- 4.20 = useful/difficult;
2.61- 3.40 = neutral; 1.81- 2.60 = not useful/not difficult;
0.00 – 1.80 = not very useful/not very difficult

The subjects reported that they found regular reading techniques useful in reading texts in English. Guessing word meaning was considered *"very useful"* and

"not very difficult" technique to use in reading. The subjects felt that making inferences was *"not difficult"*. On the other hand, identifying main idea and details were considered *"difficult"* technique to use.

2.2.2.2 The Control Group's Self-evaluation of Vocabulary Knowledge and Reading Comprehension

After receiving regular reading instruction, the subjects in the control group were asked to rate their vocabulary knowledge and reading comprehension again on the attitude questionnaire. The post-mean score was compared with that before the instruction.

Table 4.8: The Control Group's Self-evaluation of English Vocabulary and Reading Comprehension Before and After the Instruction

Ability	Before			After			df	T
	Mean	**S.D.**	**Level of proficiency**	**Mean**	**S.D.**	**Level of proficiency**		
Vocabulary knowledge	1.95	.51	rather poor	2.90	.48	average	19	0.00**
Reading comprehension	1.95	.61	rather poor	3.20	.62	average	19	0.00**

Note: 4.21- 5.00 = very good; 3.41- 4.20 = good; 2.61- 3.40 = average;
1.81- 2.60 = rather poor; 0.00 – 1.80 = poor

**Significant at 0.01 level

The results show that there were significant differences between the subjects' evaluation of their vocabulary knowledge ($p<0.01$) and reading comprehension ($p<0.01$) before and after the instruction. Before the instruction, the subjects considered their vocabulary knowledge and reading comprehension "rather poor". After the instruction, their self-rated ability on both vocabulary knowledge and reading comprehension were "average". Therefore, most of the subjects felt more

confident on their vocabulary knowledge and reading comprehension after receiving regular reading instruction.

2.2.2.3. The Control Group's Attitudes towards Regular Reading Instruction

Data in Table 10 show many interesting aspects of the subjects' attitudes.

Table 4.9: The Control Group's Attitudes towards Regular Reading Instruction

Statements	Mean	Std.	Level of Agreement
1. I prefer to read silently more than to read aloud.	3.25	.91	moderately agree
2. I prefer the teacher to give me the meaning of the unknown words.	3.35	.59	moderately agree
3. I prefer the teacher to have me guess the meaning of unknown words.	2.95	.76	moderately agree
4. I prefer the teacher to read and explain the reading texts to me.	4.20	.70	agree
5. I usually do not finish reading on my own because I know the teacher would explain and make a summary of the text at the end of the session for me.*	3.00	1.38	moderately agree
6. When I have a problem in comprehending the text, I hardly solve the reading problem by myself. I usually wait for the teacher to explain it to me.*	3.50	1.10	agree
7. The more the teacher explain me on reading, the more my reading would develop.	4.35	.74	strongly agree
8. I can read and do the reading exercise on my own although the teacher doesn't give any explanations.	2.90	.97	moderately agree
9. The reading techniques and reading exercises in the class help me comprehend the texts in English better.	4.05	.95	agree
10. I would comprehend the reading texts better when I do the exercise after reading.	4.15	.75	agree

Table 4.9: (Continued)

Statements	Mean	Std.	Level of Agreement
11. The technique to *guess word meaning* is very useful in comprehending the texts.	4.50	.51	strongly agree
12. I enjoy doing the exercises on *word meaning*.	4.40	.50	strongly agree
13. The technique on *identifying main idea and details* help me comprehend the text better.	3.45	.51	agree
14. Although I learn the technique in finding the main idea, I still have problem identifying the main idea.	3.10	.72	moderately agree
15. It is easy to *make inferences*.	3.80	.70	agree
16. The reading techniques that the teacher teaches in the class are useful in doing the reading exercises.	3.60	.68	agree
17. If I read and do the reading exercises by myself, my reading skill would develop.*	2.65	1.04	moderately agree
Average mean scores	**3.60**	**.79**	**agree**

* Negative values were adjusted.

** Note: 4.21- 5.00 = strongly agree; 3.41- 4.20 = agree; 2.61- 3.40 = moderately agree;
1.81- 2.60 = disagree; 0.00 – 1.80 = strongly disagree

Items 2-7 in Table 10 seem to suggest that when the subjects in the control group read, they rely heavily on their teacher's help and guidance. The subjects strongly agreed that their reading skills would develop with the teacher's suggestion (Item7). They agreed that they preferred the teacher to read and explain the reading text to them (Item 4). Therefore, they hardly solve the reading problem by themselves because they usually wait for the teacher's explanation (Item 6). The subjects moderately agreed that they usually do not finish their reading because they knew that the teacher would explain and make a summary of the text at the end of the reading session (Item 5). Moreover, they moderately agreed that they preferred the teacher to give and have them guess the meaning of the unknown words (Items 2 and 3).

In terms of attitudes reflected by Items 1 and 8-17, it was found that most of the subjects had positive attitudes toward regular reading techniques. The subjects strongly agreed that *guessing words meaning* was very useful in comprehending the text (Item 11). They strongly agreed that they enjoyed doing the exercises on word meaning (Item 12). They only agreed that *identifying main idea and details* technique helped them comprehend the text better (Item 13) and that it was easy to *make inferences* (Item 15). Most of the subjects agreed that the reading techniques that the teacher taught in the class were useful in doing the reading exercises (Item 16). Therefore, they agreed that using reading techniques and doing reading exercises after reading helped them comprehend the text better (Items 9-10).

Moreover, the subjects moderately agreed that they preferred to read silently more than to read aloud (Item 1) and that they can read and do the reading exercises on their own although the teacher doesn't give any explanations (Item 8), indicating that the extent to which the subjects could read and do the reading exercises if the teacher doesn't give any explanations is relatively low. Noteworthily, Item 17 has the lowest rating mean. The subjects moderately agreed that their reading skill would develop if they read and do the reading exercises on their own, indicating their lowest confidence in whether they could read and do the reading exercises on their own, and develop their reading skill. This, in term, reflected their dependence on the teacher.

The findings above show the subjects' reading styles and positive attitudes towards regular reading instruction (Items 1-17: $\bar{X}$: 3.60). Although the subjects agreed that reading techniques and reading exercises helped them comprehend the texts better, they preferred to have the teacher's helps and suggestions when they read.

According to the nature of RTP which emphasizes co-operative learning and learners taking control of their own reading, the subjects trained with RTP were more self-directed and became more active learners after the training than the subjects trained with regular reading instruction. The subjects trained with regular reading instruction were not seriously trained to read interactively. The regular reading instruction emphasizes on the teacher-oriented instruction. As a result, the subjects were less active in reading and learning and depended more on the teacher.

2.3 Strategy Retention

The data from the follow-up questionnaire form A and form B reveals strategy retention of the subjects trained with RTP and regular reading instruction as follows.

2.3.1 The Levels of Strategy Retention of the Experimental Group

Two months after the RTP training, most of the subjects in the experimental group still used the four reciprocal reading strategies when they read since they believed that the four reciprocal strategies helped them comprehend the text better. As shown in Table 8 below, the subjects always or almost always used predicting and questioning and often used clarifying and summarizing when reading.

Table 4.10: Frequency of Reciprocal Strategies Use

Strategies	Mean	Std.	Level of Frequency
Predicting	4.25	.78	always/ almost always use
Clarifying	3.50	1.03	often use
Summarizing	4.19	1.05	often use
Questioning	4.25	1.00	always/ almost always use

Note: 4.21- 5.00 = always/ almost always use; 3.41- 4.20 = often use;
2.61- 3.40 = sometimes use; 1.81- 2.60 = seldom use;
0.00 - 1.80 = never/ almost never use

Two months after the regular reading instruction, the subjects in the control group considered the reading techniques useful in helping them comprehend the texts; therefore, they still used the reading techniques they learned, especially guessing words meaning when they read (see Table 11).

Table 4.11: Frequency of Reading Techniques Use

Techniques	Mean	Std.	Level of Frequency
Guessing word meaning	4.83	.39	always/ almost always use
Identifying main idea and details	4.08	.67	often use
Making inferences	3.83	.67	often use

Note: 4.21- 5.00 = always/ almost always use; 3.41- 4.20 = often use;
2.61- 3.40 = sometimes use; 1.81- 2.60 = seldom use;
0.00 - 1.80 = never/ almost never use

As shown in Table 11, the subjects always or almost always used the technique of guessing word meaning. Identifying main idea and details and making inferences were another two techniques that the subjects often used when they read. However, two out of twenty subjects reported that although they could guess the meaning of difficult vocabulary correctly, they still could not comprehend the text. One subject stated that she usually had problems relating pieces of reading together.

In all, the subjects were satisfied with regular reading instruction and the reading techniques that they learned. More than half of them continued using the reading techniques after the training. They considered the reading techniques helpful in comprehending the text; however, it seems that most of them often rely on the teacher's guidance and explanation when they read.

In summary, the subjects considered both types of reading strategies and techniques helpful in their reading. They continued using them. However, they reported a different frequency of use of reciprocal strategies and regular reading techniques in their reading activities after the training.

3. Discussion of the Results

3.1 Reading Comprehension Ability

In this study, the reading comprehension ability of both experimental and control groups increased after the instructions. It should be noted that the reading comprehension ability of the subjects in the experimental group significantly increased after RTP training while that of the control group increased, but not significantly different, indicating that the use of RTP is more effective in enhancing subjects' reading comprehension than the regular reading instruction. The finding that the use of RTP improved the subjects' reading comprehension ability is consistent with the previous studies conducted by Wisaijorn (2003) and Song (1998). The findings of Wisaijorn's study indicated that Thai students' reading comprehension significantly improved after RTP training. The study of Song (1998) revealed the improvement in reading ability of both high and low proficiency students after being trained with RTP. In this study, however, it should be noted that the improvement of reading comprehension of the experimental group might be the result of different number of strategies the students were trained with. The experimental group was and trained with 4 strategies (predicting, clarifying, summarizing, and questioning) whereas the control group was trained with 3 strategies (guessing word meaning, identifying main idea and details and making inferences). Moreover, the use of co-operative techniques in RTP and the emphasis on group members' independency might have played a part in developing their comprehension ability.

When explored in detail, the finding presented some interesting issues. In the analysis of the findings regarding the English reading ability after the instruction of the experimental and control groups, it was found that the English reading comprehension ability of both groups were not significantly different after the two different reading instructions. This indicates that the improvement in reading comprehension of the subjects trained with RTP was not great enough to make a difference in comprehension gain from those trained with regular reading instruction. This possibly resulted from the fact that Thai students were used to teacher-oriented teaching and most of their learning relies on the teacher's instruction. RTP which

aims to increase students' roles in learning in the classroom and develop their higher order thinking was new to them. Thus, in this study, the amount of training once a week for 10 weeks might not be enough for students to get used to the reading strategies. Thai students who used to be passive learners might need more time and more assistance to get used to the new strategies, RTP. Furthermore, because the subjects in the experimental group were trained to read and use RTP in small group, they did not have a chance to individually practice reading like the subjects in the control group did. That is, the subjects trained with RTP might fail to comprehend the text when they had to read and work on RTP alone.

According to the subjects' self-evaluation of English vocabulary and reading comprehension after the instruction, both types of reading instructions were helpful in improving the subjects' vocabulary knowledge and reading comprehension; both subjects' groups rated their vocabulary and reading proficiency "average". However, the subjects trained with RTP were more self-directed while those in the control group were more teacher-dependent. This might be explained by the fact that with RTP the teacher played a less important role in students' learning; RTP emphasizes co-operative learning. The subjects were assigned to take more responsibility in their reading and learning. Through RTP training, the subjects read in group and followed the reciprocal teaching procedure which focuses on group discussion, and development of thinking and learning ability. The subjects had a lot of opportunities to read and solve the reading problems by themselves. After RTP training, therefore, they could read the text more independently and effectively and felt confident on their reading comprehension.

