



Receptive-Productive Connections: Providing Reading Treatment to
Expedite English Writing Skills

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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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Thesis Title Receptive-Productive Connections: Providing Reading

Treatment to Expedite English Writing Skills


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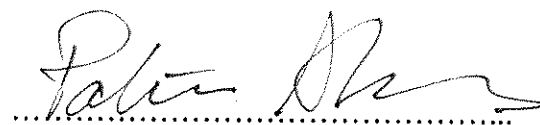
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ชื่อวิทยานิพนธ์ ความสัมพันธ์ของทักษะรับและทักษะสร้าง: การสอนการอ่านเพื่อเร่งความสามารถในการเขียนภาษาอังกฤษ
ผู้เขียน นางสาวกริชดา เรืองน้อย
สาขาวิชา ภาษาศาสตร์ประยุกต์
ปีการศึกษา 2552

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาว่าทักษะการอ่าน (ทักษะรับ) ซึ่งนักเรียนได้รับจากการฝึกอ่าน (เน้นทางด้านคำศัพท์ โครงสร้าง เนื้อหา และการเรียบเรียง) จะช่วยพัฒนาความสามารถในการเขียนภาษาอังกฤษ (ทักษะสร้าง) ได้หรือไม่ นักเรียนกลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 2 จำนวน 60 คน โดยใช้ผลการประเมินคุณภาพการศึกษาระดับชาติ เพื่อประกันความน่าเชื่อถือของความสามารถนักเรียนทั้งสองกลุ่ม

การเก็บข้อมูลที่โดยใช้แบบสอบถามทั้งก่อนและหลังการสอน การทดสอบความสามารถในการเขียนก่อนและหลังการเขียน ผลการวิเคราะห์ข้อมูลคุณภาพแสดงให้เห็นว่า หลังจากการเรียนการอ่าน กลุ่มตัวอย่างมีความสามารถในการเขียนดีขึ้น และถึงแม้ว่ากลุ่มทดลองที่มีความสามารถสูงและกลุ่มความ สามารถอ่อนจะมีพัฒนาการด้านการเขียนเพิ่มขึ้น แต่กลุ่มเก่งมีพัฒนาการที่ดีกว่ากลุ่มอ่อน ผลการตอบแบบสอบถามหลังจากการฝึกอ่าน ระบุให้เห็นว่า นักเรียนประเมินความสามารถของตนเองด้านทักษะการเขียนดีขึ้นหลังจากการฝึกอ่าน และพบว่าการฝึกอ่านเพิ่มความสามารถในการเขียนได้อย่างมีประสิทธิภาพ

Thesis Title Receptive-Productive Connections: Providing Reading
Treatment to Expedite English Writing Skills
Author Ms. Kritchada Ruangnoi
Major Program Applied Linguistics
Academic Year 2009

ABSTRACT

This study investigated whether the reading skills (receptive skills) that students develop from reading training (with emphasis on vocabulary, structure, content, and organization) will congruently improve their writing (productive skills). The subjects were 60, grade eight students selected based on National English Test to ensure the reliability of the proficiency levels.

Data were collected through a pre-questionnaire, a pre-writing proficiency test, a post-writing proficiency test, and a post-questionnaire. Statistics showed that all subjects exposed to reading treatment improved significantly in their writing ability. Although, the writing ability of both high and low proficiency experimental groups improved, the high proficiency group increased their level of English writing ability to the level of significant difference from the low ability group. The feedbacks obtained from the post-questionnaires revealed that the students' self-evaluation of their ability in the writing tests improved considerably at the end of the reading treatment, and that they found the reading training effective in enhancing their writing ability.

ACKNOWLEDGMENT

This study is successfully completed with a great deal of help from many people, who have played a part in my journey towards graduation. Grateful acknowledgement is made to the followings:

First, I would like to gratefully acknowledge the enthusiastic supervision of my thesis advisors, Asst. Prof. Dr. Patama Aksornjarung, Ph.D., and Asst. Prof. Dr. Monta Chatupote. Their wise advice, considerable patience, constant support, encouragement, valuable comments, guidance in writing the thesis, and also their academic experience will contribute this achievement.

I am especially grateful to my reader and examining committee members, Asst. Prof. Dr. Thanyapa Chiramane, for her great efforts of explanation and guidance concerning the core courses and thesis proposal. I also wish to acknowledge all of the instructors in the M.A. Program in Applied Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus: Asst. Prof. Dr. Adisa Teo, Asst. Prof. Dr. Chonlada Laohawiriyanon, Asst. Prof. Dr. Waraporn Sripetpun, Asst. Prof. Dr. Pramin Karavi, and Asst. Prof. Ampairat Sudhinont.

Specifically, I am obliged to my internal examiner and my external examiner for reading my thesis and providing me with both crucial and critical perspectives that enhance its value.

I would also like to extend my sincere appreciation to Mr. Daniel Fedyszyn and Mr. Mick Currie. Their English proofreading and editing skills were invaluable in bringing this work to completion. I am greatly indebted to Mr. Mohd Akhbar Yahya for his valuable comments and encouragement that helped me through this thesis.

I also appreciate the friendship and assistance from my fellow M.A. students: Ms. Jarinya Srimanee, who worked with me throughout my M.A. study, with all her spiritual support, consistent assistance, and constant stimulating suggestions. In addition, it is a pleasure to thank Mrs. Vachiraporn Lim, the Faculty of Liberal Arts librarian.

In addition, I am indebted to Assoc. Prof. Dr. Buncha Somboonsuk and Asst. Prof. Paratta Promme, Faculty of Economics for their important help in statistical procedure. Furthermore, my appreciation extends to Aj. Thoopthong, Aj. Jirawan and the M.2 students who served as research participants at Hat Yai Wittayalai High School and a leading private school.

Finally, I would like to express special admiration to my beloved parents and family members for their assistance and encouragement.

Kritchada Ruangnoi

CONTENTS

	Page
CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER	
1. INTRODUCTION	1
1.1 Rationale for the study	1
1.2 Purpose of the study	4
1.3 Research questions	5
1.4 Scope and limitation of the study	5
1.5 Significance of the study	5
1.6 Definition of terms	6
2. LITERATURE REVIEW	7
2.1 Reading	8
2.1.1 Reading comprehension	8
2.1.2 Reading processes	11
2.1.2.1 Bottom-up model	11
2.1.2.2 Top-down model	12
2.1.2.3 Interactive model	13
2.1.3 Vocabulary and reading	14
2.1.4 Reading strategy training	16
2.1.5 Reading to writing model: An integrated receptive-to-productive approach (Reading and writing connections)	18
2.1.6 The teaching of reading	23
2.1.6.1 Pre-reading phase	23
2.1.6.2 While-reading phase	25
2.1.6.3 Post-reading phase	26
	vii

CONTENTS (Continued)

2.1.7 Reading materials	28
2.2 Related studies	29
<hr/>	
3. RESEARCH METHODOLOGY	33
3.1 Subjects	33
3.2 Preliminary study	34
3.3 Research instruments	35
3.3.1 The survey questionnaire	35
3.3.2 Pre-writing proficiency test and post-writing proficiency test	36
3.3.3 Reading materials	36
3.3.4 Post-treatment questionnaire	37
3.4 Research procedures	37
3.4.1 Subject selection	37
3.4.2 Explicit reading training	38
3.4.3 Data collection	39
3.4.4 Data analysis	43
3.3.4.1 Data analysis procedures	43
4. FINDINGS AND DISCUSSION	45
4.1 Research question 1	45
4.2 Research question 2	52
4.3 Research question 3	60
4.3.1 The survey questionnaire	60
4.3.2 Post-treatment questionnaire	67
4.3.2.1 Overall attitude towards the teaching of reading	68
4.3.2.2 Subjects' satisfaction with the teaching method used	69
4.3.2.3 Subjects' improvement in the language components in writing	69
4.4 Summary	71
	viii

CONTENTS (Continued)

5. SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS	72
5.1 Summary of the findings	72
5.2 Pedagogical implications	74
5.3 Recommendations for further research	76
REFERENCES	78
APPENDIX	84
Appendix A Survey questionnaire (Thai version)	85
Appendix B Survey questionnaire (English version)	93
Appendix C Post-questionnaire (Thai version)	99
Appendix D Post-questionnaire (English version)	101
Appendix E Pre- and post-writing proficiency test	103
Appendix F Reading syllabus for grade 8	105
Appendix G Teaching reading	107
Appendix H Pre- and post-test individual score interpreter sheet	179
Appendix I Preliminary study score record	181
Appendix J Current study score record	183
VITAE	185

LIST OF TABLES

Table 3.1: Subject's proficiency levels	34
Table 3.2: Summary of data collection stages, instruments, and their purposes	40
Table 3.3: Rating scales	41
Table 3.4: Pre-and post-writing proficiency test individual score interpreter sheet	42
Table 4.1: The comparison of the overall performance between the experimental and control groups	46
Table 4.2: Comparison of the pre- and post-writing proficiency tests of the control and experimental group	47
Table 4.3: Comparison of writing errors made by the control and experimental groups in pre- and post-tests	50
Table 4.4: Comparison of overall writing proficiency of the high and low proficiency subjects in the experimental group	55
Table 4.5: Comparison of writing errors for specific L2 compositional elements between the low proficiency and high proficiency groups	55
Table 4.6: Self-rated English proficiency of the experimental group before the reading treatment	61
Table 4.7: Activities done to assist them while learning English	62
Table 4.8: Language learning strategies use	64
Table 4.9: Subject's preferred learning condition	65
Table 4.10: Subjects' assessment of material types	66
Table 4.11: Subjects' attitude towards the benefits of the teaching of reading English writing ability and their satisfaction with the technique	68
Table 4.12: Improvement of the four components of subjects' writing after the reading treatment	70

LIST OF FIGURES

Figure 2.1: The virtuous circle of the good readers	9
Figure 2.2: The vicious circle of the weak readers	10
Figure 2.3: Theories of reading processing	13
Figure 2.4: Language skills connection	20
Figure 2.5: Map of cognitive processes in thinking, reading and writing	22
Figure 4.1: The comparison of the overall performance of the experimental and control groups	48
Figure 4.2: The comparison of the writing proficiency of the high and low proficiency levels of the experimental group.	54
Figure 4.3: Comparison of writing errors for specific L2 compositional elements of the control group	57
Figure 4.4: Comparison of writing errors on specific L2 compositional elements of the experimental group	58

CHAPTER 1

INTRODUCTION

1.1 Rationale for the study

Written language serves a variety of functions necessary for everyday life, such as conveying information and providing entertainment (Nunan, 1991). In the academic arena, in which both natives and non-natives are pursuing studies conducted in English, writing is exceptionally important. It has been taking an increasingly important role in the tertiary level education system. The written composition is a powerful instrument to express a writer's ideas, as it helps the reader to discover the writer's thoughts (White, 1995). That is why it is crucial for tertiary students to master the skill of composition writing. Otherwise, they will not be able to let others know how far they have advanced in their studies. Hence, to excel in the communication of knowledge, students definitely need to be able to produce effective English writing. At present, more Thai students are pursuing further study at leading universities domestically and abroad; consequently, the need for English writing is inevitably increasing.

Despite its importance, studies conducted both in Thailand and abroad suggest that Thai students have various problems with English writing. Lush (2002), for instance, investigated errors in the English compositions written by fifteen Thai EFL learners enrolled at a leading university in Thailand. She discovered that they had problems both in grammar and in how to construct linguistic writing structures.

The subjects also experienced difficulties in putting ideas together in their compositions. This result was probably due to the fact that the teaching and learning of writing in Thai schools and universities, as discovered by Ubol (1993), generally still follows a traditional method; students write compositions and the teacher corrects their work. According to Ubol's (1993) study, this is often a discouraging practice as the method emphasizes grammar, and students may totally ignore the teacher's corrections or comments and keep repeating the same errors. Furthermore, students often have unclear ideas about what is expected or acceptable for the topic of their compositions. In short, they have problems with content, language and organization. Hence, it is difficult for Thai students to further their studies' in higher education, both domestically and abroad.

The aforementioned problems with English writing among Thai students lead to the necessity of finding suitable solutions. One consideration is using reading to enhance student writing ability. Linguists have proposed that the processes of reading and writing share cognitive similarities. This is best described by Shanklin (1982, quoted in Parry and Hornsby, 1987), who states that writing and reading are both constructive and developmental processes. Construction and reconstruction develop and change continually while performing either writing or reading. Both reading and writing are processes which provide the reader and writer with constant feedback and require them to make predictions. When writing, one needs to make predictions about how readers will read and understand the text. So experience in reading a lot of books is a good way for writers to develop writing proficiency, as reading experience enriches writers' minds with linguistic and world knowledge. This can be seen in the research conducted in Turkey by Çiceli and Özen (2003), which investigated the

effectiveness of using twenty-four extensive short stories to improve the writing skills of EFL learners in an experimental group. The topics of the reading were selected according to the students' preferences. The researchers found that the reading program played a facilitative role in improving EFL writing skills, in terms of both grammar and vocabulary, although what the students had read and what they were required to write were not totally related.

Other researchers have arrived at the same conclusion. Thongrin (2000) also asserted that the writing skills of a Korean undergraduate at an American university improved due to extensive reading. The subject tried to develop his writing by reading student newspapers because the sentences and structures were easy for him to comprehend. To familiarize himself with different models of writing, moreover, he went so far as to read some writing samples written by his instructor before doing his assignments. In doing so, his writing skills improved through extensive reading and his grades showed subsequent improvement.

In short, it can be said that reading was the source of ideas, information, vocabulary, and structures that students employed in their writing. However, these studies focused on EFL. This facilitated their learning greatly, as it provided natural exposure for them.

English is a foreign language in Thailand; there are nevertheless many opportunities for Thai students to be exposed to written English which they can then use as a model for their own writing. Sources such as books and the Internet are two examples. Ubol (1993) suggested that learners must make an effort to do so. On the contrary, however, generally when studying reading, they do not usually transfer knowledge derived into their writing because writing in L2 is seen as a challenging

and complex process. Wolfersberger (2003) asserted that in order to complete a new sentence, writers have to search for a word to more clearly express an idea.

Hence this study set out to use explicit reading training to develop the writing proficiency of grade 8 students. Instead of extensive reading, the experiment trained students to read 8 short passages which focused on vocabulary, content, grammar, and organization. It was hoped that the students would unconsciously pick up these elements and integrate them into their own writing, and continue to adopt this habit after the end of the reading training course.

It was expected that the results of this experiment would provide information to secondary school teachers and administrators. It would aid them in deciding whether or not to integrate reading training into writing classes, making the synergy between the two skills more apparent to students. With a greater body of knowledge about the benefit that reading has on improving writing, students can be trained to read and write earlier, and so would be able to perform better in their higher education.

1.2 Purpose of the study

This study aimed to discover ways to enhance the writing ability of grade 8 students by using reading training. In particular, it set out to examine the extent to which reading, as a resource for writing, assisted the learners in improving their writing competence in the areas of vocabulary, grammar, content, and organization.

1.3 Research questions

This experimental study involved administering reading training to an experimental group, while a control group was taught in its regular classes. The purpose of this investigation was to answer the following research questions:

1. Will L2 learners who receive the reading treatment achieve better scores in writing than those who do not receive the reading treatment?
2. Who will benefit more from the reading treatment: the high or low proficiency group, and how great would the improvement be?
3. How did the subjects feel about this reading teaching method?

1.4 Scope and limitation of the study

The scope of this study was to investigate whether the reading skills (receptive skills) that grade 8 students received from reading training (emphasizing vocabulary, grammar, structure, and organization) would improve the vocabulary, grammar, structure, and organization of their writing (productive skills). The reading training used eight short narrative stories about various topics. It should be noted that in writing, this study focused on the sentence structures appropriate for grade 8 level students only.

1.5 Significance of the study

The results may enhance students' and teachers' attitudes towards English reading. The results might also raise English teachers' awareness of the benefits of

using reading as a resource for writing courses, and for developing English writing programs to suit English curriculums as a prototype design for other levels in junior high school. The results might also include findings which may be beneficial in terms of reading strategies which allow the transfer of reading knowledge to make the L2 writing process effective and meaningful. Finally, the findings may shed light on EFL reading and writing pedagogy and encourage English teachers and administrative officers to consider teaching reading congruently with writing.

1.6 Definition of terms

Four key terms used in this study are defined below:

1. The receptive skills referred to in this study are those used in reading, in which language is received and understood by the reader. This is sometimes known as a passive skill.
2. Productive skills refer to those used by the participants in their writing and include the employment of appropriate vocabulary, grammar, structure and organization. This is also known as active skills.
3. The relationship between receptive and productive skills is the assumption that one set of skills naturally supports the other. For example, building reading skills can contribute to the development of writing.
4. Pre and post-writing proficiency test refers to the test used to evaluate the participants' writing proficiency for the experimental and control groups.

CHAPTER 2

LITERATURE REVIEW

The four basic skill components of ESL/EFL learning are reading, writing, speaking and listening. Out of the four skills, reading is of the greatest importance in Second Language Acquisition (SLA) because learners can acquire a great deal of knowledge through reading activities (Carrell and Eisterhold 1983); it is one of the ways human beings develop their literacy. On the other hand, writing is the way to express one's message via the use of language. According to Nuttall (1996), the knowledge gained from reading is selected, organized, synthesized and expressed in terms of written language for the target readers. Writing is particularly vital in the academic arena, where written work is considered extremely important when judging what one knows or does not know. To be able to write, the writer needs to know both what to write about (content) and how to write it (language and organization) to effectively transfer one's message to its readers. Thus, it is necessary to equip oneself with both content and the language to express it. Reading experience can enrich writers' minds with linguistic and world knowledge, which they can then organize and express for readers to read. Hence, it can be assumed that these two skills are in fact inseparable, and serve to enhance each other. In this section, these two related language skills are reviewed and their relationship will be investigated to achieve a better understanding of their linkage.