For the regular reading instruction which is widely used in reading classes in Thailand, the teacher tends to play an important role in students' learning. The teacher usually explains everything to students rather than helping students to read by promoting thinking about its meaning (Chandavimol, 1998). The English reading lesson is generally teacher-oriented. Most Thai students do not become enthusiastic readers in adulthood because they are mostly encouraged to read by their teachers at school (Wisaijorn, 2003).

3.2 Attitudes towards Two Different Reading Instructions

Both groups of the subjects had positive attitudes towards the reading instruction and strategies that they were trained.

3.2.1 Attitudes towards Reciprocal Teaching Procedure (RTP)

The subjects in the experimental group were satisfied with RTP which promotes self-directed learning. A close look at the experimental group's responses toward some items of the attitudes questionnaire (Items 1, 13, 14, 16 and 17) before receiving RTP training reveals that most of the subjects have never had any training similar to RTP. Most Thai students are used to teacher-oriented teaching. After RTP training, the subjects strongly agreed that using RTP in the reading class was fun; they liked RTP because they were allowed to read the text with their friends. Most of them strongly agreed that they would have read the text in English better if they had learned to read with the reciprocal reading strategies before. They strongly agreed that other teachers should use RTP in reading classes. It is remarkable that the subjects changed their attitudes toward the usefulness of RTP. After 18 sessions of training, the subjects considered RTP complicated and not help them comprehend the text. However, two months after the training, the subjects considered RTP useful in helping them comprehend the text better.

The subjects felt that reciprocal reading strategies: predicting, clarifying, summarizing, and questioning were useful because they helped them comprehend the text better. However, many subjects still needed the teacher's help. There were several suggestions on the use of RTP in the reading class which clearly reflected that students needed more assistance from teachers. Four out of twenty subjects suggested the teacher to give feedback on the groups' worksheet individually after the reading activity. Five out of twenty subjects added that the meaning of the unfamiliar vocabulary in the reading text should be clarified by the teacher at the end of each session so that they could be sure whether they got the correct meaning of the words they clarified.

- **The Benefits of Reciprocal Strategies**

Wisaijorn (2003) claimed that RTP involves subjects' participation in the reading lesson and requires them to make prediction before reading, clarify the difficult vocabulary and part, summarize the text, and generate questions on the main idea. Each reading strategy is presented separately with discussions of the usefulness and difficulty of the strategies.

Questioning

The subjects considered questioning very useful strategy. Through this strategy, the subjects learned to generate questions on the text's main idea and important information after reading. While the subjects tried to find the answers for their questions, they had opportunities to think for the main idea and important information of the text that they read. Also, it encourages them to think about their own comprehension (Wray, 1994). Therefore, asking questions on the text main idea and important details after reading is helpful because it helps them comprehend the text better. However, the subjects had difficulty understanding the text content and were not trained to think and generate questions on the text main idea after reading. They considered questioning a difficult strategy to use. To make good questions which focus on the text main idea and important information, the subjects must know the content and be able to identify the main idea.

Based on classroom observations, it was noted that when the subjects did not understand the text content, they often make questions which were not relevant to the text main idea. This indicated that questioning could reflect their understanding. However, the written questions on the groups' worksheets revealed that the subjects' ability in generating questions improved towards the end of RTP training. That is, the more they practised generating and answering their questions after reading, the better they could comprehend the text.

Predicting

Predicting is a useful strategy because it encourages the subjects to think ahead and make prediction for the upcoming paragraph of the text based on their background knowledge and experience. Background knowledge is important to the readers because it reduces the problem of language deficiency (Carrell and Eisterhold, 1983 cited in Wisaijorn, 2003). Predicting often helps reader to understand the text although the students make a wrong prediction (Nuttal, 1996). Since the subjects were used to the reading class in which the teacher plays an important role in activating and motivating them to read and leading a discussion, the subjects were not used to think and link their background knowledge to the text content and make predictions before reading by themselves. As a result, they considered predicting very difficult strategy to use.

In this study, the teacher's and the observer's checklists and notes showed impressive results. The subjects' ability to predict improved. The subjects used the text title, the headings, the sub-heading, the words, and the pictures to help in their prediction. Performances in the worksheet distributed as part of the group's assessment showed that their ability to make predictions developed towards the end of the training period. The subjects who were unable to bring and link their background knowledge to the text and make a prediction in the early phase were able to find the clues for prediction in the final phase. Despite the improvement in predicting, some problems were encountered by some subjects. They seemed to have difficulties thinking and linking their background knowledge to the text content because they were not used to making prediction before reading. As they could not solve their predicting problems, they did not predict; they read the text without making prediction.

Clarifying

It is common for readers to reread or go back to the words, phrases, or sentences that they do not understand when they read (Wisaijorn, 2003). In RTP,

subjects are required to check the difficult part and critically think for the meaning by using the text clues and their common sense (Palincsar and Brown, 1984).

Because most Thai students were not used to the strategies to clarify or guess the meaning of the difficult part in reading by themselves, they claimed that clarifying is difficult to use. Also, the difficulty may be due to the fact that the subjects were less experienced readers. They could not link their prior knowledge and experience to the text clues in order to figure out the part that they want to clarify. However, the subjects considered clarifying useful because they could deal with the difficult part in the text better after receiving many hours of RTP training. The teacher's and the observer's observations and subjects' performances in the worksheet showed gains in their application of this strategy. The subjects were able to clarify the difficult words or phrases better in the later stages of the training. That is, being trained to clarify to difficult parts made them build their tolerance to ambiguity.

Despite this, the subjects commented on the benefit of clarifying on their vocabulary development. Most of the subjects believed that they would effectively learn and gain more knowledge on the vocabulary if the teacher gives feedback and reveals the meaning of words that they clarified at the end of each training session. In the present study, the feedback on the group's worksheet was given to subjects in the following training session.

Summarizing

Summarizing requires subjects to focus their attention on the main idea of the text. So, it is a useful after reading activity. However, summarizing was found to be difficult for the subjects. Most of the subjects had problems looking for the main idea. Some had vocabulary problem and reading and translating word by word and paragraph by paragraph would obstruct the over all meaning and the main idea.

The teacher and observer reported that the subjects' summaries in the early phrase did not focus on the text main idea and they were too detailed. It was noticed that the subjects could not get the text main idea and were afraid to lose important details. In the later phrase, the subjects' ability to read and summarize improved. Their summary became more complete as they were able to get the text main idea.

The subjects showed an improvement in the use of the four strategies in the later phase of the training. Hence, it can be said that their reading development depend on the amount of practice that they had.

3.2.2 Attitudes towards Regular Reading Instruction

The subjects in the control group were satisfied with the regular reading instruction. Most of them preferred to have the teacher's suggestions when they read because they believed that their reading skill would develop if the teacher explains and helps them. There were some suggestions about reading materials. Three out of twenty subjects suggested that the reading lesson would be more interesting if the teacher provides more up-to-date reading materials in the class, e.g. colorful texts and comics. The subjects were positive with regular reading techniques: guessing word meaning, identifying main idea and details and making inference since they could understand the text better and do the reading exercises.

- **The Benefits of Regular Reading Techniques**

In the regular reading instruction, the subjects were required to read and do the reading exercises by using and focusing on the three reading techniques: guessing word meaning, identifying main idea and details and making inferences. Each reading technique is presented separately with discussions of the usefulness and difficulty of the strategies.

Guessing Word Meaning

Guessing word meaning was a very useful strategy for the subjects because it helps them comprehend the text better. The subjects enjoyed working on guessing word meaning since they considered it was not a very difficult technique to use. Based on observation, the subjects were not afraid to make mistake in guessing meaning. As a result, they learned and could guess the meaning of difficult vocabulary very well.

Identifying Main Idea and Details

Identifying main idea and details was considered a difficult technique to use. However, it was considered useful. The subjects reported that they could understand and get the overall meaning of the text better when using identifying main idea and details.

Interestingly, the teacher and observer revealed that the subjects had problems finding the main idea since they spent a lot of their time reading the text by translating word by word. The subjects were afraid to lose details, therefore, they included many details in their summary.

Making Inferences

Making inferences was reported to be useful and not difficult strategies to use. Due to the fact that the teacher assisted the subjects' learning by providing background knowledge, explaining difficult parts, and summarizing the text after reading for the subjects, it is easy to make inferences. The observer revealed that the subjects could make a good inference with the teacher's guidance.

So far, it can be seen that there are strong support for both reciprocal teaching procedure and regular reading instructions. The subjects viewed the strategies of reciprocal procedure and regular reading instruction useful. However, when the subjects' attitudes towards RTP and regular reading instruction were compared, it was found that there are significant differences. The subjects trained with RTP were more positive with the instruction than those trained with regular reading instruction. However, detailed data from the attitude questionnaires reveal opposite results; RTP was still problematic and quite complicated to use. Due to the fact that the subjects were used to teacher-oriented teaching, regular reading instruction, and were not familiar with RTP, the subjects found regular reading instruction not as difficult as RTP in reading.

- **The Benefit of Reciprocal Teaching Procedure and Regular Reading Instruction**

The results showed that the subjects in both experimental and control groups felt more confident on their reading comprehension and vocabulary knowledge after the trainings.

Responses of the experimental group on the self-evaluation revealed that the subjects' reading comprehension and vocabulary knowledge was "rather poor" and "poor" before receiving RTP training. After the training, the subjects were more confident on their reading comprehension and vocabulary knowledge since their self-rating on those were "average". Their belief in their improvement may be due to the fact that RTP provided them chances to share their idea and discuss with others. The subjects could learn to produce understanding and solve the reading problem by themselves. This suggested that when the subjects became active readers, they felt more confident on their reading ability.

Before the subjects in the control group received the regular reading instruction, they evaluated their reading comprehension and vocabulary knowledge "poor". After receiving the instruction for 10 weeks, they considered their reading comprehension and vocabulary knowledge "average". One possible reason for these may be the class size. In the present study, the class size was particularly small (20 subjects) compared with the normal class size in school (40-50 subjects). Learning in the small class, the subjects paid a lot more attention in reading and learning. The teacher was able to give help to every student.

3.3 Strategy Retention

Since both of the subject groups considered the reading instructions useful in helping them comprehend the text, most of the subjects in both groups continued using the reading strategies that they were trained to use. However, the number of the subjects in the experimental group continuing to use reading strategies after the instruction was greater than that of the control group. A possible reason might be because the subjects trained with RTP were self-directed learners and more

conscious. They were trained to read and solve the reading problems by themselves; they didn't rely on the teacher's suggestions and helps when they read. As a result, they could read and efficiently tackle reading problems by themselves. The frequency of the reading strategies use after the instruction was related to the subjects' view of the strategies' usefulness. For reciprocal strategies, the subjects indicated *questioning* "very useful" and *predicting* "useful". As a result, after the training, the subjects indicated that they always use *questioning* and *predicting* when they read. Similarly, the subjects in the control group reported that they always used *guessing word meaning* when they read since it helps them comprehend the text better.

It can be concluded that the continuity and frequency of strategy use after the training depends on the subjects' view on each reading strategy or technique. That is, the subjects will always use the strategy if it is very useful and not very difficult.

CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the summary of the main findings: the English reading ability of the subjects in the experimental and control groups, the subjects' attitudes towards two different reading instructions, and their strategy retention. Then the implications and recommendations for further studies are suggested.

5.1 Summary of the Main Findings

This study aimed to investigate whether the subjects trained with reciprocal teaching procedure (RTP) would comprehend significantly better than those trained with regular reading instruction. The study also looked at the subjects' attitudes towards RTP and regular reading instruction and their strategy retention.

The findings of this study can be summarized as follows.

5.1.1 English Reading Ability of the Subjects in the Experimental and Control Groups Before and After the Use of Two Types of Reading Instruction

The English reading ability of the subjects in both groups were poor before the instructions. The mean score of both the experimental and the control groups was 13.20 out of the total of 30.

The reading comprehension ability of both subject groups improved after the instruction. However, only the subjects in the experimental group did significantly better in the post-test than in the pre-test. The experimental group's mean score increased from 13.20 to 16.50 while that of the control group increased non-significantly, from 13.20 to 14.20. This means the use of reciprocal reading procedure (RTP) in the reading lesson helped the students improve their English reading comprehension ability significantly.

However, when the two subject groups were compared, no significant difference in their reading improvement was found. This means that the English reading comprehension ability of both groups were not significantly different after receiving different reading instructions.