2.1 Reading

Reading can be defined as “the process of acquiring information from a written or printed text and relating it to what one already knows to construct a meaning from the text as a whole” (Eskey, 2002:176). Eskey (2002) asserts that reading is associating meaning congruently with the relationship between English vowel and consonant sounds, as well as their common spellings. Burns (1999) points out that reading enables students to learn to recognize words, to spell, to activate their imaginations, and that it requires the comprehension of meaning on the part of the reader. Nasr (1972) stated that through reading activities, learners build up meaning by working through a text, converting letters into words, words into phrases, and phrases into sentences. The brain then decodes the text form into meaning.

Reading is a complex process. Walter (1982) asserts that reading is the dynamic process of re-creating the written text in the reader’s mind. During the process, readers reconstruct meaning from the composition by making predictions and building up their own feedback loops. To achieve a thorough understanding, the readers need to understand the aspects relevant to reading, such as vocabulary building, using schema to understand the text, and following the organization of the text.

2.1.1 Reading comprehension

Reading comprehension refers to the ability to understand the meaning of what is read. Rubin (1993) proposes that reading comprehension can be classified into three different levels according to the reader’s purpose and proficiency. Level 1: literal comprehension is text-explicit. This level of comprehension enables the reader to

construct meaning that accurately reflects that part of the author's intended message which is directly stated. Level 2, interpretive comprehension, is text-implicit. Readers are required to draw conclusions in response to unstated cause-effect relationships or comparisons, perception of nuance, and/or symbolic use of language and ideas. Level 3, applied comprehension, is schema or experience-based. At this level, readers are required to integrate the new information into their previous knowledge, from which new relationships can then emerge.

Reader's comprehension of a text depends on the relationship between what the reader already knows and what is included in the text (O'Donnell and Wood, 1992). Comprehension cannot take place when readers know nothing about the topic because they have no prior knowledge to bridge with the new information. Nuttall (1996) states that being a good reader involves two components: speed of reading and level of comprehension. If learners can achieve a high level of comprehension in a very short time, they can be considered good readers who use their knowledge to interpret the meaning of what they read and spend less time translating the text. Figure 2.1 shows the virtuous circle (cycle of growth) of a proficient reader. It shows that speed, enjoyment and comprehension are closely linked with one another, along with the amount of practice a reader does (reads more).

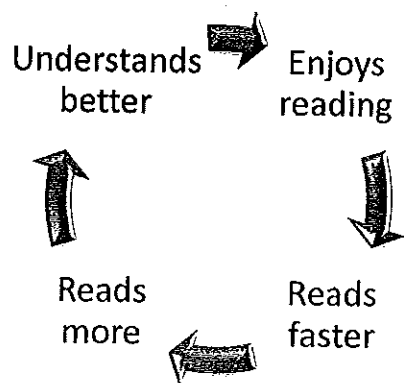


Figure 2.1: The virtuous circle of the good readers (Nuttall, 1996: 126)

According to Rubin and Thompson (1994), good readers read for meaning; they do not waste time decoding each letter or each word in the text. Instead, they take in whole chunks of the text, relying on their knowledge of the language and of the subject matter to interpret meaning and to make predictions as to what is likely to follow. As they do this, their comprehension improves so they usually enjoy reading more and hence, keep on reading which, in turn, will help them further improve their reading skill.

Slow readers, on the contrary, seldom develop much interest in what they read. Since they do not enjoy it, they read as little as possible. Deprived of practice, they continue to find it hard to understand what they read, so their reading rate and comprehension do not increase; as a result, they remain slow readers (Nuttall, 1996: 127). Figure 2.2 below explains the concept of the vicious circle.

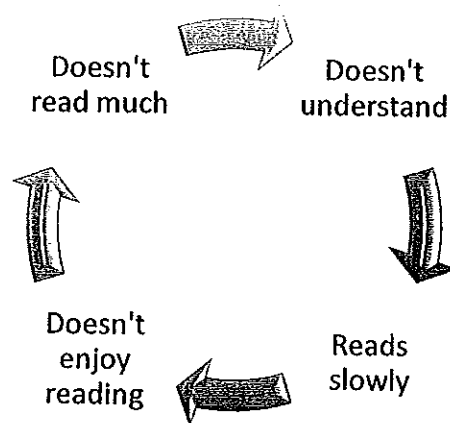


Figure 2.2: The vicious circle of the weak readers (Nuttall, 1996: 127)

In the similar vein, a study by Koda (2007) reveals that second language (L2) reading development success is achieved through integrative interaction of the ability to read and the ability to comprehend meaning. Similarly, Singhal (2000) findings

confirmed that when a student could strengthen his or her weaknesses in L2 reading, it would directly enable the student to improve his/her reading skills

2.1.2 Reading processes

Eskey (2002) defines reading processes as ways of unconsciously processing a text which can be adopted as conscious strategies by a reader when approaching a difficult passage. Scholars have developed various models of the reading process which can be categorized into three basic models: the bottom-up process, the top-down process, and the interactive reading process.

2.1.2.1 Bottom-up model

The process of reading whereby the reader decodes meaning from the smallest units of the text (words and phrases) is known as the bottom-up model (Eskey, 2002). This model is defined as a reading process which mainly employs the information presented in the data (Carrell, et, al., 1988). It is for this reason that the approach is also called "text-based processing or data-driven processing" (Carrell and Eisterhold, 1983; Silberstein, 1994). Similarly, Nuttall (1996) defines it as a passive perspective process used when readers build up meaning from the smallest textual unit: first, recognizing letters and words, then working out sentence structures, and finally arriving at meaning. It can be compared to a scientist with a magnifying glass examining the ecology of a tiny part of the landscape as a first step to understanding the terrain as a whole (Nuttall, 1996). Perfetti (1984) suggests that in the bottom-up process, reading is considered as the process of translating written elements into the reader's comprehension. Additionally, LeBerge and Samuels (1974, cited in Owens,

Jr., 1996) agree that the learner's progression increases automatically at each stage as his or her ability develops and the process becomes less conscious. The reader needs to gather visual information from the written text, identify the meanings of words, and only then move forward to the processing of the structure and meaning of larger syntactic units, i.e. phrases and sentences. Consequently, the learner develops automatic processing at the visual and auditory levels. Therefore, the bottom-up process model emphasizes lower-level perceptual and phonemic or morphemic processes and their influence on higher cognitive processing.

2.1.2.2 Top-down model

In the top-down model, reading is seen as directed by the brain, which makes predictions about the meaning of the text based on what is already known. In other words, readers make use of all the elements they bring to the text: prior knowledge, common sense, etc., to reach the intended meaning which is similar to the approach of an eagle's eye view of the landscape Nuttall (1996). This process of using the text to simply confirm the reader's predictions is the core of the top-down model (Eskey, 2002). It is viewed as a dynamic process in which the textual elements interact with other factors outside the text (Nunan, 2000). The top-down, or problem-solving model involves meaning induction through higher cognitive functions, such as concepts, inferences, and level of meaning. During the process, the reader generates hypotheses about the written material based on his or her knowledge, the content, and the syntactic structures used, and then read the text in order to confirm or reject them without paying much attention to actually decoding the text. In brief, the top-down process is used when readers interpret their assumptions and inferences (Owens, Jr., 1996).

To make the picture clearer and more comprehensible, the bottom-up and top-down processes are summarized in Figure 2.3.

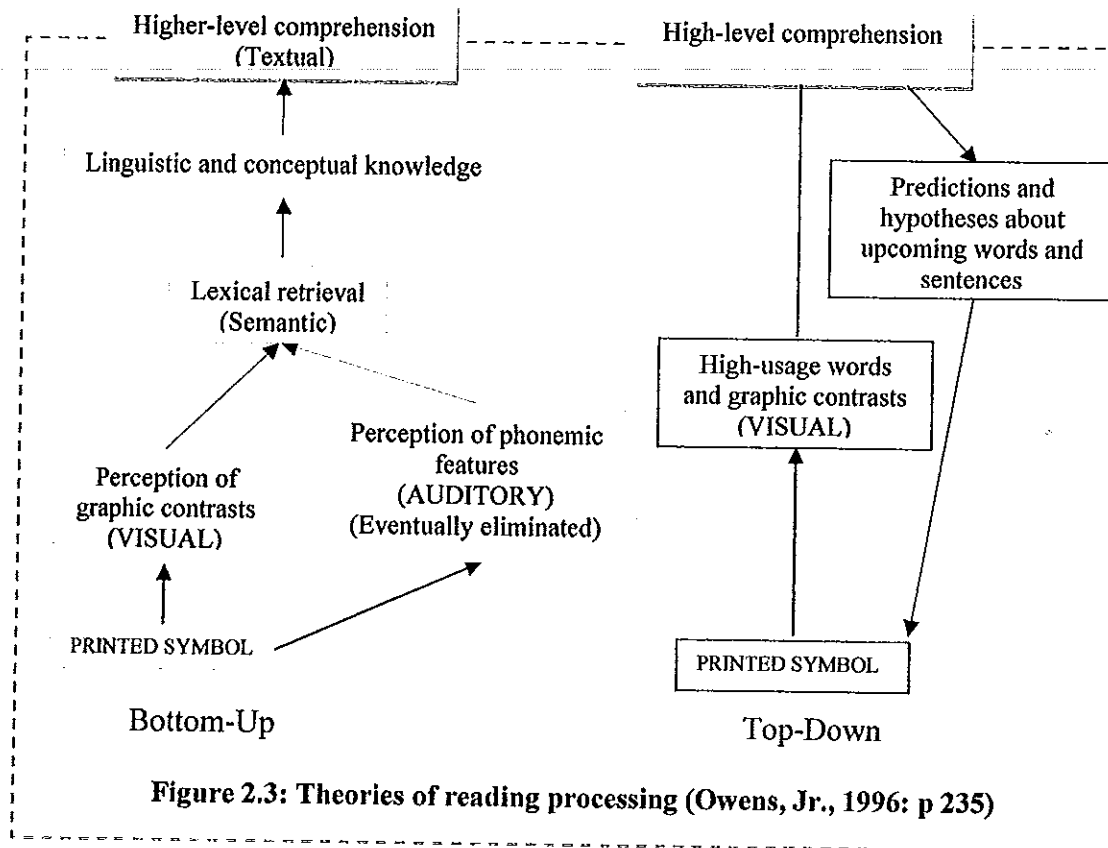


Figure 2.3: Theories of reading processing (Owens, Jr., 1996: p 235)

As can be seen, these two theories are polar opposites and do not encompass all processes actually taking place when one reads. Hence, another theory was suggested as an integration of both models.

2.1.2.3 Interactive model

Besides the two models presented above, a third model of the reading process has been proposed: interactive reading. Basically, this model is the process of combining information acquired from the text with knowledge supplied by the brain (Eskey, 2002). It is the interaction between the information obtained by means of bottom-up decoding of the text and that provided by means of the top-down process

(the retrieving of the readers' previous knowledge). In the reading process, shifts occur continually from one focus to another, adopting a top-down approach to predict the probable meaning, then moving to the bottom up approach to check whether that is really what the writer said.

According to Stanovich (1980), the interactive process seems to strike a balance between the two processes of reading. In this model, reading consists of congruent processes, both top-down and bottom-up, that provide knowledge simultaneously at various levels. Moreover, he further elaborates that learners employ both the bottom-up process, used when reading isolated words and sentences to gather meaning, and the top-down process, used when reading text employing the schema they have to comprehend it. This flexibility has resulted in the interactive model becoming widely accepted as an effective theory of the reading process because it addresses the simultaneous use of both the bottom-up and top-down models. It also seems to be the most accurate because it provides a more balanced picture of the important contribution that both the text and the brain make to the creation of meaning for the text as a whole.

2.1.3 Vocabulary and reading

Although learners' limited vocabulary is known to be a factor hindering their L2 reading progress (Sawangwaroros, 1984; Chris, 1991), reading is known to aid learners in expanding their vocabulary and understanding the usage of these new words. The interrelationship between reading and vocabulary is widely acknowledged (Eskey, 2005).

Regarding vocabulary learning, during the 1970s and 1980s vocabulary instruction was considered secondary to the teaching of other L2 skills (Nation, 2001). This trend in classroom instruction has been reconsidered since the connection between L2 reading and vocabulary has been confirmed by many linguists. Hu and Nation (2000), for example suggested that L2 readers need to understand about 5,000 word families, each of which consists of a base word and its related words and inflected forms, e.g. child, children, childhood. In general terms, to be successful in learning activities involving new words, such as reading, the following conditions must be met: subjects' interest, repetition, generative use (the use of a word in a new context), and deliberate attention (Nation, 2005: 585).

It is suggested that teachers should present new vocabulary in depth before assigning students to read a text, as prior knowledge of the vocabulary provides ideas and prepares them for a better understanding of the reading. Hence, their comprehension of the text starts immediately, which makes it easier to learn. A study by Qian and Schedl (2004) suggested that the learners' vocabulary knowledge should cover morphological, semantic, and collocational properties.

Zimmerman's (1997) study on indirect learning shows that L2 learners gain vocabulary through reading exposure. In the study, L2 students' positive perceptions of word knowledge significantly increased their reading proficiency. On the other hand, some word learning occurred incidentally through reading. The results of this study also demonstrated that L2 students want a chance to learn new words from reading, rather than from looking them up in the dictionary.

2.1.4 Reading strategy training

Reading strategy is viewed as a collection of plans for solving problems encountered in the construction of meaning. These plans can range from bottom-up vocabulary strategies, such as looking up an unknown word in the dictionary, to more comprehensive actions, like connecting what is being read to the reader's background knowledge (Janzen, 1996). Reading strategies are also viewed as ways of reading which are employed flexibly and selectively, and which vary depending upon the type of the text, the content, and the purpose of reading (Wallace, 1992). When undertaking reading exercises, learners utilize reading strategies flexibly and consciously (Duffy and Roehler, 1993). In other words, learners make use of moment-by-moment techniques to solve problems with their reading ability (Brown, 1994). Explicit instruction in reading strategies would increase students' awareness of their own performance with those strategies while reading, as well as helping them become better at extracting information from a text to correctly respond to reading questions (Pressley et al., 1992).

Reading strategies not only improve students' understanding of how to read effectively, but also better familiarize them with both the language in their reading materials and the overall reading process. Singhal (2000) asserted that employing appropriate reading strategies is known to be of assistance to the learners' reading effectiveness. O'Malley and Chamot (1990) studied the utilization of strategies by ESL learners in the United States. Their study revealed that these ESL learners typically used three main groups of learning strategies: metacognitive, cognitive, and social affective strategies.

1. Metacognitive strategies

Metacognitive strategies are concerned with planning for learning, thinking about the learning process as it is occurring, monitoring one's production or understanding, and evaluating the learning process once it is finished.

2. Cognitive strategies

Cognitive strategies deal with the direct manipulation of the learning materials itself, and include repetition, translation, grouping, recognizing keywords, note taking, and inference.

3. Social affective strategies

Social affective strategies are those associated with social-mediating activities and dealing with other strategies, such as cooperation and questioning for clarification.

However, not all learners are equally able to use these strategies. There is a big difference in the employment of these strategies between learners with a high reading ability and those with a low ability. In other words, some learners use the strategies efficiently and effectively, while others almost completely lack these skills. Fortunately, it is widely believed that these strategies can be acquired through proper training (Singhal, 2000).

Brown and Palincsar (1982) suggest that reading strategy training can aid low proficiency readers in improving their reading comprehension, and other reading skills. Moreover, such explicit instruction would increase students' awareness of their own reading performance while using those strategies. It would also help them become aware of how to obtain information from a text, and how to extract the correct responses to reading questions (Pressley et al., 1992).

Furthermore, explicitly taught reading comprehension using the Reading Treatment Program (RTP): predicting content, formulating reading questions, clarifying difficult parts of the text, and summarizing the main content, was found to gradually supply students with confidence to use these techniques on their own when they later read. (Nuttall, 1996)

Much of the current integrated instruction in L2 reading, grammar and vocabulary education takes place in conjunction with reading, content-based, and form-focused instruction to improve the overall quality of L2 prose (Cope and Kalantzis, 1993; Hedgcock, 2005; William, 2005). For example, to help learners notice how particular grammar and lexis are employed in authentic written texts and discourses, teachers can select readings from a wide array of genres, such as narrative, expository, or persuasive, to provide greater language exposure to the students.

To conclude, it is clear that reading strategies in and of themselves can be invaluable lessons for language students. By directly studying the various strategies, students can improve upon those they are already unconsciously using, and internalize those they are not employing. Accomplishing this will vastly increase the efficiency of their future language-learning endeavors.

2.1.5 Reading to writing model: An integrated receptive-to-productive approach (Reading and writing connections)

Reading is considered to be an important skill for developing the L2 writing skills of both learners at advanced proficiency levels and learners with a need of English for academic purposes (Stotsky, 1983). Sasaki and Hirose's (1996) findings

show that good readers gain more writing confidence in English. Reading increases the learner's writing experience because the reader converts his or her knowledge into writing (Qurik, 1987: 327). In other words, both processes are vital because they mutually develop each other. This is suggested by Bumgardner (1994), who claimed that if we want to write well, we must read articles or books written by good writers (p. 121). In addition, Elder and Lester (1994) stated that the more a learner reads, the better he or she writes.

The importance of reading and writing for children's language development is also well acknowledged among L1 and L2 language researchers. Asher (1982) and Wang (2000), for instance, remark that a young language learner should not only learn reading at the initial stage of language learning in school, but should concurrently learn to write effectively. The reading habits and success of children also depend on many years of exposure and on the presence of a suitable learning environment at home. According to Goldfield and Snow (1985), the most important factors involved in early reading success are early exposure to reading from parents and a domestic environment that encourages literacy.

Research by Tierney and Shanahan (1991) on the connection between reading and writing processes should give insight into the cognitive processes used by learners in particular when performing the following skills: practicing, receiving, sending messages, analyzing and reasoning, and creating structures for input and output. Process connection is the knowledge of individual strategies used. It involves the learners' processes, both cognitive and metacognitive, of thinking, planning, monitoring, and self-evaluating. Eckhoff (1983) supplied evidence which shows that

while reading, a reader acquires many language features, such as lexical knowledge, sentence complexities, formats, genres, and styles of texts.

In addition, Stotsky (1983) commented that reading is more effective for improving writing than are other activities, such as grammar exercises and extra writing classes. In a study by Tsang (2000), the reading-writing relationship was examined by reviewing its importance in pedagogy. He advocated that reading and writing processes interactively involve similar knowledge and strategies; the knowledge and skills used in reading can be partially employed in writing, and vice versa. All the aforementioned studies call for the teaching of reading to be employed in improving L2 writing.

Reading can facilitate one's writing because it aids the obtaining of new information, learning different styles of writing, and learning written language. A writer who has read many books will be well aware of such aspects of written language as sentence structure and vocabulary (Elder and Lester, 1994). Figure 2.4 below shows that all language skills improve with reading practice. As can be seen, when readers read, they acquire new vocabulary, improve their grammar, refine their speaking and listening patterns, and revise their writing skills, all at the same time.

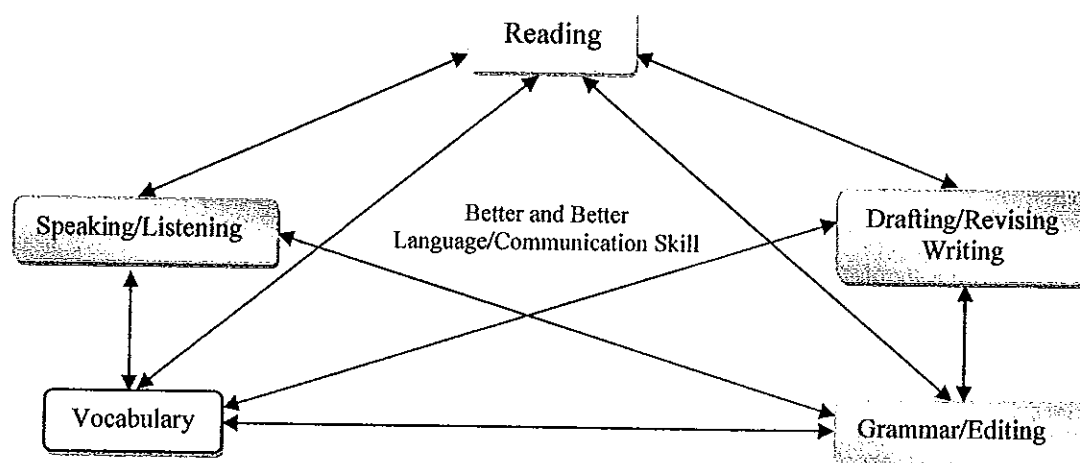


Figure 2.4: Language skills connection (Elder and Lester, 1994: 124)

Tierney and Shanahan (1991) described successful readers as those reading with a view to authorship, and successful writers as those writing with a view to readership, which shows that the reader and writer do not only interact, but actually transact with each other. They asserted that reading and writing are inextricably entwined, and jointly contribute greatly to thinking and learning.

The processes of reading and writing are interrelated. During reading, readers interpret an idea into their overall understanding and translate the meaning, and vice versa while writing; writers construct meaning and convey it through manipulation of texts. Both processes meet the definition of a perfectly shared cognitive process, which is best explained by Shanklin (1981, as quoted in Parry and Hornsby, 1987), in that:

1) Writing and reading are both constructive processes; 2) While writing and reading, both construction and reconstruction develop and change; 3) Both reading and writing are processes which provide readers constant feedback and which require writers to make predictions; 4) Both writing and reading are developmental processes (Shanklin, 1981: 135).

Reading and writing are parallel literacy processes that are inextricably linked with the cognitive map. Ruddell (1997) presented a map, showing the relationships between thinking, reading and writing, which can be seen in figure 2.5. She proposed that this theoretical model of the reading and writing processes has clear instructional advantages; that is, it offers many instructional insights for teachers to aid them in increasing their students' literacy abilities.

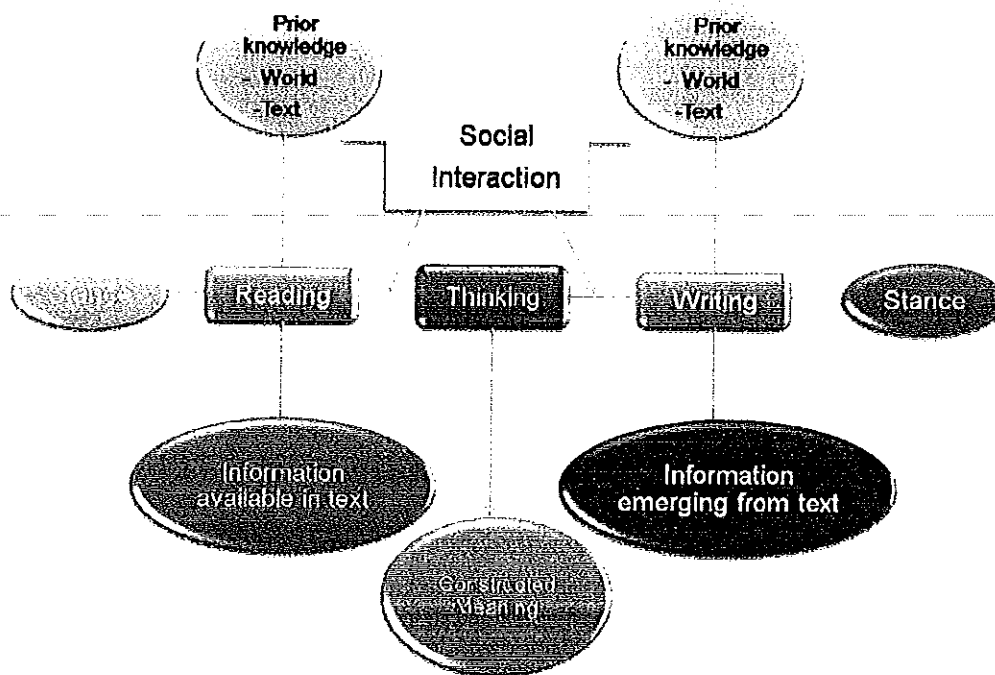


Figure 2.5: Map of cognitive processes in thinking, reading and writing

(Ruddell, 1997: 145)

The processes of reading and writing are closely interrelated. Littlewood (1995) stated that when we are reading, we absorb countless written sentences. These sentences, filed in the brain, then act as models which are likely to mould the sentences we later write. In short, our writing is influenced by our reading. Conversely, our reading can be improved by the writing we do. People with “reading problems” get a better feel for words on a page if they do some writing; they then see the words more clearly and think about them more readily. Moreover, Elder and Lester (1994) concluded that writing is the solution when we come to the point where we realize with disappointment that we are very good at forgetting nearly everything we read. We need to write in order to capture at least the main ideas from our reading.

The studies of both Dyson (1983) and Gourley, Benedict, Gundersheim and McClellan (1983), demonstrated that the process of writing is similar to drawing in that

both contain an underlying symbolization. Packer and Timpane (1986) interestingly referred to writing as both a noun and a part of a verb, a product and a process. This means that the essence of writing is both: the production and the final product which reflects the writer's thoughts. In general, linguists accept that the more one reads, the better one writes, and vice versa.

2.1.6 The teaching of reading

The teaching of reading has captured more and more attention in L2/EFL education (Day and Park, 2005), since it enables students to acquire a life-long skill and become effective and fluent readers of other languages. William (1994) classified practical reading teaching procedures into three main phases: pre-reading, while-reading and post-reading. Each phase requires readers to use and develop their knowledge in particular ways as they read and learn from their reading activities.

2.1.6.1 Pre-reading phase

In the pre-reading phase, teachers conduct activities which will lead readers to acquire certain knowledge about what they will read. According to Grabe and Stoller (2002), the purpose of the pre-reading phase is to introduce genre, stimulate students' interest, and form a purpose for reading before the class proceeds further into the reading lesson. Additionally, Nuttall (1996) points out that the main objectives of the pre-reading phase are to provide a reason for reading, introduce the text, set a top-down task, break up the text, introduce new vocabulary, and ask signpost questions. Many reading methodologists advocate that pre-reading activities are meant to tap students' background knowledge, build up their expectations, and provide some background

information before they attempt to comprehend the full text (Grabe and Stoller, 2002). It is beyond doubt that conducting pre-reading activities boosts students' interest in finding connections between prior knowledge and the different subjects in texts, thus influencing the way they read.

Pre-reading activities

There are various types of pre-reading activities which can help students to prepare themselves for a text.

1. Using brainstorming questions and examples is a proven method of activating students' interest, eliciting background knowledge, and helping them to focus their attention. Pre-reading questions can be either matters of fact or opinion, both of which are broadly useful for students to initially explore the concepts contained in the text to be read (Wallace, 1992).
2. Teaching unfamiliar key words to students before reading so that new vocabulary, language background information, and comprehension can improve together. Students should be provided with techniques to interpret vocabulary, syntax, and sentence relationships (Anthony and Raphael, 1996).
3. Introducing suitable grammar rules, according to each text, to help students read more effectively. Web (2005) asserted that in many current L2 integrated reading lessons, grammar presentation takes place in conjunction with reading, content-based, and form-focused instruction to improve, generate, develop, and present the overall ideas of L2 prose.
4. Students should answer pre-reading questions before reading the text, in order to establish their comprehension. According to Anthony and Raphael (1996), pre-

reading questions result in a more meaningful and interesting reading activity because readers are motivated to find the answers and confirm their predictions. Therefore, these activities help to emphasize the material, activate existing schematic knowledge and connect to the new reading material. Hence, the students are better prepared to comprehend the text effectively. After reviewing the vocabulary and answering the pre-reading questions, students should be asked to read the completed answers to the questions aloud.

2.1.6.2 While-reading phase

During the while-reading phase, teachers guide readers on how to comprehend the text in-depth, how to integrate vocabulary, grammar, and structure as they read, and how to predict the outcome. The general purpose of the while-reading phase is to encourage active, flexible and reflective learning, and to promote understanding of text contents and of the differences between the reader and writer's purposes (Wallace, 1992). He also suggests that flexibility is encouraged by inviting the reader to read in a way appropriate to the type of text being presented. Flexibility in reading also occurs in that readers often preview the material by skimming or scanning, then they read more closely while undertaking gap filling exercise, taking notes or summarizing.

While-reading activities

There are various types of while-reading activities which can help students to comprehend texts.

1. During the while-reading session, unfamiliar vocabulary will be encountered by the student. Unfamiliar words should be highlighted in the text and learning objectives should focus on word pronunciation and meaning. Birch (2002) suggested

beginning with pronunciation of the words, then moving forward to the English spelling system, morphophonemic, and finally meaning. In general terms, for new words to be successfully introduced in a reading, it has to meet the following conditions: “interest for the reader, repetition, deliberate attention, and generative use” (Nation, 2005, p. 585).

2. Students read aloud and perform tasks, guessing word meanings from context and discussing the purpose of the text and the writer’s thoughts.

3. While-reading questions are given to help students monitor their reading comprehension while reading. According to Anthony and Raphael (1996), while-reading questions allow readers to easily check and confirm, or reject their predictions, as well as monitor their comprehension.

2.1.6.3 Post-reading phase

In the post-reading stage, readers are taught how to integrate what they have read into an overall understanding, and to confirm what they know. Proper post-reading guidance is vital for effective evaluation and response (Nuttall, 1996). The components of post-reading guidance consist of revising, reviewing notes, retelling what the author has said, and criticizing the text. Grabe and Stoller (2002) asserted that the aims of post-reading are to cement the reader’s comprehension and reflect upon what has been read. Post-reading activities are vital to test readers’ understanding after completing the reading.

Post-reading activities

Post-reading activities can be classified into four types which can help students to prepare themselves for answering questions correctly.

1. Post-reading questions play a major role in motivating students to read thoroughly. Teachers often ask students to answer comprehension questions using vocabulary from the reading, such as filling in the blanks of a text summary, thereby ensuring that students understand the text. Three kinds of post-reading questions: literal questions (remembering), critical questions (analyzing), and synthesis questions (discovering), as described by Elder and Lester (1994), can be employed. These offer students opportunities to review the contents of the reading and develop their own thoughts. While doing reading comprehension exercises, students should be permitted to refer back to the reading text at anytime to reread it.

2. Group discussions help students to discover what they have taken from the reading, compare these discoveries with those of their fellow students, and share experiences.

3. In the final session, quizzes and cloze tests can serve to assess learners' reading comprehension. Tests must be conducted after all other text activities are finished.

In conclusion, the above three phases of reading activities: pre-reading, while-reading and post-reading, all help students to gain the greatest knowledge possible from the reading. Clearly, teaching reading encourages lifelong learning and helps learners to view the world from many different perspectives. Good reading skills will in turn, become their greatest resource when they write.

2.1.7 Reading materials

Reading materials usually include the texts themselves, as well as several other components connected to the reading process. Alderson and Urquhart (1984), Wallace (1992), and Nuttall (1996) suggest the major attributes of reading materials as follows:

1. Interesting and motivating for the learner

Texts should be appropriate to a student's needs, interests, background, and level of English. It is important to choose suitable topics for the students to read, with a level of difficulty not far beyond their current proficiency. This will make students motivated to read more, and they will thus gain confidence. Moreover, most of the reading passages should revolve around the students' surroundings, or be about a topic they have studied in their first language, so that the texts will not be too difficult for them to comprehend (Alderson and Urquhart, 1984). In order to motivate students to read in English, the reading texts should not be too linguistically difficult for learners. The language in English texts should suit the English level of the learners, or be slightly higher than their level but still comprehensible (Krashen, 1987).

2. Offering a variety of text types and styles

The reading texts should be drawn from many sources, such as the Internet, magazines, newspapers and textbooks, in order to expose students to a variety of writing styles. This serves to make the students familiar with many different styles and genres, thereby presenting many opportunities for the learners to diversify their reading experience (Wallace, 1992).

3. Integrated reading skills

The main aim of reading materials is to develop learners' ability in reading, so all activities need to be geared towards enhancing that aim. The integration of other

skills, such as listening, writing, and speaking, can be done to improve overall ability. As a result, students will get a better idea of how language is used in actual communication and read with more understanding (Nuttall, 1996).

4. Simulating real-life processes

The most important issue in communicative language teaching approaches is replicating as many real world activities as possible, so language teachers should strive to create more real-life activities for student to practice with. For example, when the outside world requires students to gain particular information by reading, then in the classroom students should practice how to comprehend that specific text to get the required information. Furthermore, they should practice sharing their information so that in real life they can be better prepared to ask for and give information.

5. Exploitation in the classroom

Besides having all the aforementioned qualities, the text must also be practical for the class. That is, the materials must serve the objectives of the course, fit with the time provided, and suit the teacher's ability.

2.2 Related studies

The objective of writing has transformed from a traditional product-oriented to a non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning (Zamel, 1983: 165). Similarly, the focus of reading has changed from emphasizing the product to being a process in which the reader determines various strategies to use in different situations (Anderson, 1991).

One of the major inputs for writing is reading. Zacharias' (2005) study indicated that the use of literature in teaching writing, benefits the development of writing. She found that using literary texts in writing class yielded benefits in three broad aspects: pedagogical, cognitive, and affective. The use of these texts not only offered a wide variety of pedagogical and cognitive writing styles for L2 students to emulate, but also resulted in students diversifying their writing genres due to their induction. She concluded that reading helps L2 students to recognize vocabulary, familiarizes them with many writing styles, and sharpens their sense of connection to their knowledge, making it easier to translate it into writing.

An L1 correlational study on reading-writing relationships was conducted by Stotsky (1983:636). The results showed that there were correlations between reading and writing in L1, which can be applied to L2 as follows: 1) There is a positive correlation between reading achievement and writing ability. Better writers tend to be better readers. 2) There is a positive correlation between writing quality and reading experience, as reported through questionnaires; better writers read more than poorer writers. 3) There seems to be a relationship between reading ability and the degree of syntactic complexity in writing; better readers tend to produce more syntactically mature writing than poorer readers. This result seems to agree with the study of Carson, et al., (1990), whose findings suggested that adult language learners draw from two primary sources in developing their L2 literacy: L1 knowledge and input from L2 activities (reading and writing as intralingual input). Thus, L2 proficiency development may be affected by L1 literacy.

The effects of an extensive short-story reading program on the development of the EFL writing skills of intermediate-level university students in Ankara, Turkey,

were investigated by Çiceli and Özen (2003). Two groups with similar writing proficiencies, an experimental group and a control group (each of which was composed of thirty-two intermediate-level students of mixed gender from four classes) were administered a pre-test. The experimental group was then exposed to extensive short-story reading training for three months, whereas the control group was not provided with any extra training. Towards the end of the program, both groups were administered a post-test. They were asked to write an essay of about 300 words in which they were to explain their opinions on the concept of “euthanasia”; the duration of the test was fifty minutes. The study revealed that the EFL learners in the experimental group, who were exposed to the extensive short-story reading program, attained a higher level of success in terms of writing proficiency, as revealed by the post-test scores. This was despite the fact that what they had read was not similar to what they had been asked to write about.

The importance of L2/ESL writing has many instructional and linguistic implications. It can be seen in Thongrin’s (2000) study that learners develop their writing skills through L2 reading in the ESL environment. Reading is a prominent factor in enhancing students’ writing proficiency. Thongrin asserted that her subject, who was a Korean student at an American university, read newspapers to learn new vocabulary and structural patterns, which were then used as models for completing his writing assignments. Moreover, reading plays an important role in explicit (intentional) and implicit (incidental) learning. Reading strategies for vocabulary, grammar, structure, and coherent organization can be intentionally recognized by L2/ESL learners to make their writing more fluent.

Thus, it is logical to assume that reading and writing cannot be regarded as two separate processes. The more students read, the better they write. Reading can generate ideas for writing, and writing can encourage or develop further reading ability. Therefore, students who are in supportive environments, receive comprehensible input, and are subjected to appropriate teaching strategies, can develop quite quickly into successful writers. These aforementioned studies reveal that writing can be improved if writers are exposed to a lot of reading, which acts as a source for content and language they can employ, regardless of whether or not the readings directly reflect their writing topics.

In summary, it can be assumed that the best way to become a good writer is to master the knowledge, principles and techniques of using reading to improve writing.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses subject profiles and describes instruments, data collection procedures, and data analysis for the study on providing reading treatment to improve English writing skills.