5.1.2 The Subjects' Attitudes towards Two Different Reading Instructions

After the training, the analysis of the experimental group's responses on the attitude questionnaire show that most of the subjects enjoyed using RTP in reading English texts. They found RTP beneficial since it helped them develop their English reading comprehension. Interestingly, RTP did not only benefit students' reading comprehension but it also benefited students' thinking process.

All the subjects in the experimental group considered reciprocal strategies useful with *questioning* being the most useful strategies whereas *predicting* the most difficult strategy to use. Moreover, after the instruction, the subjects reported that if they had been taught RTP in reading, they would have been able to read texts in English better.

The subjects also felt more confident in their vocabulary knowledge and reading comprehension after the RTP training. The self-rating of the subjects on vocabulary knowledge increased from 1.80 (poor) to 2.45 (average) and that on reading comprehension improved from 1.95 (rather poor) to 2.80 (average).

For the control group, after the training, most of the subjects had positive attitudes toward regular reading instruction. They found the reading techniques: guessing word meaning, identifying main idea and details, and making inferences and reading exercises useful in helping them comprehend texts in English. Of the three, guessing word meaning was considered the most useful and the least difficult to use in reading. They felt more confident on their vocabulary knowledge and reading comprehension after receiving the regular reading instruction. Before the instruction, the subjects rated their vocabulary knowledge and reading comprehension "rather poor". After the instruction, their self-rating on those were "average".

Interestingly, although most of the subjects in the control group agreed that the reading techniques and reading exercises helped them comprehend the texts better, they still preferred to have the teacher's suggestions when they read. With the teacher's help, they felt confident on their reading. This might be accounted for by the nature of regular reading instruction which emphasizes the teacher's help and explanation. The teacher has an important role in the students' learning.

In short, after being trained for 10 weeks, both subject groups were positive towards and benefited from the reading instruction they were trained with. Both subject groups felt the improvement in their reading comprehension.

5.1.3 Strategy Retention

The subjects in both groups continued using the reading strategies with which they were trained to use since they helped them comprehend the text better.

Most of the subjects in the experimental group considered the four reciprocal strategies beneficial in their independent reading. Therefore, they still used the strategies after the RTP training. They always use *predicting* and *questioning* and often use *clarifying* and *summarizing* when they read.

Similarly, the subjects in the control group considered the regular reading instruction and techniques useful. Therefore, they still use the reading techniques they learned after the training. The subjects often use the techniques on identifying main idea and details and making inferences and always used guessing word meaning in their reading since it was helpful and not difficult to use.

In sum, both subject groups considered the reading strategies/techniques to be beneficial in their reading. Most of them reported that they still use them at various stages.

5.2 Implications

Pedagogical Implications

The pedagogical implications for RTP and regular reading instruction for Thai students are as follows:

1. The development of reading comprehension ability of the subjects in the experimental group in the post-reading test in this study appears to be the result of RTP. It seems that reciprocal strategies and reciprocal procedure which involves co-operative learning assist the students' reading comprehension development. This suggests that the teacher should promote RTP in students' learning and reading.

2. RTP was originated in Western culture where students are more active participants in class (Wisaijorn, 2003). In order to use RTP in Thai context effectively, it is necessary for the teacher to clearly model, monitor, and train reciprocal procedure and the use of each reading strategy to Thai students since they are generally passive students and the use of RTP is relatively new and difficult for them. To effectively use RTP with Thai students, the teacher should give them a lot of RTP training in order to familiarize the subjects with the procedure, strategies, and the active role in learning. This training should include the teacher's modeling, followed by intense monitoring of students' use of the strategies so they will eventually become self-reliant. In the early period, the teacher probably needs to give feedback on students' performance in order to build their confidence in using the strategies.

3. In this study, the subjects, mostly practiced, discussed, and solved the reading problems among their group. The teacher did not interrupt the group discussion although they made a wrong decision. The teacher only gave feedback on the group's worksheet and subjects' improvement in RTP in the next session. It might be better for further research to provide feedback on the group's worksheet and their performances toward RTP at the end of each session so that the students could be sure whether they have made a good prediction, got the correct meaning of the words they clarify, and generated good summary and questions.

4. The findings reveal that the regular reading instruction is not as effective as reciprocal teaching procedure in improving students' reading comprehension. However, the regular reading instruction and techniques are still useful since they could improve the subjects' reading comprehension ability in this study. With this, teachers must realize that there are several effective teaching reading methods. The teacher should find and employ the teaching methods that promote students' thinking and encourage students to take an active role in their own learning and use it in the reading class.

5. The results show that the subjects who always received and were trained with regular reading instruction had positive attitudes toward the instruction. That is regular reading instruction is useful since the subjects enjoyed and felt comfortable while learning and taking the class.

However, the findings reveal that the subjects trained with RTP were positive with RTP which involves co-operative learning and students' participation. Therefore, it is a good opportunity for the teacher to introduce RTP to the students. Using RTP in reading, students could become more independent readers.

5.3 Recommendations for Further Studies

Based on the results of this study, some recommendations for further studies on RTP and regular reading instruction are offered as follows:

1. It seems to be beneficial for Thai students who are used to teacher-oriented teaching and not familiar with RTP to be exposed to a longer RTP training. That is, the amount of RTP training should be increased. In the present study, the amount of time for RTP training was only 10 weeks (30 hours) which was not enough for Thai students to get used to reciprocal procedure and strategies. The reading ability of the subjects would improve more if the frequency of RTP was increased and the training was extended to one semester.

2. RTP required subjects to take an active role on their learning since each had their own role of leading group discussion and activity. It would be helpful and beneficial for further study if the teacher could check the subjects' participation in

group to assess whether the subjects know how to do it and whether they can do it with confidence. This suggests that checklist on students' participation toward RTP should be used.

3. There should be more open-ended questions observing the subjects' attitudes toward the instruction they were trained with. The open-ended questionnaire could collect more specific detail on the subjects' attitudes.

4. Interview on frequency of strategies use after the training should be carried out in order to find out factors affecting their strategies use.

5. In this study, RTP seemed to be effective strategies in improving students' reading comprehension (Wisaijorn, 2003). However, the students might benefit from RTP in other areas of language skills since the use of RTP not only develops students' reading but also their thinking and learning ability and group discussion (Wisaijorn, 2003). Therefore it would be interesting to investigate the benefit of RTP on Thai learners' listening comprehension. The four strategies of RTP should be adopted and adapt to help students listen systematically. That is, the strategies employed in listening comprehension should include predicting, summarizing, and questioning. These strategies encourage students to think before listening, provide strategy in solving listening problems and focus their listening on the main idea.

6. This study was conducted with a small group of average proficiency students who enrolled in the reading course in one school. It would be interesting to investigate the use of RTP with different levels of proficiency: high proficiency and low proficiency in language skills.

7. The subjects of this study were M.4 students. Since the earlier the RTP strategies are applied, the more probably students are to improve their reading comprehension (Takala, 2006), it would be worthwhile for further research to investigate the effectiveness of RTP on young learners, an area in which no work has been done in Thailand.

8. In this study, the factors enhancing the comprehension ability of the experimental group could have been either or both the number of strategies trained and the co-operative techniques use when reading. The control group was trained to use only 3 techniques while the experimental group was trained to use 4 strategies and the control group was taught in teacher-fronted fashion while the experimental

group was trained to work co-operatively. Further studies can be designed to identify which factor or both of them contribute to the development.

9. The study of RTP on different proficiency students: high and low proficiency students should be conducted in order to find the effectiveness of RTP in enhancing their reading comprehension.

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APPENDIX A1

SURVEY QUESTIONNAIRE (ENGLISH)

Survey Questionnaire

Introduction: This questionnaire aims to find out your views of reading and strategies you have used when reading to help better your idea about the skill you need to work on in order to understand an English text. It will in turn help your instructors to prepare learning activities and materials according to your needs. Please fill in the questionnaire as carefully and honestly as you can. Thank you for your co-operation.

_____

Part I: General Information

Instructions: Fill in the blanks or put a tick (√)in the appropriate boxes.

1. How many years have you studied English? _____

2. How much do you know/can you do regarding vocabulary and reading

comprehension?

Level of proficiency \ Skills	Poor	Rather Poor	Average	Good	Very Good
Vocabulary					
Reading Comprehension					

3. Do you think you need to develop your reading ability in English?

    □ Yes   □ No (specify) _____

4. If yes, how do you develop your reading ability in English?

    □ I can practice to develop my reading ability by myself

    □ I cannot practice to develop my reading ability by myself

    □ Others (specify) _____

Part II: Reading Skills

Instructions: Think about what you usually do to help you understand a text. Read the list of statements below and put a tick (√), indicating the extent to which you do when reading English texts in the appropriate space provided, corresponding to the ranges 5-1.

Level of Frequency: 5 = Always   4 = Often   3 = Sometimes
                        2 = Seldom   1 = Never

No.	Items	5	4	3	2	1
1	Looking up the unknown words in a dictionary.					
2	Guessing the meaning of unknown words from the context.					
3	Using word parts such as re- and dis- to help me work out the meaning of unfamiliar words.					
4	Translating what I read into my mother tongue.					
5	Looking up for the unknown words in a dictionary after I have read through a text.					
6	Reading a passage quickly in order to get the main idea in the text.					
7	Skipping words or parts I don't understand.					
8	Preferring to read with my classmates.					
9	Talking about what I have read with others.					
10	Asking my teacher / classmates for help if I don't understand a text.					

Source: *Adapted from Patareeya Wisaijorn. (2003) Teaching reading comprehension to Thai EFL students: Reciprocal teaching procedure in small group work. Unpublished doctoral dissertation, University of Canberra.*

APPENDIX A2

SURVEY QUESTIONNAIRE (THAI)

แบบสำรวจเกี่ยวกับการอ่านภาษาอังกฤษ

คำชี้แจง   แบบสอบถามชุดนี้มีจุดประสงค์เพื่อสำรวจความสามารถในการอ่านภาษาอังกฤษ ของท่าน ซึ่งข้อมูลในการอ่านภาษาอังกฤษที่ได้รับ จะนำไปพัฒนาการเรียนการสอน กลวิธีการเรียน และการอ่านในรายวิชาภาษาอังกฤษอ่านเขียนต่อไป

      แบบสอบถามชุดนี้ แบ่งออกเป็น 2 ตอน

          ตอนที่ 1   ข้อมูลทั่วไป

          ตอนที่ 2   ข้อมูลเกี่ยวกับกลวิธีการอ่าน

      ข้อมูลที่ได้จากแบบสอบถามชุดนี้จะถูกเก็บเป็นความลับ และไม่มีผลต่อการประเมินผลการ เรียนของนักศึกษาใดๆทั้งสิ้น กรุณาตอบแบบสอบถามตามความเป็นจริงมากที่สุด

ตอนที่ 1   ข้อมูลทั่วไป

คำสั่ง   *เติมข้อมูลหรือใส่เครื่องหมายถูก (√) ในตาราง หรือช่อง □ ที่เว้นไว้*

(1) เรียนภาษาอังกฤษมาแล้ว _____ ปี

(2) คิดว่าความสามารถทางการอ่านภาษาอังกฤษของท่านอยู่ในระดับใด (กรุณา*ใส่เครื่องหมาย* √)

ระดับ ⟍ ทักษะ	อ่อน	ค่อนข้างอ่อน	ใช้ได้	ดี	ดีมาก
ศัพท์					
อ่าน					

(3) ท่านคิดว่าท่านควรพัฒนาทักษะการอ่านภาษาอังกฤษให้ดีขึ้น

      □ ใช่   □ ไม่ใช่ เพราะ _____

(4) ถ้าใช่ (ในข้อที่ 3) ท่านคิดว่าการพัฒนาทักษะการอ่านภาษาอังกฤษด้วยวิธีใดจะทำให้ท่านพัฒนา ทักษะการอ่านได้มากที่สุด

      □ พัฒนาด้วยตนเอง   □ พัฒนาในชั้นเรียน   □ อื่นๆ _____

ตอนที่ 2   ข้อมูลเกี่ยวกับกลวิธีการอ่าน

คำสั่ง   _ใส่เครื่องหมายถูก (√) ในตารางที่กำหนดให้ เพื่อระบุความมากน้อยของกลวิธีที่ท่านใช้ใน_
การอ่านเพื่อความเข้าใจ