3.1 Subjects

This researcher selected a group of 60, grade 8, pre-intermediate level English students. They were of mixed gender, aged between 13-14 years old, and were enrolled at a leading government high school in Hat Yai, Songkhla. The study was conducted during the second semester of the 2008 academic year.

The students' National English Test scores were used to divide students into three levels, using the 27% technique (Hughes, 1989): high, intermediate, and low proficiency levels. The top 27% were considered to be at the high proficiency level, the bottom 27% were categorized as being of low proficiency, and the 46% in between fell into the intermediate proficiency level. The intermediate proficiency level was divided into high intermediate and low intermediate to provide a balanced distribution for the experienced raters, as shown in Table 3.1.

Table 3.1: Subjects' proficiency levels

Subjects' Proficiency Level	Control Group	Experimental Group	Percentage (%)
High	8	8	27
High Intermediate	7	7	23
Low Intermediate	7	7	23
Low	8	8	27
Total	30	30	100

Students with similar scores from the National English Test were paired, with one member of the pair being assigned to the experimental group (group A) and one to the control group (group B), giving a total of 30 students in each group. The experimental group was provided with explicit reading training, whereas the controlled group was not given any extra reading training in their English classes. However, the controlled group continued to take their normal English classes in school with only 15 minutes exposure to reading activities during the normal class hour. Both groups sat for the pre- and post-writing proficiency tests.

3.2 Preliminary study

The preliminary study was conducted during the first semester of the 2008 academic year. Ten chapters of the specially-designed reading materials were piloted to a group of 50 grade 8 EFL students at a private school in Hat Yai. The students were selected based on their previous National Test scores. Their average scores from the pre-writing proficiency test were 55 percent and those of the post-writing proficiency test were 75 percent, more or less similar to the subjects of the current study. After finishing the preliminary study, the materials were improved in the areas

of grammar and comprehension questions. The two unit quizzes on reading comprehension were also revised. A post-questionnaire was launched to gather comments about the materials in order to improve them. The results of the pilot test are documented in Appendix I. Finally, 8 familiar reading stories were chosen to serve as the reading materials for this study. Two supervisors and a native English teacher commented on, revised, and proofread the materials.

3.3 Research instruments

The main study employed five instruments: a survey questionnaire, a pre-writing proficiency test, a post-writing efficiency test, the reading materials, and a post-treatment questionnaire.

3.3.1 The survey questionnaire

The survey questionnaire consisted of 5 parts-- Part I: general information about the respondents; Part II: basic reading skills; Part III: language-learning strategies; Part IV: macro skills; and Part V: attitudes towards English learning. The main purpose of the survey questionnaire was to examine the students' preferences and attitudes toward the English language, as well as their previous exposure and learning preferences, so as to help in designing the reading materials.

The results of the survey questionnaire indicated that 80% of the students preferred to read easy, familiar, and interesting topics in class, with a teacher's guidance. The survey questionnaire results allowed the researcher to design the explicit reading training materials according to the students' preferences. The

instruction, vocabulary, structures, and organization were designed to satisfy the main study's objective of using reading to improve the students' writing proficiency.

3.3.2 Pre-writing proficiency test and post-writing proficiency test

The pre- and post-writing proficiency tests required the subjects to write short narrative essays of approximately 200-250 words within 50 minutes on the topic of "My amazing school holiday." The pre-writing proficiency test acted as a proficiency test, aiming to evaluate the students' writing proficiency before the explicit reading treatment. The post-writing proficiency test functioned as an achievement test, examining the students' writing ability after eight units of explicit reading training had been conducted.

3.3.3 Reading materials

The reading materials consisted eight of narrative essays on different topics, of approximately 200-250 words, and were used in the explicit reading training for the experimental group. The eight pieces of reading material were selected and adapted from a published course book written by Billings' and Newman (2002). Each of the reading lessons included six important parts: vocabulary, the narrative story, reading comprehension questions, a grammar focus, a group work activity, a unit test and review unit quiz. The adapted materials from the commercial textbook were carefully chosen in order to suit the English reading proficiency level of the subjects in this study who were at an intermediate level of English proficiency. The explicit reading training topics are listed below:

Unit 1: Korean Family Reunion

Unit 2: A Roller Coaster Blind Date

Unit 3: Fire Fighters Save a Woman

Unit 4: Gladiator School

Unit 5: The Bomb Squad

Unit 6: Sleepwalking at Sea

Unit 7: I'm a Millionaire!

Unit 8: The World's Biggest Food Fight

3.3.4 Post-treatment questionnaire

The post-treatment questionnaire was administered to gather information on the subjects' opinions about the explicit reading training, problems concerning their learning, and what their thoughts were on the concept of writing proficiency improvement through explicit reading training.

3.4 Research procedures

3.4.1 Subject selection

During the main study, all 60 participants who scored between 30 – 100% on their National English Test (a proficiency test provided by the Examination Board under the Educational Ministry of Thailand) in the semester before the experiment was conducted in grade 8 at the school at which the study was conducted were chosen for the study to ensure the consistency of the participant's proficiency levels (Appendix J).

3.4.2 Explicit reading training

The length of the explicit reading training course was 24 hours, which consisted of one hour's explicit reading training, one hour's reading comprehension questions, and one hour consisting of a cloze test and quiz per week, totaling 8 weeks. The training was integrated and blended together with their normal class syllabus, whereby the researcher emphasized the four important parts in the explicit reading to equip the subjects for their writing. In doing so, the subjects were not diverted from the normal class syllabus and at the same time, naturally adapted and adopted the knowledge gained through explicit reading.

The reading treatment was conducted and taught by the researcher herself. At the beginning of the first class, the explicit reading training which required them to learn vocabulary, structure, content, and writing organization from reading as well as doing reading exercises was explained to the subjects. First, they were required to underline the unknown vocabulary and connecting words in a passage. Then, they read and identified the main and supporting ideas in each paragraph. After that, they were asked to look up the unknown words in a dictionary and do exercises in the key vocabulary section. In the second period, the subjects were asked to answer all the questions at the end of the chapter and to discuss the reading assignments which were comprehension questions. The subjects were not told that they had to gather all the knowledge to use in their writing later to ensure that they experienced a natural learning experience.

3.4.3 Data collection

The data collection included the use of a survey questionnaire, a pre-writing proficiency test, a post-writing proficiency test, and a post-questionnaire.

First, the survey questionnaire was administered to the group of students from a private school used during the preliminary study. Its objective was to gather general information to help prepare learning activities and develop reading materials suitable for grade 8 students. It was launched before the pre-writing proficiency test in order to collect the information that served as the basis for developing reading materials to meet the learning needs of the preliminary group. The results from the survey questionnaire, concerning the students' backgrounds, education, experience, and attitudes toward English reading and writing, were analyzed and presented as descriptive data. The analysis was done using frequencies and percentages related to the teaching reading program, and the results are shown in Appendix A.

Next, the piloting of the materials was conducted on a selected number of students from a private high school. Its purpose was to determine the level of instruction, and a suitable level for the materials to be used for the intended experimental subjects in the main study. The results of the pilot test are shown in Appendix I.

During the main study, both the controlled and experimental groups took the pre-writing proficiency test at the same time. The purpose of the test was to measure the students' writing proficiency before the explicit reading training was given to the experimental group. The same test was used as a post-writing proficiency test at the end of the explicit reading training. The post-writing proficiency test measured the

writing improvement that the experimental group implicitly gained from the explicit reading training they underwent. It was also employed to measure the writing proficiency of the control group, which had not undergone explicit reading training.

Table 3.2 shows the stages of data collection and instrument use and their purposes, during the study.

Table 3.2: Summary of data collection stages, instruments, and their purposes

Instruments	Duration	Purpose
<i>Preliminary study</i>		
1. Survey questionnaires	1 semester	To gather general information to help prepare learning activities and develop reading materials suitable for grade 8 students.
2. Piloting the materials		Ten pieces of reading materials designed at the initial stage were piloted on selected students from a different high school to find whether they were suitable. Teaching methodology was observed for its appropriateness.
<i>Main study</i>		
1. Pre-writing proficiency test	2 months	To measure the subjects' writing proficiency before the explicit reading training was given to the experimental group.
2. Explicit reading training		To expose subjects to explicit reading training which required them to learn vocabulary, content, rhetoric, and writing organization. The course began with a simple narrative story and gradually increased in difficulty during the reading sessions.
3. Post-writing proficiency test		To measure the writing proficiency gains (or losses) of the experimental and control groups after the reading treatment.
4. Post-questionnaire		To collect information about whether students found that the narrative explicit reading training was useful when they wrote their narrative stories on the post-writing proficiency test. The data collected might influence the understanding of writing acquisition.

The results from the pre-writing proficiency test were used to pair students to form similar experimental and control groups. The results from the post-writing proficiency test were used to observe the effect of the reading treatment and its significance, especially on the high and low proficiency students before and after the introduction of the related vocabulary in the narrative essays. The subjects were allowed to take the pre- and post-writing proficiency test in the classroom within a one hour period and were monitored by teachers. Two experienced raters examined the vocabulary, cohesive devices, grammar, and organization used in the essays. The pre- and post-writing essays numbered 120 in all. The two experienced raters evaluated the written pre- and post-writing proficiency test scores based on the Written English Scoring Guide, as shown in Table 3.3.

Table 3.3: Rating scales

Scales	Rating
0 – 20	Well below average
21 – 40	Below average
41 – 60	Average
61 – 80	Above average
81 – 100	Well above average

When grading writing, the reliability of the raters can affect results. Over the years, many educators have objected to direct testing of writing because human evaluators are prone to error. Their objections, according to Lyons (1990), are not to the testing itself, but to the scoring procedures. Heaton (1988) pointed out that different raters have different attitudes, marking strictness, and ranking orders. To minimize errors in rating, Lyons (1990) suggested that all reputable writing

assessment programs should use more than one rater to judge essays – usually two, with a third in case of extreme disagreement, as is the case with the Test of Written English (TWE) and ESL Composition Profile. The rationale generally given for multiple scoring is that multiple judgments lead to a final score that is closer to a “true” score than any single judgment. To ensure reliability and minimize variation in marking, this study evaluated the vocabulary, grammar, content, and structure of the essays using two experienced raters.

The students’ pre- and post-writing proficiency tests were graded according to the vocabulary used, the use of grammatically-correct sentences, structure, and clear and logical organization, each worth a total of 25 marks, which totaled up to 100 marks as presented in Table 3.4.

Table 3.4: Pre-and post-writing proficiency test individual score interpreter sheet

No.	Parts	Description	Incorrect Point	Marks/25
1	Vocabulary	Correct vocabulary		
2	Grammar	Appropriate parts of speech, tenses, register, word order, functions, articles, pronouns, prepositions		
3	Structure	Cohesive devices		
4	Organization	Writing format, logical sequencing		
	Total (100)			

After the post-writing proficiency test was completed, the post-questionnaire was administered to collect information about whether the students found that the narrative explicit reading training was useful when they wrote their narrative stories on the post-writing proficiency test, and whether they were aware that they had used knowledge gained from the explicit reading training to improve their writing. Other aspects which were covered included students' behavior, teaching materials, teaching method, time frame, and support for learning and teaching. The subjects were asked to answer open-ended questions to encourage them to fully express their opinions (see Appendix D).

3.4.4 Data analysis

The data in this study consisted of the scores from the pre-and post-writing proficiency test and the information on attitude elicited through the use of the two questionnaires. The scores were used to interpret the improvement in the subjects' writing proficiency as a result of the reading treatment. The data analysis procedure and the method of statistical analysis used are set out in the following sections.

3.4.4.1 Data analysis procedure

The criteria used to rate the writing included vocabulary, grammar, and organization. The results from the two raters were analyzed using SPSS for Windows (V.15) to find the differences between the mean scores of the experimental group and the control group on both the pre- and the post-writing proficiency test.

The data was obtained by making two copies of the original essays, one to be marked by a native English teacher and the other by a local English teacher. Both had

been teaching EFL, with experience in evaluating school-level writing in Thailand for several years. Each rater received two sets of essays: 30 pre-tests and 30 post-tests, from both the control and experimental groups at an interval of two months.

The scoring procedures were based on the Written English Scoring Guide (Table 3.4). First, the two experience raters rated all the essays independently. They were requested to work quickly on the ratings because of the positive correlation between reading speed and rating validity and reliability as described by McColly (1970, as cited in Charney, 1984). They had to bear in mind the need to not judge only a single factor (i.e. grammar alone) but rather to consider the separate factors as related elements of the writing, which blended together, formed the overall work which being evaluated (Elliot, Plata and Zelhart, 1990). In this study, the two raters evaluated the students' compositions based on the elements of vocabulary, the use of grammatically-correct sentences, structure, and clear and logical organization.

The scores from the pre- and post-writing proficiency tests were analyzed using paired sample t-tests to identify whether any changes in the scores of the experimental group following the reading treatment as compared to the scores of the control group were significant. Similarly, an analysis was run to identify if the improvements experienced by the high and low proficiency groups were related specifically to the four areas rated: vocabulary use the use of grammatically-correct sentences, structure, and clear and logical organization, as occurring in their L2 compositions.

The data from the survey questionnaire and post-questionnaire were grouped and used to establish what the students thought about the explicit reading training.

CHAPTER 4

FINDINGS AND DISCUSSION

This experimental study was conducted in order to discover whether reading treatment could improve English writing ability, and if so, to what extent and also which group did it benefit more: the high or low ability group. It also investigated the subjects' feelings towards the reading teaching methods employed. During the experiment, data were collected by means of pre- and post-treatment questionnaires and pre- and post-writing proficiency tests. The results obtained were analyzed, and discussed in order to answer the following research questions: 1) Will L2 learners who receive reading training achieve better scores in writing than those who do not receive the reading treatment? 2) Who will benefit more from the reading treatment: The high or low proficiency group and how great would the improvements be? 3) How did the subjects feel about the explicit reading teaching method? The findings will be presented and discussed based on the three research questions.

4.1 Research question 1: Will L2 learners who receive the reading treatment achieve better scores in writing than those who do not receive the reading treatment?

The data used to answer this question were obtained through the pre- and post-writing proficiency test results from the experimental and control groups. The scores from both groups were tabulated for an overall result and also according to

vocabulary use, the use of grammatically-correct sentences, structures, and clear and logical organization, as occurring in the subjects' L2 compositions.

Table 4.1: The comparison of the overall performance between the experimental and control groups

Tests	Experimental Group		Control Group		df	t	Sig. (2-tailed)
	Mean \bar{x}	Std. Dev. (σ)	Mean \bar{x}	Std. Dev. (σ)			
Post-test score	78.03	13.58	57.27	8.82	58	8.51	0.000**
Pre-test score	50.83	9.37	50.93	8.67	58	-0.053	0.96

** Significant at $p \leq 0.001$ level

As shown by the paired sample t-tests in Table 4.1, the pre-writing proficiency test scores show there to have been no significant difference between the experimental and control groups. Although the mean score of the control group ($\bar{x} = 50.93$) was slightly higher than that of the experimental group ($\bar{x} = 50.83$), there was no statistically significant difference ($p = 0.96$). On the other hand, the mean scores of the post-writing proficiency tests of the two groups showed a significant difference at the $p \leq 0.001$ level ($t = 8.51$).

Although both groups improved after their English training, the control group recorded an improvement of only 6.34% ($\bar{x} = 57.27 - 50.93$) in their L2 compositions ability based on the pre- and post-test scores. On the contrary, the experimental group showed an improvement of 27.2% ($\bar{x} = 78.03 - 50.83$) by the same measure. The details can be seen in Table 4.2.

Table 4.2: Comparison of the pre- and post-writing proficiency tests of the control and experimental group

Tests	Mean \bar{x}	Std. Dev. (σ)	df	t	Sig. (2-tailed)
Experimental group					
Post-test score	78.03	13.58	29	5.78	0.001**
Pre-test score	50.83	9.37	29		
Control group					
Post-test score	57.27	8.82	29	7.23	0.000**
Pre-test score	50.93	8.67	29		

** Significant at $p \leq 0.001$ level

Table 4.2 shows a significant improvement in English composition writing for the experimental group, whose post-writing proficiency test mean score was significantly higher at ($\bar{x} = 78.03$) compared with their pre-writing proficiency test mean score of $\bar{x} = 50.03$. The improvement of $\bar{x} = 27.20$ was significantly at $p \leq 0.001$. This is in contrast with the subjects in the control group, whose post-writing proficiency test score of $\bar{x} = 57.27$ which although higher than that of their pre-writing proficiency test of $\bar{x} = 50.93$ showed only a lower improvement of $\bar{x} = 6.34$ although this was also significant at $p < 0.001$.

Both groups put a lot of effort and practice into reading in order to comprehend better, and their English writing ability accordingly became significantly higher, as reflected on the post-writing proficiency test. However, it could be implied that the experimental group made significantly greater advances in their writing than the control group.

The overall picture of the improvements made by both the experimental and control groups between the pre- and post-writing proficiency test is shown in Figure 4.1. The significantly higher scores obtained after the reading treatment make it evident that the kind of reading treatment employed in this study were able to effectively improve the experimental subjects' writing ability in their L2 compositions. This can be attributed to the experience they gained from the reading treatment, which they later retrieved and used when they wrote their own compositions. This can be seen in Table 4.2.

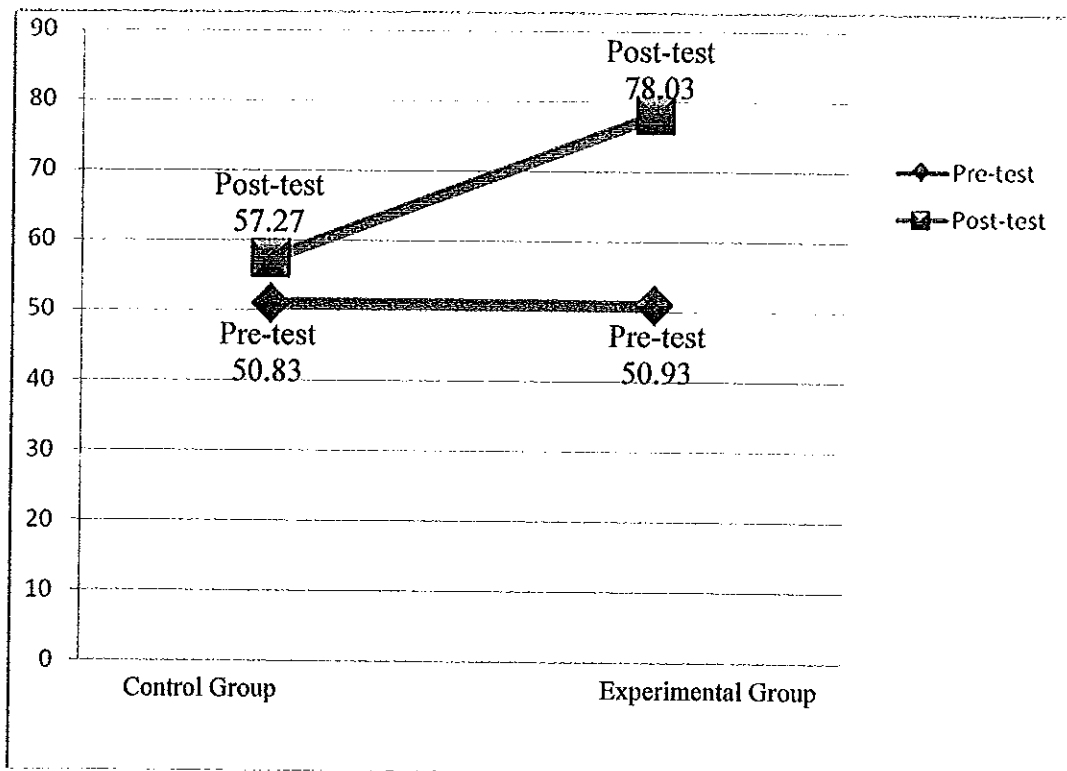


Figure 4.1: The comparison of the overall performance of the experimental and control groups

Although both groups overall achieved improvements, it can be clearly seen that the experimental group performed much better on the post-writing proficiency test.

Areas of difference

Before the treatment, the experimental and control groups showed no significant differences in their performance as judged by any of the four areas rated, whereas after the treatment the experimental group showed a relatively uniform improvement in all four areas over the control group. There was a very slight tendency for the experimental groups' performance on grammar to have been inferior to that of the control group. However, the fact that this was not significant means that this was not something upon which any reliance can be placed.

The experimental group tended to prioritize grammar more than other aspects of language. However, they still lacked the linguistic competence to effectively compose using the four writing components concentrated on in this study, as can be seen from the results of the pre-writing proficiency test in Table 4.3.

Table 4.3: Comparison of writing errors made by the control and experimental groups in pre- and post-tests

Tests	Experimental Group		Control Group		df	t	Sig. (2-tailed)
	Mean \bar{x}	Std. Dev. (σ)	Mean \bar{x}	Std. Dev. (σ)			
Post-test errors							
1. Vocabulary used	4.10	2.78	9.0	1.98	58	-8.596	0.000**
2. Grammatically- correct sentences	6.00	3.50	11.30	2.21	58	-8.036	0.000**
3. Structure	5.60	3.32	11.00	2.25	58	-9.498	0.000**
4. Clear and logical organization	5.83	3.45	10.73	2.37	58	-8.096	0.000**
Pre-test errors							
1. Vocabulary used	10.40	2.81	10.96	2.37	58	-1.880	0.289
2. Grammatically- correct sentences	14.03	2.98	13.30	2.56	58	1.352	0.187
3. Structure	12.46	2.30	12.66	2.44	58	-0.388	0.701
4. Clear and logical organization	11.73	2.34	12.13	2.55	58	-0.757	0.455

** Significant at $p \leq 0.001$ level

The control group could not effectively utilize vocabulary, grammatically-correct sentences, structure, or clear and logical organization in their writing even after their English class as can be seen in the data comparing the pre-and post-writing proficiency test mean scores of their errors on the different English features.

There were statistically-significant differences between the experimental group and the control group in all four skills on the post-writing proficiency test, at the $p \leq 0.001$ level. For the experimental group, the mean score for errors in vocabulary fell by a mean of $\bar{x} = 6.30$.

The changes in mean scores for errors in the other categories were similar: grammatically-correct sentences plunged by $\bar{x} = 8.03$, structure by $\bar{x} = 6.86$, and clear and logical organization by $\bar{x} = 5.90$. These results indicated that the experimental subjects had achieved very positive results from the English reading treatment.

The control group also made slight improvements but the differences were not significant. For vocabulary errors, the mean score fell by $\bar{x} = 1.96$. The other categories were similar; errors in grammatically-correct sentences fell by $\bar{x} = 2.0$, errors in structure decreased by $\bar{x} = 1.66$, and mistakes in clear and logical organization declined by $\bar{x} = 1.40$.

Statistically, it is clear that the experimental group achieved the greatest improvement on vocabulary. In addition, they also performed better in grammar, structure, and organization after having received the explicit reading treatment. The results clearly show that the subjects gained a better understanding of writing compositions from the explicit reading training, as reflected by the fewer errors produced.

Summary

The comparison between the pre- and post-writing proficiency test mean scores for both the experimental and control groups using paired sample t-tests

indicated that there was a statistically significant improvement in writing ability among the subjects in the experimental group, especially in the four specific L2 areas focused on: grammatically-correct sentences, structures, vocabulary, and clear and logical organization. These results clearly show that reading is one of the most important skills that can help subjects develop their writing proficiency, and that providing explicit reading treatment enhances writing ability.

4.2 Research question 2: Who will benefit more from the reading treatment: the high or low proficiency group, and how great would the improvements be?

The data used to answer the second question was obtained exclusively from the 30 subjects in the experimental group which was divided into three sub-groups consisting of low proficiency, medium proficiency, and high proficiency learners, using the 27% technique (Hughes, 1989). The improvements made by two of the sub-groups, the high and the low proficiency groups on the pre- and post-writing proficiency tests were compared in order to find out which group benefited more from the explicit reading training.

In order to find the difference in writing improvement between the high and low proficiency subjects, the mean scores of the pre- and post-writing proficiency test for the experimental group were compared using a paired samples t-test. Table 4.4 shows the results for the high and low proficiency groups, based on the L2 composition criteria.

Table 4.4: Comparison of overall writing proficiency of the high and low proficiency subjects in the experimental group

Tests	High Proficiency		Low Proficiency		df	t	Sig. (2-tailed)
	Mean	Std. Dev.	Mean \bar{x}	Std. Dev.			
	\bar{x}	(σ)		(σ)			
Post-test score	84.25	7.11	69.48	15.84	14	2.42	0.004**
Pre-test score	54.25	7.72	43.25	8.51	14	3.38	0.029

** Significant at $p \leq 0.001$ level

Although visually the scores of the high proficiency group were higher than those of the low proficiency group in the pre-writing test, the result of the t test showed that the groups were not significantly different at the $p \leq 0.001$ level ($t = 3.38, p = 0.029$) at the beginning of the period of reading treatment. This indicates that before the explicit reading training, the high proficiency subjects possessed a similar English writing ability to their low proficiency peers.

However, the post-writing test mean scores of the high and low proficiency learners were significantly different ($t = 2.42, p = 0.004$). The low proficiency learners' mean scores, obtained from the pre- and post-writing proficiency test, were 43.25 and 69.48, respectively, a difference of 26.23. The mean score for the high proficiency group on the pre-writing proficiency test was 54.25, whereas on the post-test it jumped to 84.25, a substantial difference of 30.

As a result, the following conclusions can be drawn. After the reading training, both proficiency sub-groups showed a tremendous improvement in their L2 composition ability and the difference between the two groups became significant as a result of the improvements achieved by the two sub-groups. The line graph in Figure

4.2 below illustrates the level of improvement for both proficiency sub-groups who received explicit reading training.

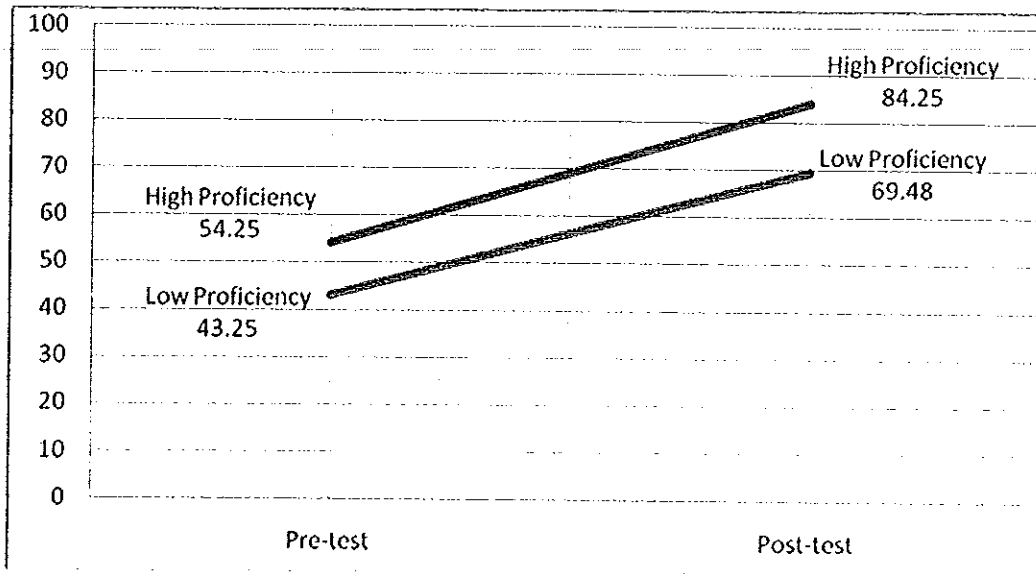


Figure 4.2: The comparison of the writing proficiency of the high and low proficiency levels of the experimental group

Comparisons were further made between the two sub-groups according to the four specific L2 compositional elements criteria shown in Table 4.5 below. With respect to the pre-writing proficiency test error scores, there were statistically significant differences between the mean scores for errors made by the two groups at the $p \leq 0.05$ level. The differences occurred in the areas of grammatically-correct sentences, structure, and clear and logical organization. The results indicated that the high proficiency group was already superior in those language skills than the low proficiency group at the beginning of the study.

Table 4.5: Comparison of writing errors for specific L2 compositional elements between the low proficiency and high proficiency groups

Tests	High Proficiency		Low Proficiency		df	t	Sig. (2-tailed)
	Mean	Std. Dev.	Mean \bar{x}	Std. Dev.			
	\bar{x}	(σ)		(σ)			
Post-test errors score							
Vocabulary used	2.87	1.72	5.50	3.07	14	2.108	0.054
Grammatically- correct sentences	4.00	2.13	8.12	3.48	14	2.855	0.013*
Structure	4.37	1.50	7.37	3.73	14	2.105	0.054
Clear and logical organization	4.50	1.92	8.00	4.14	14	2.168	0.048*
Pre-test errors score							
Vocabulary used	10.50	2.07	12.12	3.04	14	1.248	0.232
Grammatically- correct sentences	11.62	1.99	16.87	1.88	14	5.409	0.000*
Structure	10.87	1.64	14.62	2.13	14	3.939	0.001*
Clear and logical organization	10.62	2.13	13.25	2.31	14	2.358	0.033*

* Significant at $p \leq 0.05$ level

The analysis of the writing errors from the pre- and post-writing proficiency tests in Table 4.5 revealed huge improvements by both proficiency groups in the specific L2 composition areas. The low proficiency group's mean score for errors made in grammatically-correct sentences, fell by $\bar{x} = 8.75$. Their errors in structure

dropped by $\bar{x} = 7.25$ and vocabulary usage by $\bar{x} = 6.62$. While, errors in the clear and logical organization category decreased by $\bar{x} = 5.25$. Similarly, the high proficiency group's mean score for errors made fell in all categories: vocabulary usage decreased by $\bar{x} = 7.63$, grammatically-correct sentences by $\bar{x} = 7.62$, structure by $\bar{x} = 6.50$, and clear and logical organization by $\bar{x} = 6.12$.

The errors on the post-writing proficiency test errors highlighted a significant difference at the $p \leq 0.05$ level in the area of grammatical-correct sentence, and clear and logical organization. It is interesting to note that both group made a huge improvement in all areas. However, the low proficiency group made a greater improvement in structure so that the difference between the two groups became non-significant. In the other two aspects, grammar and organization, there were still significant differences between the high and low ability group but at a lower level. The low ability group's use of vocabulary also improved relative to the high group as can be seen by the reduction in the level of significance derived from the pre-test and post test scores the difference dropping from 0.232 to 0.054.

It can probably therefore be inferred that the low proficiency group were able to benefit more from the explicit reading treatment since the differences between the pre- and the post-writing proficiency test of the two groups were reduced in all aspects. In one aspect, structure, the difference even became non-significant.

The overall views shown in Figure 4.3 - 4.4 illustrate the improvement in the two groups' writing ability during the study. The pre-writing proficiency test results for both control (High=50.95 and Low=43.14%) and experimental groups (High=56.39% and Low=51.38%) indicated that the subjects performed only at an average level based on the criteria for Thai EFL young adult learners. After the

implementation of the explicit reading treatment, the subjects from the experimental group (High=84.26% and Low=78.47%) improved substantially in their performance, with a noticeable reduction in the number of errors in the various L2 composition criteria compared to the control group (High=71.01% and L=57.97%).

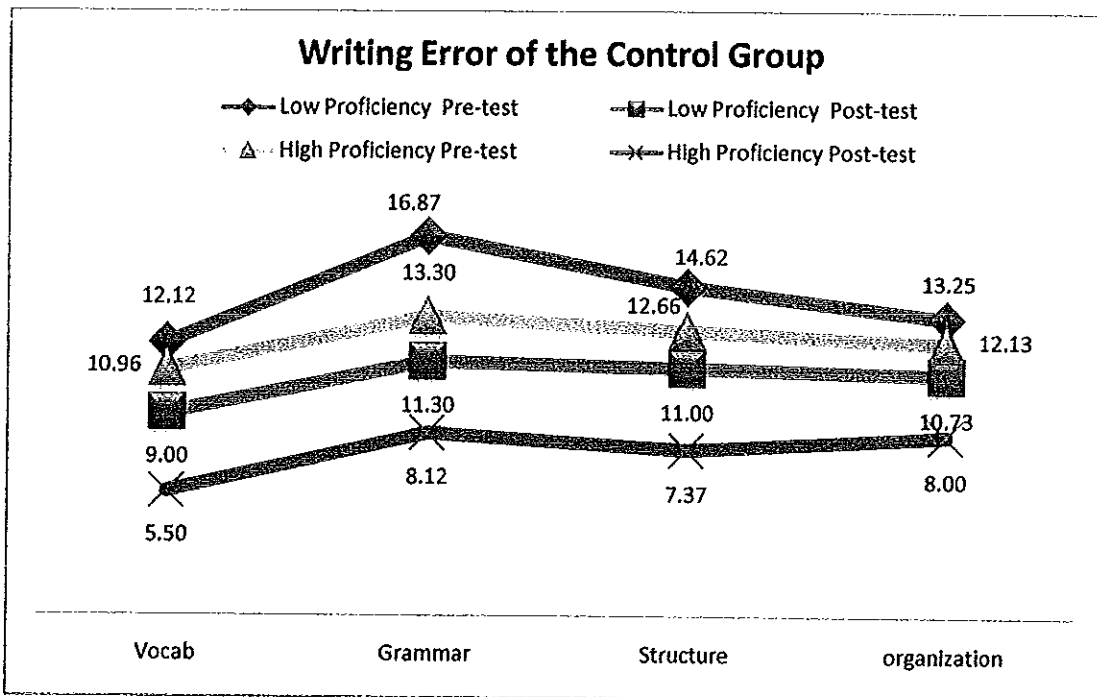


Figure 4.3: Comparison of writing errors for specific L2 compositional elements of the control group

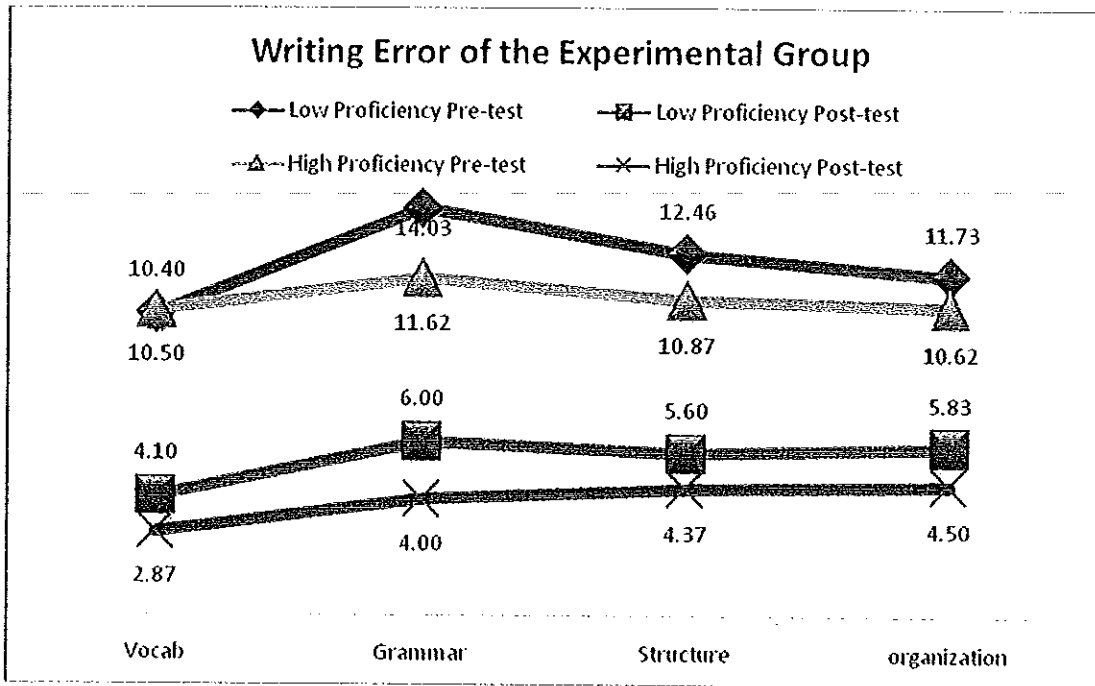


Figure 4.4: Comparison of writing errors on specific L2 compositional elements of the experimental group

The results of the present study relating to the improvement in the subjects' writing ability are in agreement with previous studies conducted in a similar context with adolescent EFL/ESL subjects, such as those by Thongrin (2000) and Çiceli and Özen (2003). In those studies, the explicit reading treatments were also used to train ESL/EFL subjects to successfully improve certain aspects of writing ability.