เสมอ   = 5   บ่อย   = 4   บางครั้ง = 3
น้อยครั้ง = 2   ไม่เลย = 1

ลำดับ	กลวิธี	5	4	3	2	1
1	ค้นหาความหมายของคำศัพท์ต่างๆใน พจนานุกรม					
2	เดาความหมายของคำที่ไม่รู้จากบริบท					
3	ใช้ส่วนของ Prefix เช่น re- และ dis- ช่วย ในการหาความหมายของคำ					
4	แปลข้อความที่อ่านเป็นภาษาไทย					
5	อ่านจับใจความทั่วไปของประโยค หรือ แต่ ละย่อหน้า ก่อนเปิดหาความหมายของคำที่ ไม่ทราบจากพจนานุกรม					
6	อ่านเรื่อง แบบอ่านเร็วเพื่อจับใจความสำคัญ ของเนื้อหาทั้งหมด					
7	ใช้วิธีอ่านข้าม เมื่อพบคำ หรือบางส่วนของ เนื้อหาที่ยากต่อการเข้าใจ					
8	เวลาอ่าน ชอบอ่านกับเพื่อนหลายๆคน					
9	ชอบคุยเกี่ยวกับเรื่องที่อ่านกับผู้อื่น					
10	ถ้าอ่านเรื่องแล้วไม่ค่อยเข้าใจ จะถามครูหรือ เพื่อนให้ช่วยอธิบายเรื่องที่อ่านซ้ำอีกครั้ง					

APPENDIX B1

ATTITUDE QUESTIONNAIRE FORM A (ENGLISH)

Attitude Questionnaire (Form A)

Part I: The RTP training

Instruction: Put a tick (√) or fill the blanks in the appropriate space below.

1. Have you had a training in developing your reading ability in English similar to RTP before?

    □ Yes   □ No   □ Others (specify) _____

2. Did the teacher provide you a clear model of the strategies and procedures of RTP?

    □ Yes   □ No   □ Others (specify) _____

3. Were you clear about your own role in RTP group work activities?

    □ Yes   □ No   □ Others (specify) _____

4. Do you find that RTP is helpful to you in reading texts in English?

    □ Yes   □ No   □ Others (specify) _____

5. If your answer is 'No', why do you think it is not helpful in reading texts in English?

    _____

    _____

6. Which reading strategies of RTP do you find most useful in helping you comprehend the text in English? And which strategies do you find most difficult in using? Rate the level of usefulness and difficulty in a table below.

    Level of usefulness: 1 = Least useful   2 = Less useful

                                             3 = Useful   4 = More useful

                                             5 = Most useful

Level of usefulness	1	2	3	4	5
Predicting					
Clarifying					
Summarizing					
Questioning					

Level of difficulty: 1 = Least difficult 2 = Less difficult

3 = Difficult 4 = More difficult

5 = Most difficult

Level of difficulty	1	2	3	4	5
Predicting					
Clarifying					
Summarizing					
Questioning					

7. Rank your ability in vocabulary and reading comprehension that you think you have now in the box below.

Level of proficiency / Skills	Poor	Rather Poor	Average	Good	Very Good
Vocabulary					
Reading Comprehension					

8. Do you have any suggestions that you think would improve the effectiveness of RTP?

_____

_____

Part II: Attitudes towards RTP

Instruction: <u>Tick</u> where appropriate.

Level of Agreement: 1 = Strongly disagree
2 = Disagree
3 = Moderately agree
4 = Agree
5 = Strongly agree

	Level of Agreement				
	1	2	3	4	5
1. I enjoyed reading texts in English when I read with friends.					
2. I could comprehend texts in English better when I read with my friends.					
3. *Predicting* encourages me to think ahead of the content in the texts.					
4. *Predicting* activates my prior knowledge and experience before reading.					
5. *Prediction* doesn't help me comprehend the texts.*					
6. *Clarifying* helps me solve the problem caused by difficult section in the texts.					
7. I could guess and clarify meaning of the difficult and unknown words, phrases, or sentences more correctly.					
8. *Summarizing* focuses my attention on the main idea and important information in the texts.					
9. I usually have problem in finding the main idea.*					
10. *Generating questions* helps me check my own understanding on the main idea and important information in the texts.					
11. The RTP is complicated.*					
12. I don't think reciprocal strategies help me comprehend the texts.*					
13. Using reciprocal strategies is fun.					
14. The more I practice RTP, the easier I can read and understand texts.					
15. After having finished RTP training, I become better at reading comprehension.					
16. If I had known strategies in reading, I would have been able to read texts in English better.					
17. I think other teachers teaching reading comprehension should use RTP in reading classes.					

Source: *Adapted from Patareeya Wisaijorn. (2003) Teaching reading comprehension to Thai EFL students: Reciprocal teaching procedure in small group work. Unpublished doctoral dissertation, University of Canberra.*

APPENDIX B2

ATTITUDE QUESTIONNAIRE FORM A (THAI)

แบบสำรวจเกี่ยวกับทัศนคติการอ่านภาษาอังกฤษ (A)

<u>ตอนที่ 1</u>   ความคิดเห็นต่อกลวิธีการอ่านด้วย RTP

<u>คำชี้แจง</u>   แบบสอบถามชุดนี้มีจุดประสงค์เพื่อสำรวจความคิดเห็นและความพึงพอใจของ
ท่านต่อกลวิธีการอ่าน   (RTP)   ซึ่งข้อมูลที่ได้รับจะนำไปพัฒนาการเรียนการสอนวิชาการอ่าน
ภาษาอังกฤษต่อไป
          แบบสอบถามชุดนี้ แบ่งออกเป็น 2 ตอน
               ตอนที่ 1   ความคิดเห็นต่อกลวิธีการอ่านด้วย RTP
               ตอนที่ 2   ทัศนคติต่อกลวิธีการอ่านด้วย RTP
          ข้อมูลที่ได้จากแบบสอบถามชุดนี้จะถูกเก็บเป็นความลับ และไม่มีผลต่อการประเมินผลการ
เรียนของนักศึกษาใดๆทั้งสิ้น กรุณาตอบแบบสอบถามตามความเป็นจริงมากที่สุด

<u>คำสั่ง</u>   *เติมข้อมูลหรือใส่เครื่องหมายถูก (√) ในตาราง หรือช่อง □ ที่เว้นไว้*

1. ท่านเคยเรียนและได้รับฝึกฝนการอ่านภาษาอังกฤษด้วยกลวิธีที่คล้ายคลึงกับกลวิธีของ RTP
หรือไม่

     □ ใช่   □ ไม่ใช่   □ อื่นๆ _____

2. อาจารย์ยกตัวอย่างและอธิบายขั้นตอนการใช้กลวิธีการอ่านด้วย RTP อย่างชัดเจน

     □ ใช่   □ ไม่ใช่   □ อื่นๆ _____

3. ท่านเข้าใจบทบาทและหน้าที่ของตนเอง เมื่อทำงานเป็นกลุ่มย่อยโดยใช้กลวิธีการอ่านด้วย RTP

     □ ใช่   □ ไม่ใช่   □ อื่นๆ _____

4. กลวิธีการอ่านด้วย RTP ช่วยให้ท่านอ่านเรื่องหรือบทความภาษาอังกฤษได้ดีขึ้น

     □ ใช่   □ ไม่ใช่   □ อื่นๆ _____

5. ถ้า *ไม่ใช่* ในข้อ 4 สาเหตุใดที่ทำให้ท่านคิดว่ากลวิธีการอ่านด้วย RTP ไม่ช่วยให้ท่านอ่านเรื่อง
หรือบทความภาษาอังกฤษได้ดีขึ้น

_____

_____

6. กรุณาใส่เครื่องหมายถูก (√) ในตารางที่กำหนดให้

(6.1) กลวิธีการอ่านของ RTP วิธีใดมีประโยชน์ช่วยให้ท่านเข้าใจเรื่องหรือบทความ
ภาษาอังกฤษที่อ่านมากที่สุด

มีประโยชน์มาก = 5   มีประโยชน์ = 4   เฉยๆ = 3

มีประโยชน์น้อย = 2   ไม่มีประโยชน์ = 1

	5	4	3	2	1
Predicting					
Clarifying					
Summarizing					
Questioning					

(6.2) กลวิธีการอ่านของ RTP วิธีใดยากและซับซ้อนต่อการนำมาใช้มากที่สุด

ยากและซับซ้อนมาก = 5   ยากและซับซ้อน = 4   เฉยๆ = 3

ไม่ค่อยยากและซับซ้อน = 2   ไม่ยากและซับซ้อนเลย = 1

	5	4	3	2	1
Predicting					
Clarifying					
Summarizing					
Questioning					

7. ท่านคิดว่าความสามารถทางการอ่านภาษาอังกฤษของท่านในขณะนี้อยู่ในระดับใด
(กรุณาใส่เครื่องหมายถูก (√) ในตารางที่กำหนดให้)

ระดับ / ทักษะ	อ่อน	ค่อนข้างอ่อน	ใช้ได้	ดี	ดีมาก
ศัพท์					
อ่าน					

8. ท่านมีคำแนะนำใดที่จะช่วยพัฒนากลวิธีการอ่านด้วย RTP ให้มีประสิทธิภาพมากยิ่งขึ้น

_____

_____

ตอนที่ 2   ทัศนคติต่อกลวิธีการอ่านด้วย RTP

คำสั่ง   ใส่เครื่องหมายถูก (√) ในตารางที่กำหนดให้ เพื่อระบุทัศนคติของท่านต่อกลวิธีการอ่าน
ด้วย RTP
<u>ระดับของความเห็นด้วย</u>   เห็นด้วยอย่างมาก = 5   เห็นด้วย = 4
ไม่แน่ใจ = 3   ไม่เห็นด้วย = 2   ไม่เห็นด้วยอย่างมาก = 1

	ระดับของความเห็นด้วย				
	5	**4**	**3**	**2**	**1**
1. ฉันสนุกในการอ่านเรื่องหรือบทความภาษาอังกฤษกับเพื่อน					
2. ฉันสามารถเข้าใจเรื่องหรือบทความภาษาอังกฤษได้มากขึ้น เมื่อฉันอ่านกับเพื่อน					
3. ฉันคิดล่วงหน้า และเดาเรื่องที่จะอ่านได้ดีขึ้น เมื่อใช้และฝึกฝนการอ่านด้วยกลวิธี Predicting					
4. การใช้กลวิธี Predicting กระตุ้นให้ฉันนำความรู้และประสบการณ์ที่มีมาใช้ในการอ่านเรื่อง					
5. กลวิธี Predicting ไม่ได้ช่วยฉันให้เข้าใจเรื่องที่อ่าน					
6. การใช้กลวิธี Clarifying ช่วยแก้ปัญหาความไม่เข้าใจเนื้อเรื่องที่อ่าน					
7. ฉันสามารถเดาความหมายของคำศัพท์ วลี หรือ ประโยคที่ไม่รู้และเข้าใจยากได้ถูกต้องมากขึ้น					
8. การใช้กลวิธี Summarizing เพ่งความสนใจในการอ่านของฉันที่การจับใจความสำคัญและใจความหลักของเรื่อง					
9. ฉันมักมีปัญหาในการจับใจความเรื่องที่อ่าน					
10. การใช้กลวิธี Questioning ช่วยตรวจสอบความเข้าใจใจความสำคัญและใจความหลัก					
11. ขั้นตอนของ RTP ซับซ้อนและยุ่งยากในการนำมาใช้					
12. ฉันคิดว่า กลวิธีการอ่านด้วย RTP ไม่ช่วยให้ฉันเข้าใจเรื่องที่อ่าน					
13. ฉันสนุกกับการใช้กลวิธีการอ่านด้วย RTP					

	ระดับของความเห็นด้วย				
	5	**4**	**3**	**2**	**1**
14. ยิ่งฉันฝึกฝนการใช้กลวิธีการอ่านด้วย RTP มากขึ้น ยิ่งจะทำให้ฉันอ่านและเข้าใจเรื่องหรือบทความภาษาอังกฤษได้ง่ายขึ้น					
15. หลังจากเรียนรู้และฝึกฝนการอ่านด้วยกลวิธี RTP ฉันอ่านเรื่องเข้าใจได้มากยิ่งขึ้น					
16. ถ้าฉันรู้กลวิธีการอ่านของ RTP ฉันจะสามารถอ่านเรื่องหรือบทความภาษาอังกฤษได้ดีขึ้น					
17. อาจารย์ท่านอื่นๆที่สอนทักษะการอ่านควรนำกลวิธีการอ่านด้วย RTP มาใช้ในการเรียนการสอนการอ่านภาษาอังกฤษ					

APPENDIX C1

ATTITUDE QUESTIONNAIRE FORM B (ENGLISH)

Attitude Questionnaire (Form B)

Part I: The Regular Reading Training

Instruction: Put a tick (√) or fill the blanks in the appropriate space below.