Furthermore, it is notable that the pre-writing proficiency test, which was a basic assessment of writing skill, indicated that largest number of errors occurred in the areas of grammar, structure, organization, and vocabulary, respectively. Even though the subjects had been primarily taught grammar in their regular classes, they nevertheless had problems with correctly employing it in their writing. The subjects realize the importance of grammatically-correct sentences in writing, but when they

took the writing test, they could not use the correct grammar, such as articles, verbs, agreement and tenses correctly. Moreover, their essays also lacked connecting devices which indicated that the writers might not be able to use cohesive devices appropriately, or that they might have difficulties in organizing their ideas. This might be due to a lack of understanding of clear writing organization. They also had problems with linguistic expressions due to their limited vocabulary, as can be inferred by the fact that their writing structure was similar to that found in their L1, and that there were many repetitions of words used.

Summary

There were significant improvements in the scores achieved at the end of the reading treatment, by both the low and high proficiency learners in the experimental group ranked according to their previous academic performance. It is therefore evident that the reading treatment enhanced the L2 writing ability of all the subjects, both those of low ability and those of high ability in all the four areas focused on: the use of grammatically-correct sentences, clear and logical organization, structures, and vocabulary used. However, the high proficiency group's overall performance after the training exceeded that of the low proficiency group as can be seen that the post-test result of the two groups were significantly different. The low-proficiency group, on the other hand, made improvement in all areas; especially in structure of which the significant difference totally disappeared, meaning that they improved enough to catch up with the high proficiency group. All in all, the reading treatment program was successful in its major goal of improving the ability of the both proficiency

groups to write English compositions. However, after the training, though the writing ability of both groups improved, the lower ability group benefitted more.

4.3 Research question 3: How did the subjects feel about the reading teaching method?

The last research question was concerned with changes in the attitudes of the subjects over the course of the study. It probed how subjects felt about the reading training method, compared with their feelings towards reading before the training. To survey the subjects' opinions toward English learning in general and teaching reading specifically as a method to improve their writing ability, data were collected using pre- and post-questionnaires. The responses were coded and analyzed for the mean scores and standard deviations.

4.3.1 The survey questionnaire

The subjects' attitudes were also a focus of this study. From the first part of the pre-treatment questionnaire, it was found that most subjects evaluated themselves as good in vocabulary and viewed grammar as an important element for successfully learning English. The data obtained from this part of the questionnaire were categorized according to the means derived from the student's responses based on the rating scale employed. The scales were interpreted according to the level of the students' responses as follows.

0.0 – 1.0	Poor
1.1 – 2.0	Fair
2.1 – 3.0	Average
3.1 – 4.0	Good
4.1 – 5.0	Excellent

After converting the responses based on the frequency of their selection, the subjects' self-evaluations about their proficiency in the four language areas examined were established, and are shown in Table 4.6.

Table 4.6: Self-rated English proficiency of the experimental group before the reading treatment

Level of Proficiency / Skills	Mean \bar{x}	Std. Dev. (σ)
Vocabulary	3.23	0.72
Reading	3.13	0.62
Grammar	3.63	0.49
Comprehension	3.23	0.62

According to the data obtained from the questionnaire, comparing the level of the four English writing skills of the experimental group, it can be seen that the mean score for grammar was the highest ($\bar{x} = 3.63$), while reading skill was rated the lowest ($\bar{x} = 3.13$). This suggested that the subjects' perception was that their grammar skills were best, followed by vocabulary and comprehension. And that they felt least competent in reading.

The subjects' basic reading skills survey in part II (Thai Version) asked the subjects about strategies they usually used to assist them while reading in English. The scale of responses ranged from one to five, and the mean scores from the pre-questionnaire are shown in Table 4.7 below.

Table 4.7: Activities done to assist them while learning English

0.0 – 1.0: Never 1.1 – 2.0: Seldom 2.1 – 3.0: Sometimes
 3.1 – 4.0: Always 4.1 – 5.0: Often

No.	Items	\bar{x}	S.D.	Level of frequency
1	I translate what I read into my first language.	4.43	0.817	Often
2	I use an English language dictionary when I do not know some words	4.26	0.691	Often
3	I guess the meanings of unknown words from the context.	3.56	0.773	Always
4	I consciously use word parts such as re- and -ment to help me establish the meaning of unfamiliar words.	3.13	0.628	Always
5	I consciously use function words such as "this" and "these" to help me establish the meaning.	3.10	0.547	Always
6	I read a passage quickly in order to get the main ideas in the text.	3.13	0.628	Always
7	I prefer to read with friends.	3.33	0.546	Always
8	I talk about what I have read with other people.	3.40	0.540	Always
9	If I do not understand a text, I ask my teacher or friends to explain the text.	3.30	0.702	Always
10	If I am not certain of a text, I check my understanding with my teachers or friends.	4.16	0.791	Often
11	I prefer reading texts selected by myself.	3.90	0.922	Always
12	I prefer reading texts selected by my teacher.	3.26	1.048	Always
	Total	3.58	0.72	Always

Based on the subjects' responses to the survey questionnaire, it was found that the three strategies most commonly used by the subjects to enable them to understand the overall meaning of the text were translating reading materials into Thai ($\bar{x} = 4.43$), searching for unknown words in an English-Thai language dictionary $\bar{x} = 4.26$, and lastly seeking an explanation from teachers or friends $\bar{x} = 4.16$. This result showed that the subjects still preferred to translate readings into Thai, using a bilingual dictionary, and if they were not certain of a text, they check their

understanding with their teachers or friends. None of these strategies are considered to be very effective by many linguists.

However, the strategy rated at the lowest level ($\bar{x} = 3.10$) to assist them while reading was "I consciously use function words such as "this" and "these" to help me establish the meaning." Thus it could be assumed that the subjects seldom used function words to help them comprehend the text. Because of this, they tended to rely on a bilingual dictionary and on asking teaching and friends to explain the text.

From detailed observations while conducting pre- and while-reading activities in the experimental reading class, it was noted that in order to learn vocabulary, most subjects always preferred their teacher to tell them the meanings of unknown words they encountered in the reading texts. It is notable that the subjects did not want to make mistakes; hence, they were not able to cope with ambiguity and uncertainty and probably did not have the skill to guess the meanings of unknown words from the texts.

In part III of the pre-questionnaire, the subjects were asked to indicate their attitudes towards language-learning strategies in three situations: in class, privately, and in real-life encounters. The mean scores of the responses on this part of the pre-questionnaire are shown in Table 4.8. The scales were interpreted for frequency according to the students' responses as follows.

0.0 – 1.0	Never
1.1 – 2.0	Seldom
2.1 – 3.0	Sometimes
3.1 – 4.0	Always

Table 4.8: Language learning strategies use

The range is from 1 to 4. Never = 1 Seldom = 2 Sometimes = 3 Always = 4

Items	\bar{x}	S.D.	Level of frequency
In class			
- Learning words, language rules and doing exercises	3.13	0.43	Always
- Answering questions , improving pronunciation, and having conversations	3.03	0.62	Always
- Writing dictations	2.80	0.48	Sometimes
Privately			
- Reading papers and books	2.73	0.49	Sometimes
- Having conversations with friends who know English better	2.60	0.72	Sometimes
- Talking with foreigners	2.70	0.60	Sometimes
In real-life encounters			
- Asking, answering and talking with people while staying abroad	2.83	0.59	Sometimes
Total	2.83	0.56	Sometimes

According to the data gained from the survey questionnaire presented in Table 4.8, the highest mean score resulting showed that the subjects always employed the strategy of “learning words, language rules and doing exercises”. This was possibly because they believed that it was the most important contributor to learning ($\bar{x} = 3.13$) that they could use in class. In contrast, the subjects used “Having conversations with friends who know English better” the least ($\bar{x} = 2.6$) which meant that they had only a moderate opportunity to converse with friends who knew English better, indicating that they didn’t have much chance to practice communicating in English.

The subjects were also asked to identify their preferred ways of learning English and these are shown in Table 4.9.

Table 4.9: Subject's preferred learning condition

The range is from 1 to 4. Least = 1 Preferred = 2 Highly preferred = 3 Most = 4

Item	Condition	1	2	3	4	\bar{x}	SD. (σ)
1	Alone	10%	40.0%	43.3%	6.7%	2.47	0.78
2	In a small class	-	16.7%	56.7%	26.7%	3.10	0.81
3	In class*	6.7%	40.0%	40.0%	13.3%	2.60	0.81
4	Outside of class	-	40.0%	53.3%	6.7%	2.67	0.60
	Total					2.71	0.71

The experimental group responses to the questionnaire items "Rank the learning conditions according to your preference from least to most" was interesting. The subjects most preferred studying in a small class ($\bar{x} = 3.10$), followed by studying outside of class ($\bar{x} = 2.67$), in a general English class ($\bar{x} = 2.60$), and the least preferred condition was studying 'alone' ($\bar{x} = 2.47$). It can be seen that the subjects liked to study with their classmates but they do not like to do so in a large class, possibly because most of the classes in schools are big (approximately 50-60 subjects) negatively affecting their learning. It appears that subjects felt that they could not concentrate on their study in a large group of students. However, they did not like to study alone. However, subjects did want to experience and study English outside of class ($\bar{x} = 2.67$).

Part V of the questionnaire investigated the subjects' attitude towards the usefulness of various types of reading material. The mean scores for each text type were analyzed and compared. The mean scores are shown in Table. 4.10.

Table 4.10: Subjects' assessment of material types

Not useful = 1 Somewhat useful = 2 Useful = 3 Very useful = 4 Absolutely useful = 5

Items	Not useful \longrightarrow Very useful					\bar{x}	S.D.
	1	2	3	4	5		
1. I like to read comic books.	5.3	5.3	26.3	15.8	47.4	3.95	1.22
2. I like to read short stories.	-	14.3	46.4	21.4	17.9	3.43	0.96
3. I like to read adventure books.	-	10.3	65.5	17.2	6.9	3.21	0.73
4. I like to read science fiction.	-	20.7	27.6	41.4	10.3	3.41	0.95
5. I like to read computer game magazines.	6.9	13.8	44.8	10.3	24.1	3.31	1.20
6. At home, I learn by taking notes.	24.1	17.2	17.2	34.5	6.7	2.83	1.34
7. In class, I like to learn by using dictionaries, pictures, and charts.	17.2	62.1	17.2	3.4	3.07	3.07	0.70
8. In class, I like to read and write at the same time.	-	24.1	41.4	31.0	3.4	3.14	0.83
Total						3.29	0.99

From these findings, it can be seen that the subjects had a moderate level of preference for the various materials they used to read and learn English ($\bar{x} = 3.29$). They expressed the highest preference for reading cartoon/comic books ($\bar{x} = 3.95$) because they found them to be very useful, while short stories ($\bar{x} = 3.43$), and science fiction ($\bar{x} = 3.41$) were considered to be useful materials to help them in reading. On the contrary, the subjects rated studying at home using the note-taking technique ($\bar{x} = 2.83$) as only somewhat useful. The results of these observations imply that the subjects preferred to read without much pressure, and that the reading materials chosen for students to study should be appropriate for their age and level of interest.

Summary

The individual parts of the treatment such as the grammar focus, the readings themselves, the vocabulary review, the tests, and the unit review tests towards the end of the session all deepened the students' understanding of the selected topics and were all found to have been helpful. The subjects agreed that the reading treatment enabled them to better understand the different language components focused on. As a consequence, the reading treatment enabled them to compose better narrative essays in which the language they had been exposed to could be retrieved and used. It is important to mention that the subjects found it difficult to concentrate on their study in a large group. However, they did not like to study alone and they wanted to be exposed and to study English outside of their class. It can be concluded that they preferred to read without much pressure, and that the reading materials chosen for the study should be appropriate for their age and level of interest.

4.3.2 Post-treatment questionnaire

The post-questionnaire asked the subjects about their English reading skills, and was answered by the experimental group after they had completed the explicit reading training. The subjects generally provided positive feedback about the reading treatment. They reported that they had found the reading treatment beneficial, and that it helped them develop their EFL vocabulary, structure, and usage and those they had noticed and learned certain target language structures and functions in each reading. There was an indication from the feedback obtained from the post-treatment

questionnaire that the subjects' opinion about the level of their writing ability improved considerably at the end of the reading treatment. Moreover, they agreed that the teaching and classroom management format, using small groups, was effective in enhancing the learning process.

4.3.2.1 Overall attitude towards the teaching of reading

The subjects' attitude about the effect of reading teaching using eight stories on their English writing ability is presented in Table 4.11.

Table 4.11: Subjects' attitude towards the benefits of the teaching of reading on their English writing ability and their satisfaction with the technique

Subjects (N=30)	Agreement			
	Yes		No	
	N	(%)	N	(%)
Noticed an improvement in writing skill	26	86.7	4	13.3
Subjects' satisfaction with the technique	24	80.00	6	20.00

From the data in Table 4.11, it can be seen that the majority of subjects (86.7%) expressed a generally favorable attitude towards the eight stories improving their L2 composition skill. Despite the largely positive agreement however, about 13.3% of the subjects responded that the stories had not been helpful in improving their writing. Since the teaching was conducted over a short period of only two months, some of the subjects, especially those at a low proficiency level felt that they had not yet mastered sufficient language features in the reading. This could explain why not all subjects received high scores on the post-writing proficiency test.

In short, it can be said that, most EFL learners felt satisfied with the technique of explicit reading and confirmed that they would use it in the future.

4.3.2.2 Subjects' satisfaction with the teaching method used

The data in Table 4.11 reveal a relatively high degree of subject satisfaction with the teaching method. The mean attitude scores for each item were calculated and interpreted based on the thirty subjects' responses to the questionnaire. The findings above revealed that 80% of the subjects agreed that the explicit reading method provided them with several benefits and viewed it as a useful technique for enhancing their writing proficiency. However 20% were strongly against the method. This could be because the subjects ignored the reading training they received, or because they felt that the reading materials were a burden, and preferred the regular classroom lessons. Another possible factor leading to some subjects' dissatisfaction with this teaching method was that they may have given weight to the fact that the scores from the class would not be reflected in their grades. In brief, they paid less attention to the materials provided, resulting in low scores on the writing in the post-writing proficiency test.

4.3.2.3 Subjects' improvement in the language components in writing

To establish if there were differing attitude levels towards the improvement in the four language components focused on, the responses of the experimental group from the questionnaire were analyzed in order to establish if they perceived improvements in the four language components analyzed in their writing. The four major components that contributed to the improvement of writing ability are presented in Table 4.12.

Table 4.12: Improvement of the four components of subjects' writing after the reading treatment

Writing Skill Improvement	No.	%
Vocabulary used	26	86.67
Grammatically-correct sentences	25	83.33
Writing organization	23	76.67
Structure	18	60.00

The experimental group's impression of their improvement in writing ability, after the reading treatment in the four specific L2 areas was ranked as follows: vocabulary used at 86.67%, grammatically-correct sentences at 83.33%, writing organization at 76.67%, and structure at 60%.

It can be postulated that vocabulary is fundamental to reading and writing skills. Grabe & Stoller, (2002), and Lewis (1997) assert that a sufficient vocabulary repertoire for reading comprehension should consist of at least tens of thousands of words. When the post-writing proficiency test utilized vocabulary encountered in the reading treatment, the subjects felt that their word library had improved. At the same time, they also felt that their grammar had improved significantly due to the repeated exposure to grammatically-correct sentences. Moreover, the subjects thought that they could organize their essays better due to the fact that they had been required to write similar compositions with a familiar structure to those they had learn. Interestingly, only 60% of the subjects thought that their structure had improved.

It may be concluded that the subjects who achieved high improvements in their English reading ability through the use of explicit reading training, were able to comprehend texts in English better and were able to appreciate that their English writing skills had greatly improved.

4.4 Summary

The positive results of this study, regarding the subjects' improvement in their writing and their attitude towards the teaching method, illustrate the value of reading treatment on improving writing. The findings showed huge improvements in their overall writing proficiency and in the four specific L2 areas tested. Gains in the areas of vocabulary used, grammatically-correct sentences, structure, and clear and logical organization, were made by the entire experimental group after having been exposed to the reading treatment. The improvements were shown in both the high and low ability groups.

Concerning the subjects' opinions towards the reading treatment derived from the post-treatment questionnaire, most of the subjects from the experimental group expressed positive opinions. They agreed that the teaching method provided them with several benefits. Moreover, they were satisfied with the explicit reading training and revealed that it was a useful technique for enhancing their writing proficiency.

CHAPTER 5

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents a summary of the findings, the pedagogical implications, and recommendations for further studies.

This research aimed at establishing whether administering reading treatment could enhance students' L2 writing ability and skill. Following explicit L2 reading training, it was revealed that those who received the treatment were able to write an L2 composition with better use of vocabulary, and with more grammatically-correct sentences, more creative thought in their compositions, and clearer and more logical organization compared with those who did not receive the treatment, as summarized below.

5.1 Summary of the findings

The results of this study suggest that reading was a process of making meaning which the learners employed to improve their writing proficiency. The study showed that those learners who received the reading treatment achieved significantly better improvements in their writing skills than those who did not. Appropriate reading materials, pre-, while-, and post-reading activities, and teaching methods were all used as components in the study, in order to create a strong influence upon writing performance.

Through the administration of the reading training, four main findings were observed. First, based on the findings, two factors led to the writing improvement. One was the fact that the participants were highly-motivated. The other factor could have been the merits of the reading materials, which were created with a proper concern for students' reading and writing development.