1. Did you always receive and be trained in a regular reading instruction?

  □ Yes   □ No   □ Others (specify) _____

2. Did the teacher teach and explain the use of reading techniques: guessing word meaning, identifying main idea and details, making inferences to you in the regular reading class?

  □ Yes   □ No   □ Others (specify) _____

3. Did you understand the use of each reading technique and know how to apply it when reading?

  □ Yes   □ No   □ Others (specify) _____

4. Do you find that reading techniques and exercises in the regular reading class are helpful to you in reading text in English?

  □ Yes   □ No   □ Others (specify) _____

5. If your answer is 'No', why do you think they are not helpful in reading text in English?

  _____

  _____

6. Which reading techniques and exercises do you find most useful in helping you comprehend the text in English? And which of those do you find most difficult in using? Rate the level of usefulness and difficulty in a table below.

  Level of usefulness: 1 = Least useful   2 = Less useful

                        3 = Useful   4 = More useful

                        5 = Most useful

Level of usefulness	1	2	3	4	5
Guessing word meaning					
Identifying main idea and details					
Making inferences					

Level of difficulty: 1 = Least difficult   2 = Less difficult

3 = Difficult   4 = More difficult

5 = Most difficult

Level of difficulty	1	2	3	4	5
Guessing word meaning					
Identifying main idea and details					
Making inferences					

7. Rank your ability in vocabulary and reading comprehension that you think you have now in the box below.

Level of proficiency / Skills	Poor	Rather Poor	Average	Good	Very Good
Vocabulary					
Reading Comprehension					

8. Do you have any suggestions that you think would improve the effectiveness of the regular reading instruction?

_____

_____

Part II: Attitudes towards Regular Reading Instruction

Instruction: Tick where appropriate.

Level of Agreement: 1 = Strongly disagree
2 = Disagree
3 = Moderately agree
4 = Agree
5 = Strongly agree

	Level of Agreement				
	1	**2**	**3**	**4**	**5**
1. I prefer to read silently more than read aloud.					
2. I prefer the teacher to give me the meaning of the unknown words.					
3. I prefer the teacher to have me guess the meaning of unknown words.					
4. I prefer the teacher to read and explain the reading texts to me.					
5. I usually do not finish reading on my own because I know the teacher would explain and make a summary of the text at the end of the session for me.*					
6. When I have a problem in comprehending the text, I hardly solve the reading problem by myself. I usually wait for the teacher to explain it to me.*					
7. The more the teacher explain me on reading, my reading would develop more.					
8. I can read and do the reading exercise on my own although the teacher doesn't give any explanations.					
9. The reading techniques and reading exercises in the class help me comprehend the texts in English better.					
10. I would comprehend the reading texts better when I do the exercise after reading.					
11. The technique to *guess word meaning* is very useful in comprehending the texts.					
12. I enjoy doing the exercises on *word meaning*.					
13. The technique on *identifying main idea and details* help me comprehend the text better.					
14. Although I learn the technique in finding the main idea, I still have problem identifying the main idea.					
15. It is easy to *make inferences*					
16. The reading techniques that the teacher teaches in the class are useful in doing the reading exercises.					
17. If I read and do the reading exercises by myself, my reading skill would develop.*					

APPENDIX C2

ATTITUDE QUESTIONNAIRE FORM B (THAI)

แบบสำรวจเกี่ยวกับทัศนติการอ่านภาษาอังกฤษ (B)

<u>ตอนที่ 1</u>   ความคิดเห็นต่อการเรียนการอ่านในชั้นเรียน (Regular Reading Class)

<u>คำชี้แจง</u>   แบบสอบถามชุดนี้มีจุดประสงค์เพื่อสำรวจความคิดเห็นและทัศนะคติของท่านต่อ
การเรียนการอ่านในชั้นเรียน (Regular Reading Class) ซึ่งข้อมูลที่ได้รับจะนำไปพัฒนาการเรียน
การสอนวิชาการอ่านภาษาอังกฤษต่อไป
          แบบสอบถามชุดนี้ แบ่งออกเป็น 2 ตอน
                    ตอนที่ 1 ความคิดเห็นการเรียนการอ่านในชั้นเรียน (Regular Reading Class)
                    ตอนที่ 2 ทัศนคติต่อการเรียนการอ่านในชั้นเรียน (Regular Reading Class)
          ข้อมูลที่ได้จากแบบสอบถามชุดนี้จะถูกเก็บเป็นความลับ และไม่มีผลต่อการประเมินผลการ
เรียนของนักศึกษาใดๆทั้งสิ้น กรุณาตอบแบบสอบถามตามความเป็นจริงมากที่สุด

_____

1. ท่านเรียนวิชาการอ่านภาษาอังกฤษ ที่มีลักษณะการเรียนการสอนด้วยรูปแบบนี้ (Regular
   Reading Instruction) เป็นประจำ
          ☐ ใช่   ☐ ไม่ใช่   ☐ อื่นๆ _____

2. ผู้สอนสอนและอธิบายเทคนิคการอ่าน (การเดาความหมายคำศัพท์ การจับใจความหลักและ
   ใจความรอง และการอนุมาน) ให้ท่านอย่างมีขั้นตอน
          ☐ ใช่   ☐ ไม่ใช่   ☐ อื่นๆ _____

3. ท่านเข้าใจเทคนิคการอ่านและสามารถนำมาประยุกต์ใช้ในการอ่านเรื่องหรือ บทความ
   ภาษาอังกฤษได้
          ☐ ใช่   ☐ ไม่ใช่   ☐ อื่นๆ _____

4. เทคนิคการอ่าน และแบบฝึกหัดในการเรียนแบบ Regular Reading instruction ช่วยให้ท่าน
   อ่านเรื่องหรือบทความภาษาอังกฤษได้ดีขึ้น
          ☐ ใช่   ☐ ไม่ใช่   ☐ อื่นๆ _____

5. ถ้า*ไม่ใช่* ในข้อ 4 สาเหตุใดที่ทำให้ท่านคิดว่าการเรียนแบบ Regular Reading instruction
   ไม่ช่วยให้ท่านอ่านเรื่องหรือบทความภาษาอังกฤษได้ดีขึ้น

          _____

          _____

6. กรุณาใส่เครื่องหมายถูก (√) ในตารางที่กำหนดให้

(6.1) เทคนิคการอ่านวิธีใดมีประโยชน์ในการช่วยให้ท่านเข้าใจเรื่องหรือบทความ
ภาษาอังกฤษและทำแบบฝึกหัดการอ่านได้มากที่สุด

มีประโยชน์มาก = 5 มีประโยชน์ = 4 เฉยๆ = 3

มีประโยชน์น้อย = 2 ไม่มีประโยชน์ = 1

	5	4	3	2	1
การเดาความหมายคำศัพท์					
การจับใจความหลักและใจความรอง					
การอนุมาน					

(6.2) เทคนิคการอ่านวิธีใดมียากและซับซ้อนในการนำมาใช้มากที่สุด

ยากและซับซ้อนมาก = 5 ยากและซับซ้อน = 4 เฉยๆ = 3

ไม่ค่อยยากและซับซ้อน = 2 ไม่ยากและซับซ้อนเลย = 1

	5	4	3	2	1
การเดาความหมายคำศัพท์					
การจับใจความหลักและใจความรอง					
การอนุมาน					

7. ท่านคิดว่าความสามารถทางการอ่านภาษาอังกฤษของท่านในขณะนี้อยู่ในระดับใด
(*กรุณาใส่เครื่องหมาย √*)

ระดับ / ทักษะ	อ่อน	ค่อนข้างอ่อน	ใช้ได้	ดี	ดีมาก
ศัพท์					
อ่าน					

8. ท่านมีคำแนะนำใดที่จะช่วยพัฒนาการเรียนการสอนรูปแบบ Regular Reading Instruction
ให้มีประสิทธิภาพมากยิ่งขึ้น_____

_____

ตอนที่ 2 **ทัศนคติต่อการเรียนการอ่านในชั้นเรียน (Regular Reading Class)**

<u>คำสั่ง</u> กรุณาทำเครื่องหมายถูก (√) หลังแต่ละข้อความ ตามระดับความเห็นด้วย

<u>ระดับของความเห็นด้วย</u> เห็นด้วยอย่างมาก = 5 เห็นด้วย = 4

ไม่แน่ใจ = 3 ไม่เห็นด้วย = 2 ไม่เห็นด้วยอย่างมาก = 1

	ระดับของความเห็นด้วย				
	5	4	3	2	1
1. ฉันชอบอ่านในใจมากกว่าอ่านออกเสียงในชั้นเรียน					
2. ฉันชอบให้ครูบอกความหมายของคำศัพท์ที่ฉันไม่รู้					
3. ฉันชอบที่ครูให้ฉันเดาความหมายของคำศัพท์					
4. ฉันชอบให้ครูอ่านและอธิบายเรื่องให้ฟัง					
5. ฉันมักอ่านเรื่องไม่จบ เพราะรู้ว่าครูจะต้องอธิบายและสรุปความเรื่องที่อ่านให้ฟัง					
6. เมื่อไม่เข้าใจเรื่องที่อ่าน ฉันมักจะรอให้ครูอธิบายแทนที่จะพยายามทำความเข้าใจด้วยตนเอง					
7. ฉันจะสามารถพัฒนาทักษะการอ่านได้ดีเมื่อมีครูชี้แนะและอธิบาย					
8. หากไม่มีครูอธิบาย ฉันก็สามารถอ่านเรื่องและทำแบบฝึกหัดได้					
9. เทคนิคการอ่านและการทำแบบฝึกหัดการอ่านในชั้นเรียนช่วยให้ฉันเข้าใจเรื่องที่อ่านมากยิ่งขึ้น					
10. ฉันจะเข้าใจในเรื่องที่อ่านได้ดีขึ้น เมื่อได้ทำแบบฝึกหัดหลังการอ่าน					
11. เทคนิคการเดาคำศัพท์เป็นประโยชน์ในการเข้าใจเรื่องที่อ่าน					
12. ฉันสนุกในการทำแบบฝึกหัดเกี่ยวกับคำศัพท์					
13. เทคนิคในการจับใจความหลักและใจความรองช่วยให้ฉันเข้าใจเรื่องที่อ่านได้มากยิ่งขึ้น					
14. ฉันยังคงมีปัญหาในการจับใจความหลักและใจความรอง แม้ฉันจะรู้เทคนิคการในการจับใจความ					
15. การอนุมานเรื่องที่อ่านเป็นเรื่องที่ง่าย					

	ระดับของความเห็นด้วย				
	5	4	3	2	1
16. เทคนิคการอ่านที่ครูสอนในชั้นเรียนเป็นประโยชน์เมื่อฉัน นำมาใช้ในการทำแบบฝึกหัดการอ่าน					
17. หากฉันอ่านและทำแบบฝึกหัดโดยลำพัง ฉันก็สามารถพัฒนา ทักษะการอ่านของฉันได้					

APPENDIX D1

FOLLOW-UP QUESTIONNAIRE FORM A (ENGLISH)

Follow-up questionnaire (Form A)

The RTP training

Instruction: Put a tick (√) or fill the blanks in the appropriate space below.

1. Have you used any RTP reading strategies (predicting, clarifying, summarizing, and questioning) to which you were introduced in English 41201 course when you read text in English?

　　　　　　　　　　□ Yes　　　　　　　□ No

2. If your answer in question 1 is 'yes', which reading strategy have you used and how frequently have you used them in your English reading?

　Put a tick (√) in a table below

　Level of Frequency:　　5 = Always/ Almost always use　4 = Often use

　　　　　　　　　　　　3 = Sometimes use　　　　　2 = Seldom use

　　　　　　　　　　　　1 = Never/ Almost never use

Strategy		Yes	No		Frequency				
					5	4	3	2	1
Predicting									
Clarifying									
Summarizing									
Questioning									

4. Has the application of RTP in reading a text helped you comprehend the text better?

　　　　　　　　　□ Yes　　　　　　　□ No

5. If your answer in question 4 is 'no', why not?

_____

_____

Source: *Adapted from Patareeya Wisaijorn. (2003) Teaching reading comprehension to Thai EFL students: Reciprocal teaching procedure in small group work. Unpublished doctoral dissertation, University of Canberra.*

APPENDIX D2

FOLLOW-UP QUESTIONNAIRE FORM A (THAI)

แบบสำรวจเกี่ยวกับการอ่านภาษาอังกฤษ (A)

กลวิธีการอ่าน RTP

<u>*คำสั่ง*</u> *เติมข้อมูลหรือใส่เครื่องหมายถูก (√) ในตาราง หรือช่อง □ ที่เว้นไว้*

1. ท่านได้ใช้กลวิธีการอ่านของ RTP (predicting, clarifying, summarizing, and questioning) ที่ท่านได้เรียนรู้และฝึกฝนในวิชา อ 41201 เมื่อท่านอ่านเรื่องหรือบทความภาษาอังกฤษหรือไม่

    □ ใช่   □ ไม่ใช่

2. ถ้าใช่ (ในข้อที่ 1) กรุณาระบุกลวิธีการอ่านและระบุความมากน้อยของกลวิธีที่ท่านใช้ในการอ่านเรื่องหรือบทความภาษาอังกฤษ

    เสมอ หรือ เกือบเสมอ = 5   บ่อย = 4   บางครั้ง = 3

    น้อยครั้ง = 2   ไม่เลย หรือ เกือบไม่เลย = 1

กลวิธีการอ่าน		ใช้	ไม่ใช่		5	4	3	2	1
				ความบ่อย					
Predicting									
Clarifying									
Summarizing									
Questioning									

3. การนำกลวิธีการอ่านของ RTP ไปใช้ในการอ่าน ช่วยให้ท่านอ่านเรื่องหรือบทความภาษาอังกฤษได้เข้าใจมากยิ่งขึ้น

    □ ใช่   □ ไม่ใช่

4. ถ้าไม่ใช่ (ในข้อที่ 3) สาเหตุใดที่กลวิธีการอ่านของ RTP ไม่ช่วยในการอ่านเพื่อความเข้าใจของท่าน

_____

_____

APPENDIX E1

FOLLOW-UP QUESTIONNAIRE FORM B (ENGLISH)

Follow-up questionnaire (Form B)

The Regular Reading Training

Instruction: **Put a tick (√) or fill the blanks in the appropriate space below.**

1. Have you used any reading technique (guessing words meaning, identifying main idea and details, making inferences) to which you were introduced in English 41201 course when you read text in English?

<div style="text-align:center">□ Yes   □ No</div>

2. If your answer in question 1 is 'yes', which reading techniques have you used and how frequently have you used them in your English reading?

    Put a tick (√) in a table below

    Level of Frequency: 5 = Always/ Almost always use   4 = Often use

                                  3 = Sometimes use   2 = Seldom use

                                  1 = Never/ Almost never use

Technique		Yes	No		Frequency				
					5	4	3	2	1
Guessing word meaning									
Identifying main idea and details									
Making inferences									

4. Has the application of reading techniques (guessing words meaning, identifying main idea and details, making inferences) in reading a text helped you comprehend the text better?

<div style="text-align:center">□ Yes   □ No</div>

5. If your answer in question 4 is 'no', why not?

_____

_____

APPENDIX E2

FOLLOW-UP QUESTIONNAIRE FORM B (THAI)

แบบสำรวจเกี่ยวกับการอ่านภาษาอังกฤษ (B)

เทคนิคการอ่าน (Regular Reading Instruction)

<u>*คำสั่ง*</u>   *เติมข้อมูลหรือใส่เครื่องหมายถูก (√) ในตาราง หรือช่อง □ ที่เว้นไว้*

1. ท่านได้ใช้เทคนิคการอ่าน (การเดาความหมายคำศัพท์ การจับใจความหลักและใจความรอง และ
   การอนุมาน) ที่ท่านได้เรียนและฝึกฝนในวิชา อ 41201 เมื่อท่านอ่านเรื่องหรือบทความ
   ภาษาอังกฤษหรือไม่

   □ ใช่   □ ไม่ใช่

2. ถ้าใช่ (ในข้อที่ 1) กรุณาระบุเทคนิคการอ่านและระบุความมากน้อยของเทคนิคการอ่านที่ท่านใช้
   ในการอ่านเรื่องหรือบทความภาษาอังกฤษ

   เสมอ หรือ เกือบเสมอ = 5   บ่อย = 4   บางครั้ง = 3
   น้อยครั้ง = 2   ไม่เลย หรือ เกือบไม่เลย = 1

กลวิธีการอ่าน		ใช้	ไม่ใช้		ความบ่อย				
					5	4	3	2	1
การเดาความหมาย คำศัพท์									
การจับใจความหลักและ ใจความรอง									
การอนุมาน									

3. การนำเทคนิคการอ่าน (การเดาความหมายคำศัพท์ การจับใจความหลักและใจความรอง และการ
   อนุมาน) ไปใช้ในการอ่านเรื่อง ช่วยให้ท่านอ่านเรื่องหรือบทความภาษาอังกฤษได้เข้าใจมากยิ่งขึ้น

   □ ใช่   □ ไม่ใช่

4. ถ้าไม่ใช่ (ในข้อที่ 3) สาเหตุใดที่เทคนิคการอ่านที่ท่านเรียนในชั้นเรียนไม่ช่วยในการอ่านเพื่อ
   ความเข้าใจของท่าน

   _____

   _____

APPENDIX F

TEACHER'S CHECKLISTS AND NOTES (RTP)

Teacher's checklists and notes
(RTP)

Date: _____

Title of the reading text: _____

***Instructions:* Put your answer Y for 'yes' or N for 'no' in the appropriate spaces below.**

Did the groups of students do the follow things in their reading activities in today's session?	Y/N						
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Average answer
1. Make a prediction of what the reading would probably discuss in the next part of the text.							
2. Clarify words, phrases, sentences or ideas they did not understand.							
3. List the main ideas and make a summary of the text they read							
4. Ask at least two good questions on important information and main idea.							
5. Evaluate the benefits of the strategies use in their reading							
Note:							

***Source:* Adapted from Patareeya Wisaijorn. (2003) Teaching reading comprehension to Thai EFL students: Reciprocal teaching procedure in small group work. Unpublished doctoral dissertation, University of Canberra.**

APPENDIX G

TEACHER'S CHECKLISTS AND NOTES

(REGULAR READING CLASS)

Teacher's checklists and notes
(Regular Reading Class)

Date: _____

Title of the reading text: _____

__Instructions:__ Tick your answer Y for 'yes', N for 'no' or dash (-) for 'no activity' in the appropriate spaces below.

Did most of the students do participate and the follow things in their reading activities in today's session?	Y	N
1. Concentrate on reading the text		
- Read aloud		
- Read silently		
2. Practice on a reading exercise sheet - guessing meaning of the specified vocabulary		
- Identifying main idea and details of the text		
- Making inferences		
3. Evaluate the students' participation and performance in the class activities		
Note:		

APPENDIX H

OBSERVER'S CHECKLISTS AND NOTES (RTP)

Observer's checklists and notes
(RTP)

Date: _____

Title of the reading text: _____

Instructions: Put your answer Y for 'yes' or N for 'no' in the appropriate spaces below.

Did the groups of students do the follow things in their reading activities in today's session?	Y/N						
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Average answer
1. Make a prediction of what the reading would probably discuss in the next part of the text.							
2. Clarify words, phrases, sentences or ideas they did not understand.							
3. List the main idea and make a summary of the text they read							
4. Ask at least two good questions on important information and main idea.							
5. Evaluate the benefits of the strategies use in their reading							
Note:							

Source: *Adapted from Patareeya Wisaijorn. (2003) Teaching reading comprehension to Thai EFL students: Reciprocal teaching procedure in small group work. Unpublished doctoral dissertation, University of Canberra.*

APPENDIX I
OBSERVER'S CHECKLISTS AND NOTES
(REGULAR READING CLASS)

Observer's checklists and notes
(Regular Reading Class)

Date: _____

Title of the reading text: _____

__Instructions:__ Tick your answer Y for 'yes', N for 'no' or dash (-) for 'no activity' in the appropriate spaces below.

Did most of the students participate and do the follow things in their reading activities in today's session?	Y	N
1. Concentrate on reading the text		
- Read aloud		
- Read silently		
2. Practice on a reading exercise sheet - guessing meaning of the specified vocabulary		
- Identifying main idea and details of the text		
- Making inferences		
3. Evaluate the students' participation and performance in the class activities		
Note:		

APPENDIX J

EXPLICIT TEACHING PROCEDURE FOR THE FOUR

STRATEGIES OF RECIPROCAL TEACHING:

TEACHER MANUAL

Explicit Teaching Procedure for the Four Strategies of

Reciprocal Teaching: Teacher Manual

Session 1

1. Overview

RTP is a set of reading strategies first developed in 1984 by two researchers: Palincsar and Brown, who indicated that good comprehenders use predicting, clarifying, summarizing, and questioning most often when they read.

RTP consists of four strategies: predicting, clarifying, summarizing, and questioning. To train students to use these reading strategies in order to improve their reading comprehension, the reading strategies should be, first, explicitly taught and modeled by the teacher in the class. Then, students practice reading using the four main strategies in small groups.

2. Introduction to reading strategies

This aims to help teacher introduce the four reading strategies of RTP: predicting, clarifying, questioning, and summarizing to the students.

The four steps in introducing RTP to students are:

1. Ask students to complete a blank sheet about what they think/know about reading strategies good readers use.

2. List strategies that good readers use on the board.

3. Categorize students' responses into four main parts: predicting, clarifying, summarizing, and questioning.

4. Define and explain the use and processes of each strategy explicitly.

Introduction to Predicting

<u>Ask students,</u>   "What does predict mean?"

<u>Read this paragraph:</u>

The weather forecasters on television look at clouds on the radar and try to predict what the weather will be like today, tomorrow, and a few days ahead. They don't just guess, they find clues that tell them what the weather will be like. They also combine those clues with what they already know to make those predictions.

<u>Ask students,</u>   "What does it mean to make a prediction about the weather?"

<u>Suggested responses:</u>

- The weather forecast will be made based on the clues that the weather forecasters have.

- Predicting something means using clues about something to suggest what might happen in the future.

<u>Ask the students to think of what they already know:</u>

1. What do you predict you will see when you visit a clothing store?

2. Your friend asks you to go to a movie called "Kung Fu Panda". What do you predict the movie will be about?

3. What do you predict the content of text will be when you see a text titled "Diet"?

<u>Ask students:</u>   "When should you make predictions in reading?"

<u>Suggested responses:</u>

The most important prediction should come as you read the title or a headline. Other predictions may happen when you read subtitles.

Introduction to Clarifying

<u>Ask students,</u> "What happens when you are confused about words meaning and the information the writer is trying to tell you?"

<u>Read this paragraph:</u>

Sometimes you have to stop reading in order to get a clear picture in your mind about the ideas the writer is trying to get across. Good readers are not always fast readers. Sometimes you have to slow down and even stop to clarify or make clear what you are reading. When watching a video, you can hit the **PAUSE** *button and* **REWIND** *if you miss something. If you miss something when reading, you have to hit the* **PAUSE** *button, go back, and* **REREAD** *until it makes sense.*

<u>Ask students,</u>   (1) "Does anyone know what the word "clarify" means?"