Second, as anticipated, the experimental group was found to surpass the control group in many aspects of language competency both in reading and writing; that is, vocabulary usage, grammatically-correct L2 sentences, and creativity in its L2 compositions ideas and organization. The subjects agreed that learning something about the new vocabulary before reading helped them understand the readings better and enabled them to easily answer the comprehension questions.

Third, in terms of the improvement in writing ability, both ability groups achieved substantial gains in writing ability based on the absolute improvement in their scores between the pre- and the post-test, with the high ability group starting at a higher score (although not significantly so) than the low ability group and achieving a higher absolute gain between the two tests with their final score being significantly higher than that of the low group. The low proficiency group, nonetheless, was found to have improved in the areas of grammar, vocabulary, structure, and clear organization, all of which led to the development of their writing ability although at a lower level than that of the high group.

Finally, in investigating the subjects' attitudes, it was found that the experimental group was satisfied with the teaching techniques and the materials used and generally had positive attitudes towards these techniques. The reading treatment was valued as having greatly enhanced their writing proficiency, vocabulary

knowledge, sentence structure, grammatical features, and writing organization. The results, therefore, lead to the following recommendations and pedagogical implication.

5.2 Pedagogical implications

The findings of this study suggested a number of useful implications about techniques which could be incorporated into EFL lessons to facilitate the improvement of students' writing. It is hoped that this research will become a stepping stone for further research on L2 writing pedagogy in the EFL context.

1. It is advisable for teachers to raise students' awareness of knowledge related to language learning and to equip them with the broad range of knowledge in this area. Other than grammar, students should also be informed of other different language components and skills, including reading, writing, listening and speaking, vocabulary, text organization, cohesion, etc. Paying a lot of attention to teaching grammar alone does not guarantee a well-rounded knowledge of English. EFL teachers should adopt and adapt teaching materials and place more emphasis on cohesive devices and clear and logical organization when providing models for the formats of different types of writing.

2. During the course of English teaching, integrated reading and writing activities should be conducted. Reading and writing should be woven into the regular teaching of English, starting from the first year of primary school and continuing to the tertiary level. In short, integrated reading and writing activities should be inserted into the Thai curriculum at every level, in all schools. By doing this, students can be

trained in reading and have the chance to assimilate new ideas into their writing. This might help students to learn to read and write more effectively, so that their English reading and writing abilities would improve and they would be more likely to develop positive attitudes toward English, resulting in continuous, happy, lifelong English learning.

3. In regard to writing errors, it can be seen that the materials should be tailored to focus more on cohesive devices, articles, and tenses. In teaching writing, what needs to be emphasized is the fact that cohesive devices, syntax, vocabulary, and rhetorical form are important features of writing. Therefore, these features need to be integrated into teaching instruction as a means of helping students to better express their ideas in writing. Otherwise, students may never understand why these features are important for their writing and why they result in improved compositions (Zamel, 1982).

4. The materials used with the subjects in this study could be employed as a prototype design for other levels in junior high school (grade 7 and grade 9). These materials were created to be essential sources of content knowledge, and to congruently improve essential language aspects, especially vocabulary, sentence structure, grammar, and organization. These components could lead to the enhancement of writing proficiency among the students who utilize them.

5. In this study, it was observed that the students were quite concerned with vocabulary. Hence, teachers must creatively and innovatively address this concern, by for example asking students to devise sentences from synonyms and antonyms of newly introduced vocabulary to increase their vocabulary bank.

6. As found in this study, the subjects had positive attitudes towards the explicit reading teaching. This might contribute to the effectiveness of reading tasks, as each activity encourages students to gain language competence automatically. Thus, English teachers should realize the effects of reading activities and teaching techniques in order to conduct different types of activities for each age group.

5.3 Recommendations for further research

The limitation of this study was that the data were collected from only 60 EFL students in grade 8. Therefore, it may not sufficiently cover all of the high school levels. Hence, it would be useful to study the effect of reading treatment on improving the writing of learners at different levels of education, as well as in different fields of study, to determine whether the same kind of treatment would result in similar or different effects.

This study has shown that reading has a positive influence on writing, and that reading promotes other language skills. Previous and current studies have clearly illustrated that both high and low proficiency learners made an overall improvement after having received reading treatment. It would, thus, be of importance for further research to examine other related skill areas such as to specifically examine the improvement low proficiency subjects make which allows them to overcome their limited L2 writing ability. It should determine what factors affect low proficiency language learners, their reading comprehension and writing performance.

Finally, it would be interesting to further investigate the role of reading from the primary level to the tertiary level of English study. Trying to discover the specific

areas of language (vocabulary, grammatically-correct sentences, structure, clear and logical organization, etc.) that can be improved at different levels of study (primary, secondary, and tertiary) is crucial for preparing suitable materials for certain age groups.

It is suggested that further studies should examine in detail how reading treatment would affect students of various abilities, and at other educational levels, in particular over a longer period of time. Other factors, such as students' thoughts and opinions, teaching materials, relationships between educational levels, and degrees of improvement in various areas of composition, as well as the number of students in the group could also be analyzed.

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APPENDICES

Appendix A
Survey questionnaire (Thai version)



แบบสอบถามก่อนการเรียน

คำชี้แจง

แบบสอบถามนี้ทำขึ้นเพื่อหาข้อมูลและความคิดเห็นของนักเรียน เกี่ยวกับการเรียนวิชาการอ่านเพื่อใช้พัฒนาหลักสูตรการอ่านภาษาอังกฤษ ของนักเรียนโรงเรียนใน อ.หาดใหญ่ จ.สงขลา โดยจะนำข้อมูลที่ได้นำไปประกอบการออกแบบสื่อการเรียนการสอนวิชาการอ่านภาษาอังกฤษ เพื่อส่งเสริมทักษะการอ่านภาษาอังกฤษ อันจะเป็นพื้นฐานในการพัฒนาการเขียนภาษาอังกฤษให้ดีขึ้น นักเรียนกรุณาตอบแบบสอบถามตามความเป็นจริง คำตอบของนักเรียนจะไม่มีผลกระทบต่อคะแนนของนักเรียน

การศึกษาวิจัยครั้งนี้ จะสำเร็จได้ด้วยความช่วยเหลือจากนักเรียน ขอขอบคุณอย่างยิ่งในความร่วมมือ ครั้งนี้

(กริชดา เรืองน้อย)

นักวิจัย

แบบสอบถามแบ่งเป็น 5 ตอน คือ

ตอนที่ 1 คำถามและข้อมูลเกี่ยวกับผู้ตอบคำถาม

ตอนที่ 2 ทักษะการอ่านพื้นฐาน

ตอนที่ 3 วิธีการในการเรียนภาษา

ตอนที่ 4 ทักษะการอ่านและการเขียน

ตอนที่ 5 ทักษะคติในการเรียนภาษาอังกฤษ

ตอนที่ 1 ข้อมูลเกี่ยวกับผู้ตอบคำถาม

คำชี้แจง จงเติมข้อความในช่องว่างและวงกลมล้อมรอบตัวเลือกที่ตรงกับความคิดของนักเรียนมากที่สุด

- ชื่อ.....นามสกุล ชั้น ม. 2/ ... เลขที่..... อายุ ปี
- หลักสูตรที่ศึกษา (ก) ภาษาอังกฤษ- คณิตศาสตร์ (ข) ภาษาอังกฤษ (ค) คณิตศาสตร์-วิทยาศาสตร์
- ระยะที่เรียนภาษาอังกฤษตั้งแต่เริ่มเรียนจนถึงปัจจุบัน คือ
(ก) 12 ปี (ตั้งแต่ อนุบาล) (ข) 9 ปี ตั้งแต่ ป. 1 (ค) 6 ปี ตั้งแต่ ป. 3 (ง) อื่น ๆ (โปรดระบุ) _____ ปี
- ประเมินระดับความสามารถทางภาษาอังกฤษด้านต่าง ๆ ของตนเอง โดยกากบาท (X) ในช่องที่เหมาะสม

ระดับความสามารถ / ทักษะ	น้อยที่สุด	น้อย	ปานกลาง	ดี	ดีมาก
	(1)	(2)	(3)	(4)	(5)
คำศัพท์	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การอ่าน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ไวยากรณ์	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ความเข้าใจเนื้อหา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- นักเรียนคิดว่าต้องการพัฒนาความสามารถในการอ่านภาษาอังกฤษเพิ่มเติมหรือไม่
(ก) ใช่ (ข) ไม่ (ค) อื่น (โปรดระบุ) _____
- ถ้าต้องการ นักเรียนคิดว่าสามารถพัฒนาทักษะด้านการอ่านภาษาอังกฤษได้อย่างไร
(ก) การอ่านนอกห้องเรียน (ข) โดยการเรียนในห้องเรียน (ค) อื่น ๆ (โปรดระบุ) _____
- ในเวลว่างนักเรียนทำกิจกรรมใดต่อไปนี่
(ก) คนตรี (ข) กีฬา (ค) คอมพิวเตอร์เกมส์ (ง) อื่น ๆ (โปรดระบุ) _____

ตอนที่ 2 พฤติกรรมการอ่านภาษาอังกฤษ

คำชี้แจง กาเครื่องหมาย ✓ ในช่องที่ตรงกับพฤติกรรมของนักเรียนมากที่สุด

ระดับความคิดเห็น 1= น้อยที่สุด 2=นาน ๆ ครั้ง 3=บ่อย บ่อยที่สุด =4

ลำดับ	พฤติกรรม	ความถี่			
		1	2	3	4
1	แปลข้อความที่อ่านเป็นภาษาไทย				
2	ใช้พจนานุกรมเพื่อหาความหมายของศัพท์ยาก				
3	เดาความหมายคำที่ไม่รู้จากบริบท				
4	ใช้ส่วนวิภัติและปัจจัย (Prefix and suffix) ของคำ เช่น re และ ment ในการหาความหมายของคำ				
5	ใช้คำคำกับคำนามในประโยค เช่น this และ these ช่วยในการสร้างความหมายในบทอ่าน				
6	อ่านข้อความอย่างรวดเร็วเพื่อหาใจความหลักของบริบทนั้น				
7	เวลาอ่าน ชอบอ่าน กับเพื่อนหลาย ๆ คน				
8	ชอบคุยเกี่ยวกับ เรื่องที่อ่านกับคนอื่น				
9	ถ้าอ่านแล้วไม่เข้าใจ จะถามครูหรือให้เพื่อนช่วยอธิบาย				
10	ชอบอ่านเนื้อเรื่องที่หามาด้วยตนเอง				
11	ชอบอ่านเนื้อเรื่องที่ครูมาให้อ่าน				

ตอนที่ 3 วิธีในการเรียนภาษา

1. ชอบเรียนภาษาอังกฤษด้านใดมากที่สุด

(ก) ไวยากรณ์ (ข) คำศัพท์ (ค) การอ่าน (ง) การเขียน

2. เป้าหมายการเรียนภาษาอังกฤษ คือ _____

3. ใช้เวลาในการเรียนภาษาอังกฤษในปัจจุบัน (ก) _____ ชม./ต่อวัน (ข) _____ ชม./อาทิตย์

4. สถานที่เรียนภาษาอังกฤษ ชอบสถานที่ใดมากที่สุด

(ก) โรงเรียน (ข) ศูนย์ภาษา (ค) บ้าน (ง) อื่น ๆ _____

5. ชอบเรียนภาษาอังกฤษจากสื่อด้านใดมากที่สุด

(ก) ฟังจาก CD (ข) ดูวีดีโอ (ค) อ่านการ์ตูน (ง) หนังสือภาษาอังกฤษ

6. บุคคลที่มีความสำคัญที่สุดสำหรับในการเรียนภาษาอังกฤษ

(ก) ครู (ข) พ่อแม่ (ค) เพื่อน (ง) สื่อการเรียนการสอนในข้อ 5

7. นักเรียนชอบวิธีการเรียนใดมากที่สุด กาเครื่องหมาย ✓ ในช่องที่ตรงกับลักษณะการเรียนของนักเรียนมากที่สุด

ลักษณะการเรียน	ผลการเรียนรู้ที่ได้รับ			
	น้อยมาก	น้อย	มาก	มากที่สุด
คนเดียว				
คู่				
ห้องเรียน				
นอกห้องเรียน				

8. กลยุทธ์ในการเรียนภาษาอังกฤษที่นักเรียนใช้และเกิดเป็นประโยชน์มากที่สุด

กาเครื่องหมาย ✓ ในช่องที่ตรงกับวิธีการของนักเรียนมากที่สุด

ลำดับ	ผลการเรียนรู้ที่ได้รับ			
	น้อยมาก	น้อย	มาก	มากที่สุด
ในห้องเรียน				
- เรียนรู้คำ ไวยากรณ์ และทำแบบฝึกหัด				
- ตอบคำถาม พัฒนาการสะกดคำ และการสนทนา				
- เขียนตามคำบอก				
เวลาส่วนตัว				
- อ่านหนังสือ และ รายงาน				
- สนทนากับเพื่อนที่เก่งภาษาอังกฤษ				
- สนทนากับชาวต่างประเทศ				
นำไปใช้ในชีวิตจริง				
- สนทนากับผู้อื่น เช่น พบนักท่องเที่ยวในเมือง, นักเรียนแลกเปลี่ยน, อาจารย์ชาวต่างชาติ ขณะศึกษาต่อต่างประเทศ				

9. นักเรียนเรียนพิเศษภาษาอังกฤษจากสถาบันนอกโรงเรียน หรือไม่ ถ้าเรียน เรียนช่วงใน

(ก) เรียน (ข) ไม่เรียน

ถ้าเรียน เรียนช่วงใด (ก) ช่วงเย็น จันทร์ – ศุกร์ (ข) เสาร์-อาทิตย์ (ค) อื่น ๆ _____

10. เหตุผลที่เรียนพิเศษ เนื่องจากต้องการ (สามารถตอบได้ 2 ข้อ)

(ก) หาคความรู้เพิ่มเติม (ข) ให้ได้คะแนนดีขึ้น (ค) ไม่เก่งภาษาอังกฤษ (ง) อื่น _____

ตอนที่ 4 ทักษะการอ่านและการเขียน

1. สิ่งพิมพ์ประเภทใดที่สามารถอ่านเข้าใจได้ดีที่สุด

(ก) บทความ / เรื่องสั้น (ข) หนังสือพิมพ์ (ค) หนังสือภาษาอังกฤษ (ง) หนังสือการ์ตูน

2. เหตุผลสำคัญในการเรียนการอ่านในปัจจุบัน คือ _____

3. นักเรียนมีประสบการณ์ด้านการอ่านภาษาอังกฤษด้านใดบ้าง

(ก) จดหมาย (ข) เรื่องสั้น (ค) อ่านโฆษณาสั้น ๆ (ง) อ่านบทความจาก Internet

4. เหตุผลสำคัญในการเรียนการเขียนในปัจจุบัน คือ _____

5. ความรู้ด้านใดที่นักเรียนต้องนำมาใช้ในทักษะการอ่าน _____

ความคิดเห็นเรื่องสื่อการเรียน

1. ชอบอ่านเนื้อเรื่องแบบใดมากที่สุด

2. รูปแบบเนื้อหาของเรื่องี่อ่าน เช่น บทความ, นวนิยาย ฯลฯ นักเรียนชอบเป็นแบบใด

3. ชอบทำกิจกรรมใดในบทเรียนหลังจากการอ่านหนังสือ _____

4. ต้องการกิจกรรมหลังการอ่านแบบใด หลังจากการอ่านหนังสือ เช่น แบบฝึกปฏิบัติ, เขียนสรุปความ, ตอบคำถาม, เกมส์, กิจกรรมกลุ่ม หรือ อื่น ๆ (โปรดระบุ) _____

5. ระยะเวลาที่นักเรียนคิดว่าเหมาะสมในการอ่านและทำกิจกรรมหลังการอ่าน

(ก) 1 ชม. (ข) 1.30 ชม. (ค) 2 ชม. (ง) อื่น ๆ (โปรดระบุ) _____

ตอนที่ 5: ทักษะดีในการเรียนภาษาอังกฤษ

1. ความชอบในการเรียนภาษาอังกฤษ

(ก) ชอบมากที่สุด (ข) ชอบมาก (ค) ชอบ (ง) ไม่ชอบ (โปรดระบุสาเหตุ) _____

2. ทักษะด้านใดที่คุณคิดว่ามีความจำเป็นในการเรียนภาษาอังกฤษ

(ก) คำศัพท์ (ข) ไวยากรณ์ (ค) การอ่าน (ง) การเขียน

3. ทักษะภาษาอังกฤษด้านใดบ้างที่นักเรียนใช้นอกห้องเรียน

(ก) การพูด (ข) การฟัง (ค) การอ่าน (ง) การเขียน (จ) อื่น ๆ (โปรดระบุ) _____

ประเมินความชอบในการอ่านภาษาอังกฤษ

เนื้อเรื่องที่ชอบอ่านและวิธีการเรียนที่ชอบ		ผลการเรียนรู้ที่ได้รับ					
1. หนังสือการ์ตูน	ไม่มี ประโยชน์	1	2	3	4	5	มีประโยชน์ มากที่สุด
2. เรื่องสั้น	ไม่มี ประโยชน์	1	2	3	4	5	มีประโยชน์ มากที่สุด
3. หนังสือผจญภัย	ไม่มี ประโยชน์	1	2	3	4	5	มีประโยชน์ มากที่สุด
4. หนังสือจินตนาการทางวิทยาศาสตร์	ไม่มี ประโยชน์	1	2	3	4	5	มีประโยชน์ มากที่สุด
5. นิตยสารเกมส์คอมพิวเตอร์	ไม่มี ประโยชน์	1	2	3	4	5	มีประโยชน์ มากที่สุด
6. จดบันทึกขณะอยู่บ้าน	ไม่มี ประโยชน์	1	2	3	4	5	มีประโยชน์ มากที่สุด
7. วิธีการเรียนแบบใช้พจนานุกรม ภาพ และตาราง ในการเรียนในห้องเรียน	ไม่มี ประโยชน์	1	2	3	4	5	มีประโยชน์ มากที่สุด
8. อ่านและเขียนในเวลาเดียวกันขณะเรียนใน ห้องเรียน	ไม่มี ประโยชน์	1	2	3	4	5	มีประโยชน์ มากที่สุด

ข้อคิดเห็น และข้อเสนอแนะอื่น ๆ เกี่ยวกับบทเรียน

ขอบคุณที่ให้ความร่วมมือ

Appendix B
Survey questionnaire (English version)

Survey questionnaire

Appendix B

Dear student:

This questionnaire will survey your reading skills in English. It has the goal of helping to develop reading materials for M.2 private school students, and it will also help your instructors to prepare learning activities and materials according to your needs. As you complete the questionnaire below, please remember that your HONEST and THOUGHTFUL answers will be used to improve English courses and teaching for the benefit of future students. Your answers will not affect your grades. The researcher would like to thank you for your co-operation.