(2) "If you read something and you do not understand what you are reading, what do you do?"

<u>Suggested responses:</u>

The four strategies you can use to help you figure out the meanings of words or sentences that you don't understand are as follows:

1. Look for little words in big words; for example, healthcare <u>(health + care)</u>.

2. Look for word parts such as bases (roots), prefixes, and suffixes; for example, impolite, reread, and irresponsible.

3. Look for commas that follow unfamiliar words. Sometimes, when an author uses a word that maybe unfamiliar to the reader, he/she will follow it with a comma, gives the definition, uses another comma and then continues on with the sentence. The definition of the word will be between the commas. Sometimes the author may use the word "or".

4. Keep reading. The word that you are stuck on may not be important to the meaning of the sentence, or as you read you will get a general idea of the meaning even though you can't give a dictionary definition.

Introduction to Questioning

Ask students,   "What do you think are some of the reasons we will want to learn to ask questions as we are reading?"

Suggested responses:

You need to learn to ask question in order to (1) test your understanding about what you have read, (2) help you to focus on important information and (3) predict what the teacher might ask on a test.

Read this paragraph:

Many years ago, in the days when people lived outdoors or in caves, there were no tame dogs, pet. In fact, all the animals of the world were wild. One of those wild animals was the wolf. Wolves roamed through the fields and forests. Yet from these wild wolves (and maybe from jackals and foxes too) have come all the different dogs that are pets today.

Ask students,   "What kinds of questions can you think of to test your understanding of this passage?"

Suggested responses:

Good questions ask who, what, when, where, why, and how based on the information given in the text. They also ask you to compare two or more things, tell why something is important, or give the order in which things happen.

Introduction to Summarizing

<u>Ask students,</u>   "What is a summary?"

<u>Suggested responses:</u>

A summary is one or two sentences that tell the most important ideas of a section.

Ask students to give the title of their favorite television show and one sentence that

tell what it is about.

(After students give one sentence to the class, the teacher explains that they have just

made a summary.)

<u>Suggested responses:</u>

When you are asked to summarize, you must be able to look at what you have read

and choose the most important information. You must be able to select the main idea.

Many times you will be able to find a topic sentence in a paragraph (sometimes at the

beginning) that will help you figure out the main idea. Also, you must leave out

information that is NOT important or information that is repeated.

<u>Read this paragraph:</u>

Missing out on sleep may cause the brain to stop producing new cells. The work on

rats, by a team from Princeton University found a lack of sleep affected the

hippocampus, a brain region involved in forming memories.

<u>Ask students to choose a main idea of the paragraphs.</u>

 (Teacher and students will discuss their choices.)

Source: *Adapted from Patareeya Wisaijorn. (2003) Teaching reading comprehension*
to Thai EFL students: Reciprocal teaching procedure in small group work.
Unpublished doctoral dissertation, University of Canberra.

APPENDIX K

RECIPROCAL CUE CARDS

Reciprocal Cue Cards

Questioner

Generate some questions about the paragraph that you read.

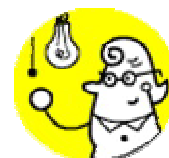Use Who, What, When, Where, Why, and How.

Predictor

Make predictions about what a reading section might be about or what might happen next.

Use what you know about the subject matter.

Clarifier

Look for difficult vocabulary, incomplete information, unclear references, unusual expressions, or anything that does not fit with what you know.

Summarizer

Look for the topic sentence, drop the unnecessary information, pick out the main ideas of each paragraph and summarize the whole text.

APPENDIX L

RECIPROCAL TEACHING PROCEDURE PROMPTS

FOR STUDENTS

Reciprocal Teaching Procedure Prompts for Students

(Copy for student groups)

How reciprocal teaching procedure works?

Step 1:
- Group members meet and each take a different roles:

  Predictor   Clarifier   Summarizer   Questioner

Step 2:
- Group members read the text title.
- <u>Predictor</u> makes prediction about what paragraph will be about.

Step 3:
- Group members read the first paragraph silently.
  - <u>Clarifier</u> asks and clarifies difficult parts to the group.
  - <u>Summarizer</u> gives a brief summary of the paragraph.
  - <u>Questioner</u> asks the group a question(s) about the main idea and details of the paragraph.
  - <u>Predictor</u> makes a prediction about what may happen next in the text.

Step 4:
- Group members move to the next paragraph, change roles and repeat step 3.
- Reading process continues until the group has completed the text.

APPENDIX M

RECIPROCAL TEACHING PROCEDURES WORKSHEET

APPENDIX N

PRACTICE MATERIALS: READING TEXTS

Practice Materials: Reading Texts

Material 1
Session 2

Junk Food

What's wrong with junk food?

Too much fat! Junk foods such as hamburgers, pizza, fried chicken and chips usually contain loads of saturated fats. Too much saturated fat in the diet will cause people to put on weight and get fat. Being overweight is a risk to the health of the heart and can cause other diseases.

Too much salt! Junks foods often have too much salt. There's a lot of salt already in foods such as bread, breakfast cereals and biscuits and cakes. So people are getting more salt than they need when they eat junk food. Too much salt is unhealthy for the heart.

Too much sugar! Soft drinks, biscuits, cakes and lollipops all have loads of sugar. That's what makes them taste so good! But too much sugar makes people fat and teeth decay.

Should people eat junk food?
Junk food does have some of the good things that the body needs for good health. The body needs some salt, fat and sugar for energy to burn while we work and play. However, the body doesn't need a lot of fat, sugar and salt because too much of them are bad for our health. Eating lots of junk food will overload your our with fat, sugar and salt.

It is probably OK to eat junk food sometimes! People should look for foods that are low in fats, salt and sugar. We should choose to eat grilled fish and chicken rather than fried chicken, fish burgers instead of beef burger, and vegetarian pizza or seafood pizza instead of pizza with fatty meat.

Material 2
Session 3

'Indie' Pendent

Friday night is the night for fun. If you have no idea what to do why don't you check out Centre Point at Siam Square. Forget the rumors that this place is just a chessy hang out for kids. There's more to this city.

It's 4 pm and groups of teenagers are putting mats on the pavements around Centre Point. From their big bags, they take out handmade artwork and put them on the mats, ready to sell. Some of them are even in their high school uniform.

By 6 pm, about 40 stalls, small shops, set up and open for their business. They sell every kind of handmade products for hip shopaholics who are looking for unique lifestyle products.

At Center Point in the indie in town, there are spaces for teenagers to express and share their ideas to other young artists. So, the young artists can live out their dream here if they find their happiness and success. Because the way of thinking that *art is a good thing since it is not harming or hurting anybody,* Indie in Town is the new hot playground for free-thinking Thai teenagers. This playground not only gives teenagers the fun, but also the chance to learn and grown.

Material 3

Session 4

Walt Disney World

Walt Disney World, near Orlando, Florida, lets you experience it all: the present, the future, and the world's of fantasy in place called "Disney's Magic Kingdom" and "Disney's EPCOT Center"

In <u>Disney's Magic Kingdom</u>, you can experience from the main street of USA to a town from around 1900, whose theatre shows only silent movies. You can travel through space on Space Mountain, just as several astronauts have. You can also see characters from Disney movies and even have dinner at Cinderella Castle. You can follow your Disney dreams to a place where storybook fantasy comes to life. Here in Disney's Magic Kingdom, you can explore many parks such as Pirate of the Caribbean, the Haunted Mansion, and Buzz Lightyear's Space Ranger Spin.

<u>Disney's EPCOT Center</u> is newer than the Magic Kingdom and technologically more advanced. Its Future World lets you explore the future of lifestyles, energy, transportation, food, production, the seas, and the world of imagination. The EPCOT World Showcase includes miniature replicas of the United States and other countries. There, you'll see everything from the Eiffel Tower to Japanese bonsai gardens.

Material 4
Session 5

Getting and Staying Fit for Life

There are many choices for people who want to get and stay fit. Some sports require very little special equipment. All you really need is a good pair of shoes to walk your way to good health. And remember: some experts say that it is better to walk fast that than to jog or run. Walking, a "low-impact" sport, causes less stress to your bones and muscles. A water sport such as swimming is another good low-impact choice. But don't dive into a pool or lake unless you know the water is deep enough. And never go into the water alone.

Want to exercise with other people? Many neighborhoods have gyms that you can join. There you can work out alone or with others. Bending and stretching help firm muscles and keep your body flexible.

For those people who enjoy competing, there are many opportunities to race in city marathons. But remember winning isn't everything. Even if you don't finish the race, feel good that you participated.

It's not really important which sport you choose. You can throw a baseball or ride a bicycle. Just start slowly and be careful. If you skate, wear a helmet and knee, wrist, and elbow pads. Most of all, enjoy what you do and do it regularly. In order to get and stay fit, sports should be a part of your everyday life.

Material 5
Session 6

Why is breakfast important?

The old phrase breakfast is the most important meal of the day actually has some truth in it. Eating a nutritious breakfast is essential for a healthy diet. Studies show that eating breakfast prepares you for the day ahead both mentally and physically.

Research shows that eating first thing in the morning helps to stabilise blood sugar levels-glucose, which control appetite and energy. Skipping breakfast can lead to tiredness, lack of concentration and poor performance at work or school. It also means that you are more likely to snack or unhealthy foods such as chocolate or crisps before lunch. This can be a problem if those snacks are low in fiber, vitamins and minerals but high in fat and salt. If you do skip breakfast, try a nutritious snack such as fresh fruit, yoghurt, a low fat muffin or a wholemeal sandwich to help you through that mid-morning hunger.

If you are trying to lose weight, skipping breakfast doesn't actually help. This is because of your metabolism. Your metabolic rate is the amount of energy your body uses when you are resting. Breakfast gives your metabolism a kick start. Not eating breakfast will cause your metabolism to be sluggish and you will store more fat.

Eating breakfast also has long term health benefits. It can reduce the risk of obesity, high blood pressure, heart disease and diabetes.

Material 6

Session 7

Romantic Text Messages

There is no need to pass love notes with a check yes or no note like you did in 3rd grade. Now you can send your sweetie a romantic text message through your cell phone. Text messages are short messages that are sent through your cell phone to another person's cell phone.

Text messages allow you to show your feelings in a new, high-tech way at any time from anywhere! Here are some ideas for text messages to send to your lover:

1. Send xxxx's and oooo's. Send emoticons, such as smiley's **:)**, kisses **:***, or winks**;)**

2. Send surprise messages that they're not expecting. Send flirty, sexy messages.

3. Send romantic messages, such as "You're still the one" and "I love you".

4. Send suggestive messages, such as "Looking forward to tonight..."

5. Take it one step further and send a picture, such as you blowing a kiss to your lover.

Text messages can be a fun, flirty way to communicate, but keep there are a few guidelines to keep in mind, such as:

1. Don't send too many messages when you're in a new relationship. The receiver may take that to mean that you're overpowering.

2. Do make sure that you're sending your message to the correct person! You'd be surprised how easy it is to send it off with just one touch of a wrong key.

3. Don't send messages when your partner can't receive them, such as important business meetings or late at night when they're likely asleep.

4. Don't send too sexy of messages until you're sure your lover is ready.

5. Do recognize when it's time to turn a text into an actual phone call.

Material 7
Session 8

Beauty for the boys

The number of men visiting dermatologist is increasing. Besides acne and skin rashes, some guys just want to keep their skin looking fresh and young forever.

According to dermatologist and singer Smith "Oak" Arayakul, the facial skin problems of girls and guys are actually not that different. "Guys want to look good, but it doesn't mean they want to be women. They want to be good looking in their own way," he said. "Most guys doesn't want a clear face like woman; they just don't want to have acne," he added.

Nowadays male beauty and healthcare is big business, with so many 'for him' products on the market. But how do they differ from those products aimed at women? "Actually, there's no real difference. It's not like guys can't use girls' products," said Oak. The marketing people only adopt a different strategy to sell their products. "Guys want something easy; most prefer a one-step procedure, while girls like to take their time and go through many steps," added Oak.

Also, actor Mario Maurer chooses to take a good care for himself by going to bed early, washing his face using facial cream and always wearing sunscreen. He also visits his dermatologist for help with acne, caused by the make-up he has to wear for his job.

Material 8

Session 9

Getting an automobile while study in the USA

It may seem to you that everyone in the United States has an automobile (generally called a "car") and that everyone needs one. Certainly, cars can be convenient, but they can also be very expensive to buy and maintain. Some things about them can be inconvenient, such as parking. Some universities may not allow first-year undergraduate students to keep a car on campus because of the limit of parking space.

If you decide to buy a car, take your time and look for deals on good cars for less money. You can buy magazines that will suggest your decision of buying a car. When shopping for a car, bring along someone who is knowledgeable about cars and how they are sold in the United States.

The total cost of the car will depend on the age of the car; the options you choose (air conditioning, automatic or manual transmission, power breaks and so on); and on the brand. You should look at different brands and models, and compare prices and the cost of options.

Used cars are less expensive than new cars. Of cause, the car is older and there is a risk of problems and repair costs. Used car are advertised on boards on campus and in newspapers, or you can go to a used car lot. Although the cost is almost always higher when buying a used car from a dealer, many people prefer that way because there is usually a 30-to-90 day "warranty" on the car.

Material 9
Session 10

Albert Einstein

Physics today is based on two great theories – relativity and quantum. In a single year, Albert Einstein founded one of these theories, relativity, and made an important contribution to the other, quantum. Einstein is now widely recognized as a brilliant genius and a revolutionary scientific thinker.

However, it was not always so. In fact, at both of elementary and secondary schools he attended, his teachers thought him stupid. He did poorly on most of his subjects, especially languages, which he found difficult. He also disliked the strict discipline of school and hated to memorize material simply to repeat it later at the teacher's order. He was shy.

Then, when he was 12, Einstein read a geometry book which made a deep impression on him because he saw that it was possible to get knowledge of the objects of experience by means of pure thinking. He was sure, by the time he was 15 that he wanted to specialize in mathematics and physics.

As he decided that he would become a teacher, he continues his own study of mathematics and physics.

Material 10
Session 11

Star Data

Huge Jackman was born on October 12, 1968 in Sydney, Australia, the youngest of five children. His English-born parents were separated when he was young and he was raised by his father. Hugh graduated from University of Technology in Sydney getting a Communication degree with a journalism major. However, he gave up being a journalist for the stage. He completed the one year course, The journey, at the Actors' Centre in Sydney.

Then he pursued drama at the Western Australia Academy of Performing Arts in 1994. His acting talent was discovered not too long after that and he was offered a role in the ABC TV series Corelli (1995) co-starring his future wife Deborra-Lee Furness. His exposure to television led him to many TV guest roles such as in Blue Heelers (1995), The Law of the Land (1995) and The Man from Snowy River (1996). Hugh also appeared in the Australian production of Beauty and the Beast (1996) and Sunset Boulevard (1996) which made him get the MO Award for Best Actor in a musical. His credits in Australia include a stage role in Oklahoma (1998) and movie roles in Paperback Hero (1998) and Erskineville Kings (1999).

X-Men (2000) was Hugh's first major US movie role. He has since been in Someone Like You (2001) co-staring Ashley Judd and Kate & Leopold (2001) co-starring Meg Ryan. He is also an accomplished singer and was chosen to sing the National Anthem in front of 100,000 people at the Melbourne Cricket ground before the 1998 Blediscoe Cup.

He plays the piano and the guitar, juggles five balls in the air at once, plays golf and windsurfs. If you want to contact him, write to:

Hugh Jackman
c/o Endeavor Agency
9701 Wilshire Boulevard
10th Floor Beverly Hills, CA 90212
Love,
Miss Cucumber

Material 11
Session 12

Pussy and Susy the firefighters

Thanks to the immediate reaction of two Persian cats, the lives of the Lau family were saved from a fire which partially destroyed their twentieth-floor apartment.

It was in the middle of the night when the two cats of the family, Pussy and Susy, detected a change in the temperature in the apartment. Without any delay, they rushed into Mr. and Mrs. Lau's bedroom and started mewing loudly. As the sleeping couple paid no attention to them, they hopped onto their bed and started licking their faces to wake them up. Even though they were ignored and repeatedly pushed away, they did not give up. Soon Mr. Lau noticed that the cats were acting in a strange way and so he got up. To his alarm, when he switched on the lights, he saw smoke creeping in. 'The house is on fire!' he shouted at the top of his voice and Mrs. Lau jumped out of bed. They immediately rushed to the next room to pick up their two young children, alerted their neighbors to the fire and then ran for their lives, taking Pussy and Susy with them.

Within ten minutes, flames had spread all over their flat. Fortunately, the family was able to evacuate in time to warn their neighbors and contact the fire department. The firemen arrived at the scene and the fire was contained before it spread to the next flat. So far, no one can explain what caused the fire and why the smoke-detectors failed to work. All they know is that they would all have died if it had not been for Pussy and Susy.

According to animal specialists, cats may seem to be less faithful than dogs, but they form a special bond with their owners. Though they can be independent, they can be most loyal to their owners.

Material 12
Session 13

Tokyo

Tokyo is an ugly city. There are hardly any beautiful or even good buildings; there are very few parks; there are no mountains or even hills inside or outside the city; there are few monuments worth looking at; the air pollution is terrifying; the noise is deafening; the traffic is murderous.

But not all is ugliness in Tokyo. There are a few good buildings and impressive temples; there are a few parks worth visiting. And the over crowding, the lack of space, has one advantage, pleasing at least to the eye. Everything has to be small in Tokyo: houses, rooms, shops – even, one, feels, people, to fit into the small houses. Long side-streets consist of tiny houses only, with small women tip-toeing along in their *kimonos* and equally small men sitting, motionless, inside their tiny shops.

Tokyo at night is a very different place from Tokyo in daytime. After the offices have closes, Tokyo puts on a new face. Millions of neon signs are switched on and nowhere in the world are they more attractive, more bewitching, more fast-moving than here. The cafes, bars and nightclubs, *sushi*-places, Chinese restaurants and Korean barbecues, theatres, cinemas, and many shops open their doors. This high nightlife goes on and on and on – until 10.30 at night. By 11 pm (earlier on Sunday) every one is at home and in bed.

A town is not its buildings alone; it is an atmosphere, its feel, its pleasure, its sadness, its madness, its disappointments and above all its people. Tokyo may lack architectural beauty but it has character and excitement: it is alive. I found it a lovable city.

Material 13
Session 14

Hawaii-Pacific Paradise

Most people are familiar with Hawaii – the beautiful fiftieth American state situated in the middle of the Pacific Ocean. They know it as the land of moonlit beaches, stately palms, and swaying hula-dancers. But they may not know too much about the people, their lifestyle, and living conditions generally.

In the first place, Hawaii is not the single island but rather a group of eight islands, with more than 80 percent of the population living on one island, Oahu. This is the island on which Honolulu, the capital is located.

The people come from a wide variety of ethnic and cultural background, but the high rate of intermarriage between different groups is tending to mix the different races. Thus many children born in Hawaii today have mixed ancestry – perhaps Japanese and Chinese, or Korean and Caucasian, or Hawaiian, Japanese, and Pilipino. Now the number of the native Hawaiians is only about one percent of the population. The largest groups of population are the Caucasians (27 percent) and the Japanese (26 percent).

The various people of Hawaii have long lived together in relative harmony. The warm and generally-good-natured attitude of Hawaiians sometimes referred to as the Aloha spirit. "Aloha" being a Hawaiian word which embodies love, peace, and welcome.

Material 14
Session 15

The Young KING

His Majesty King Bhumibol spent His childhood years with His family in Villa Vadhana in Lausanne, Switzerland. When He was young, He loved playing with King Ananda Mahidol, His elder brother. They both shared the same interests and were very close.

One day the Princess Mother heard loud noises coming from the sewing room. When she went to investigate, she found both of her sons wearing her skirts and dancing in Hawaiian style. When she asked the young Princes why they were behaving in such an energetic and noisy manner, they said that they had found the skirts lying on the floor and thought their mother didn't use them anymore.

As young boys, both Princes loved toy cars. They became even more interested in real cars when Prince Bira, a famous racing driver, came to Bern and they had the chance to watch a race.

After this, the two Princes started collecting car cards. One chose Auto Union while the other one chose Mercedes Benz. When either of the Prices found new car cards featuring other brands, they shared them equally.

During World War I they both became interested in battleships and would buy books to study the different types of vessels and their fighting capacity. Prince Ananda Mahidol chose to study German ships while Prince Bhumibol enjoyed learning about British and American ships.

Material 15
Session 16

The Diary

Anne Frank was born in 1929 in Frankfurt, Germany. Her family was Jewish. She lived happily with her parents and older sister, Margot. In 1933, Adolf Hitler became the leader of Germany. Then everything changed.

Hitler passed laws against Jews and other groups of people. They lost their jobs and were forced out of their homes. Many people were killed. The government sent others to prisons called concentration camps. Life in the camps was horrible. Millions of people died there.

The Frank family ran away to Amsterdam, Holland. They were safe for a while. In 1939, World War II started, and in 1940, Hitler's army came to Holland. Life became very bad in Holland, too.

Anne's father, Otto, hid his family in secret rooms in an office building. Another Jewish family hid there, too. Dutch friends brought food for them. Often they did not have enough food. During the day, they had to be very quiet. They lived in fear. They stayed there almost two years.

Every day Anne Frank wrote in her diary. She described her feelings and what she saw. Life was very hard, but she wrote about good things, too. On June 6, 1944, the two families heard important news on their radio. The armies of England and the United States were now in France. The war was going to end. Everyone was very happy.

Right before the war ended, someone betrayed them. The German secret police came. The police sent the two families to the concentration camps.

Anne's mother died of starvation. Anne and her sister died from a disease called typhus. Only Otto Frank survived. In 1948, he published *The Diary of Anne Frank*. Because of her diary, people all over the world know the story of Anne Frank.

Material 16
Session 17

Aging Dogs

He's been your loving companion, or friend, for a long time. He's still by your side, but he's not as frolicsome or attentive as he once was. It's impossible to avoid– your beloved pet is growing old. His needs are changing, and he will depend on you more than ever to keep him healthy and comfortable.

Most dogs reach "old age" at about seven years, depending on their breed and size. Older dogs still have a lot of life in them, but their bodies and minds are changing just as ageing humans' do. Their metabolism and immune systems slow down. Arthritis may affect their mobility or their movement. Their vision and hearing may be impaired. They may experience loss of bladder control.

You may also notice changes in your dog's appearance. The fur around his muzzle and eyebrows may turn gray. He may less active and less eager to play; he may be irritable, or getting annoyed quickly, around children and other dogs.

Your older dog should be examined by your veterinarian at least once a year; some suggest a checkup every six months. Vets can make special procedures to identify age-related problems. Blood can be drawn to check the liver and kidneys; other tests can check vision and hearing. Your vet can also give you advice on how to make life more comfortable for your old friend.

Material 17
Session 18

Thomas Edison

Thomas Alva Edison lit up the world with his invention of the electric light. Without him, the world might still be a dark place. However, the electric light was not his only invention. He also invented the phonograph, the motion picture camera, and over 1,200 other things. About every two weeks he created something new.

Thomas A. Edison was born in Milan, Ohio, on February 11, 1847. His family moved to Port Huron, Michigan, when he was seven years old. Surprisingly, he attended school for only two months. His mother, a former teacher, taught him a few things, but Thomas was mostly self-educated. His natural interest led him to start experimenting at a young age with electrical and mechanical things at home.

When he was 12 years old, he got his first job. He became a newsboy on a train that ran between Port Huron and Detroit. He set up a laboratory in a baggage care of the train so that he could continue his experiments in his spare time. Unfortunately, his first work experience did not end well. Thomas was fired when he accidentally set fire to the floor of the baggage care.

Thomas Edison was totally deaf in one ear and hard of hearing in the other, but thought of his deafness as a blessing in many ways. It kept conversations short, so that he could have more time for work. He called himself a "two-shift man" because he worked 16 out of every 24 hours. Sometimes he worked so hard that his wife had to remind him to sleep and eat.

Thomas Edison died at the age of 84 on October 18, 1931. He left many inventions that improved the quality of life all over the world.

VITAE

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