This questionnaire consists of 5 parts:

PART I: Respondent's General Information

PART II: Basic reading skills

PART III: Language-learning strategies

PART IV: Macro skills

PART V: Attitudes towards English learning

PART I: General Information

Instructions: Fill in the blanks or put a tick (✓) in the appropriate box.

1. Name: Miss / Mr. _____ M. 2/ _____ No. _____ Age: _____ years.

2. Program of study

(a) English – Mathematics (b) Mini-English (c) English – Social sciences

3. How many years have you studied English?

(a) 12 years from kindergarten (b) 9 years from primary school Grade 1

(c) Other: _____ years

4. What was your previous English grade? _____ %

5. What level of English proficiency were you at previously? (Evaluate from your grade)

Level of proficiency / Skills	Poor (1)	Fair (2)	Average (3)	Good (4)	Very Good (5)
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Yes (b) No (c) Other (specify) _____

7. If yes, how can you improve your reading ability in English?

- I can practice by doing extensive reading outside of class.
- I can improve my reading ability by studying.
- Other (Please specify) _____

PART II: Basic reading skills

Instructions: Think about what you usually do to help you when you are learning English. Read the list of statements below and put a tick (✓), in the appropriate box to indicate the extent to which you do the following activities. The range is from 1 to 4.

Never = 1 Seldom = 2 Sometimes = 3 Always = 4

No.	Items	1	2	3	4
1	I translate what I read into my first language.				
2	I use an English language dictionary when I do not know some words				
3	I guess the meanings of unknown words from the context.				
4	I consciously use word parts such as re- and -ment to help me establish the meaning of unfamiliar words.				
5	I consciously use function words such as "this" and "these" to help me establish the meaning.				
6	I read a passage quickly in order to get the main ideas in the text.				
7	I prefer to read with friends.				
8	I talk about what I have read with other people.				
9	If I do not understand a text, I ask my teacher or friends to explain the text.				
10	If I am not certain of a text, I check my understanding with my teachers or friends.				
11	I prefer reading texts selected by myself.				
12	I prefer reading texts selected by my teacher.				

PART III: Language learning strategies

Instructions: Fill in the blanks or put a tick (✓) in the appropriate box.

1. Which is your favorite learning preference?

- (a) grammar (b) vocabulary (c) reading (d) writing

Why do you like it the most? _____

2. What are your language learning goals? _____

3. How much time is available for English study now?

- (a) ___ hour(s) / per day (b) ___ hour(s) /per week

4. Where do you prefer to study English most?

- (a) school (b) language center (c) home (d) other _____

5. I want to learn English by: (you can select more than one choice)

- (a) listening to CDs (b) watching VDOs (c) reading comics
 (d) studying English books

Which one is the most important learning method for you? _____

6. Who is the most important for your English learning now?

- (a) teachers (b) parents (c) friends

7. How do you learn English best? Put a tick (✓) in the appropriate boxes below.

Situation	Least	Preferred	Highly preferred	Most
Alone				
In small groups				
In class				
Outside of class				

8. Language learning strategies.

Instructions: Put a tick (✓) in the appropriate box.

Items	No	A little	Good	Best
In class				
- Learning words, language rules and doing exercises				
- Answering questions , improving pronunciation, and having conversations				
- Writing dictations				
Privately				
- Reading papers and books				
- Having conversations with friends who know English better				
- Talking with guests from abroad				
In real-life encounters				
- Asking, answering and talking with people while staying abroad				

9. Do you study at a cram school? If yes, please answer

- (a) Yes (b) No.

If yes, when do you study?

- (a) Mon-Fri evenings (b) Sat.–Sun. (c) Other (please specify) _____

10. What is your reason for studying at a cram school? (You can select more than one answer.)

- (a) acquire more knowledge (b) get better grades (c) Not good at English
 (d) Other (please specify) _____

PART IV: Macro skills

Instructions: Fill in the blanks or put a tick (✓) in the appropriate box.

Reading

1. How well do you use a dictionary effectively?

- (a) rather poorly (b) fairly (c) well (d) very well

2. What source can you comprehensibly read in English? (You can select more than one answer.)

- (a) simple stories (b) newspapers (c) English books (d) comics

3. Which of those selected English reading materials do you have a good understanding of?

4. What reading experience have you had?

- (a) English letters (b) short stories (c) advertisements (d) articles on the Internet

5. What kinds of English skills do you think are required to be able to write good English compositions?

Material Requirement

1. What kinds of reading content do you enjoy the most?

2. How do you prefer your reading context? (Ex.: Short or long narrative, visual, full of colors)

4. What activities would you like to see in reading text books?

(Ex.: exercises, games, riddles, group activities, or answer-the-questions activities)

5. How long do you spend time on average on reading and after-reading activities?

- (a) 1 hour (b) 1½ hours (c) 2 hours (d) other _____

PART V: Attitudes towards English learning

1. To what extent do you like learning English?

- (a) very strongly like (b) strongly like (c) like (d) dislike (please specify why?)
-

2. What skills do you think are essential for learning English?

- (a) vocabulary (b) grammar (c) reading (d) writing

3. What English skills do you use outside the classroom?

- (a) speaking (b) listening (c) reading (d) writing

Assessing how you like to learn English

Instructions: Put a tick (✓) in the appropriate box.

Not useful = 1 Somewhat useful = 2 Useful = 3 Very useful = 4 Absolutely useful = 5

Items	Not useful – Very useful				
	1	2	3	4	5
1. I like to read comic books.					
2. I like to read short stories.					
3. I like to read adventure books.					
4. I like to read science fiction.					
5. I like to read computer game magazines.					
6. At home, I learn by taking notes.					
7. In class, I like to learn by using dictionaries, pictures, and charts.					
8. In class, I like to read and write at the same time.					

Please give your suggestions and comments on the reading contents which you prefer to read.

Thank you for your co-operation.

Appendix C
Post-questionnaire (Thai version)



แบบสอบถามหลังการเรียน

คำชี้แจง

แบบสอบถามนี้ทำขึ้นเพื่อหาข้อมูลและความคิดเห็นของนักเรียน หลังจากนักเรียนได้เรียนวิชาการอ่านเพื่อใช้พัฒนาหลักสูตรการอ่านภาษาอังกฤษ โดยจะนำข้อมูลที่ได้นำไปประกอบสนับสนุนการวิจัยการเรียนการสอนวิชาการการเขียนภาษาอังกฤษ อันจะเป็นพื้นฐานในการพัฒนาการเขียนภาษาอังกฤษให้ดีขึ้น กรุณาตอบแบบสอบถามตามความเป็นจริง คำตอบของนักเรียนจะไม่มีผลกระทบต่อคะแนนของนักเรียน

คำชี้แจง จงกาเครื่องหมาย ในช่อง และให้เติมข้อความอธิบายเหตุผลในช่องว่าง ตามความคิดเห็นที่เป็นจริงของนักเรียนมากที่สุด

- นักเรียนคิดว่าการเรียนเน้นการอ่าน 8 เรื่อง ช่วยให้นักเรียนเขียนภาษาอังกฤษดีขึ้นหรือไม่
 ใช่ ไม่ใช่
 เพราะเหตุใด _____
- นักเรียนคิดว่าควรจะอ่านจำนวนกี่เรื่องถึงจะเพียงพอในการนำความรู้จากการอ่านไปพัฒนาการเขียนให้ดีขึ้นได้ _____
- นักเรียนมีความรู้สึกอย่างไรกับการเรียนการอ่านแบบนี้ ชอบ ไม่ชอบ
 เพราะเหตุใด _____
- นักเรียนได้นำความรู้จากการอ่าน มาประยุกต์ใช้ในการเรียนการเขียนให้ดีขึ้นในแง่เหล่านี้หรือไม่ (ตอบได้มากกว่า 1 ข้อ)
 คำศัพท์ ไวยากรณ์ รูปแบบการเขียน โครงสร้างภาษา
- นักเรียนคิดว่า ครูควรสอนอะไรเพิ่มเติมและสอน อย่างไร เพื่อให้นักเรียนเขียนภาษาอังกฤษให้ดีขึ้น _____

Appendix D
Post-questionnaire (English version)



Post-questionnaire

Dear students:

This post-treatment questionnaire is asking about your reading skills in English after reading training program. As you complete the questionnaire below, please remember that your HONEST and THOUGHTFUL answers will be used to improve English writing course and teaching for the benefit of reading to improve writing in the future. Your answer will not affect your grades. The researcher would like to thank you for your co-operation.

Instructions: Fill the blanks or put a tick (✓) in the appropriate box.

1. Do you think the teaching of reading with 8 stories has enhanced your English writing? Yes No
Why? Please specify _____
2. How many reading stories do you think should be provided in reading class to make you able to improve your writing skill? _____
3. How do you feel towards this teaching reading method? Like Dislike
Please specify _____
4. Have you applied the follows aspects in reading to improve your writing?
 Vocabulary Grammar Writing organization Structure
5. What do you think how teachers should teach so that you can improve your English writing? Please specify

Appendix E
Pre- and post-writing proficiency test

Appendix F
Reading syllabus for grade 8

Reading Syllabus for Grade 8

Appendix F

Unit & Title	Reading Skill	Grammar	Vocabulary	Individual & Group Work	Internet Search Topics
Unit 1 Korean Family Reunion	Skimming	Conjunctions – <i>for, then, when, the next day</i>	Family tree	Discussing in good leaders characteristics	Korea
Unit 2 A Roller Coaster Blind Date	Making inferences	Gerund	Learning about marital status	Comparing relationships	Amusement parks
Unit 3 Fire Fighters Save a Woman	Using context	Coordination Conjunctions- <i>or, so</i>	Grouping safety equipment words	Identifying emergency situations	Fire safety
Unit 4 Gladiator School	Scanning	Adverb of time, place, and sequence	Grouping sport words	Finding someone who...like these sports	Favorite sports
Unit 5 The Bomb Squad	Finding supporting details	Past simple tense	Knowing police terms	Giving descriptions	Bomb squads
Unit 6 Sleepwalking at Sea	Scanning	Past continuous tense	Learning word forms	Discussing nightlife activities	Insomnia
Unit 7 I'm a Millionaire!	Skimming	If clause	If you win a lottery	Grouping workplace words	Shopping
Unit 8 The World's Biggest Food Fight	Putting events in order	Preposition <i>in, at, on, of, with</i>	Grouping food words	Planning a festival	Spain festival

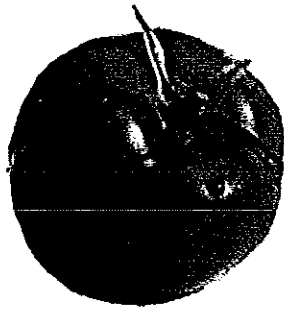
Appendix G
Teaching reading



**Reading Expediting
English Writing
2009**

Teaching Reading

Appendix G

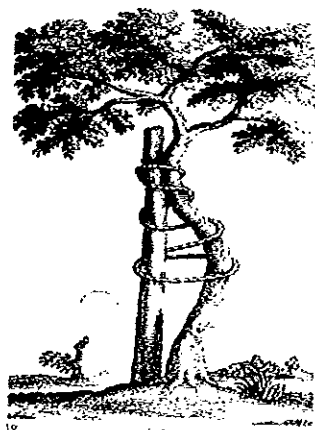


Kritchada Ruangnoi

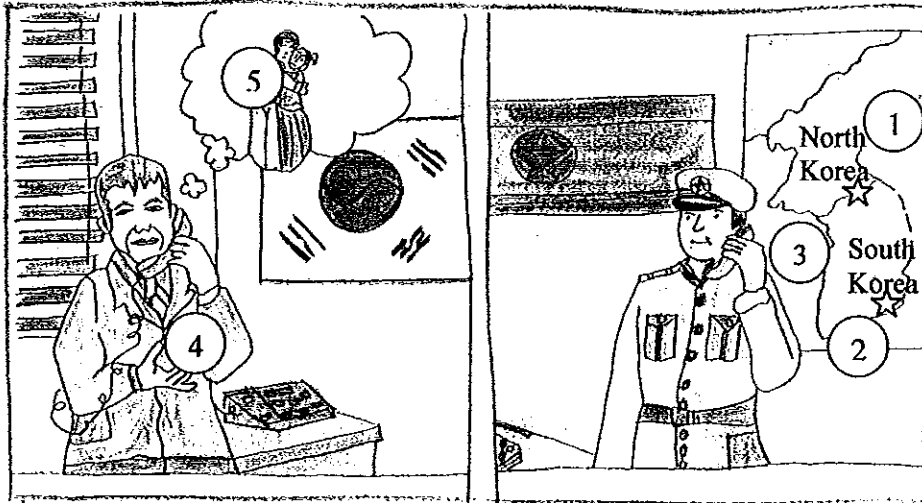
Prince of Songkla University

Index

Unit 1: Korean Family Reunion	110
Unit 2: A Roller Coaster Blind Date	119
Review Unit 1-2	128
Unit 3: Fire Fighters Save a Woman	130
Unit 4: The Gladiator School	137
Review Unit 3-4	144
Unit 5: The Bomb Squad	146
Unit 6: Sleepwalking at Sea	153
Review Unit 5-6	161
Unit 7: I'm a Millionaire!	163
Unit 8: The World Biggest Food Fight	170
Review Unit 7-8	178



Unit 1: Korean Family Reunion



Key Vocabulary

A: Match the words to the items in the picture.

capital	President	leader	reunion	country	border
---------	-----------	--------	---------	---------	--------

B: Choose one of the words in the box to complete each of the following sentences.

- The _____ is the leader of a country.
- South Korea is a _____ in Asia.
- The _____ of South Korea is Seoul.
- A _____ separates North and South Korea.
- When two people see each other again after a long time, it is called a _____.

Reading

A: Scan the reading. Find two names in the reading.

B: Read the story and answer the questions that follow.

Korean Family Reunion

Lee Soon-Yong was happy. He was going to see his mother, Eun-Mi, for the first time in 50 years. Mr. Lee lived in North Korea, and his mother lived in South Korea. Mr. Lee grew up with his family in South Korea. In 1950, he went to work in North Korea. That year, a war started between North and South
5 Korea. Mr. Lee was on the north side of the border and could not go home.

For 50 years, no one could travel between North and South Korea. Mr. Lee missed his family. He got married and had two children in North Korea. He wanted to see his parents again. But as he got older, he lost hope.

Then, in 2000, the governments of North and South Korea let some
10 families meet in South Korean capital of Seoul. There were many rules for the reunions. For one thing, the North Koreans could stay in South Korea for only four days. They could see their families only in the Sheraton Walker Hill Hotel or the Convention & Exhibition Center.

On August 16, Mr. Lee went to Seoul. His wife *and* children could not go
15 with him, so he took their photographs. Mr. Lee's father *and* brother were dead, *but* his mother was alive. Mr. Lee was excited to see her.

When he got to the Sheraton Hotel in Seoul, Mr. Lee saw other people run to their families. Brothers and sisters hugged each other for the first time in 50 years. Everyone was laughing and crying.

20 Mr. Lee's mother wasn't there. A South Korean government worker met him *and* said his mother was too sick to come to the hotel. She was in a hospital 30 miles from Seoul.

Mr. Lee asked the worker to take him to the hospital. The worker said he

couldn't do that. Two days passed. Mr. Lee was very sad. A reporter saw him
25 sitting outside the hotel.

"Why do you look so sad?" the reporter asked.

Mr. Lee told the reporter his problem. That night the reporter told Mr.
Lee's story on TV. Luckily, the President of South Korea was watching TV
that night. When President Kim Dae-Jung heard Mr. Lee's story, he called some
30 North Korean officials. The two countries agreed to change the rules for Mr.
Lee.

The next day, Mr. Lee went to his mother's hospital room. When he
walked in, she did not know him.

"Mother!" he cried. "Mother, it's me! It's Soon-Yong."

Mr. Lee's mother started to cry. "My dear son!" she said. "This is the
35 happiest day of my life."

Comprehension:

A. What is the main idea of this story? Tick the correct box.

- a. A man sees his mother for the first time in 50 years.
 b. President Kim Dae-Jung is a good President.
 c. Reunions have many rules.

B. According to the passage above, choose the best answer for each item.

1. Why did Mr. Lee spend his adult life in North Korea?
 - a. He liked North Korea.
 - b. He wasn't allowed to leave North Korea.
 - c. His parents lived in North Korea.
2. What was Mr. Lee's purpose in visiting South Korea?
 - a. To see his mother
 - b. To be on TV
 - c. To visit Seoul

3. What did Mr. Lee take to the reunion arrangement?
 - a. His wife
 - b. His children
 - c. Photos of his family
4. Who helped Mr. Lee tell his story?
 - a. A president
 - b. A TV reporter
 - c. A government worker
5. Why didn't Mr. Lee's mother know him? Because she.....
 - a. was crying
 - b. couldn't see
 - c. hadn't seen him for 50 years

Give your opinion on the following questions:

1. What has been one of your life's unexpected pleasures?

2. If you could make the world better in one way, what issue/problem would you choose?

Grammar Focus: conjunctions to link words, phrases, and clauses such as **and**, **then**, **when**, **but**

I ate the pizza **and** the pasta.

Mr. Lee was on the north side of the border **and** could not go home.

Mix the flour and butter, **then** add the eggs.

Call the movers **when** you are ready.

Byron travelled to Italy **and** **then** to Greece. Mr. Lee's father **and** brother were dead, **but** his mother was still alive.

Reading Skills: Skimming

Skimming helps you quickly to understand the general topic of a reading passage.

When you skim, read quickly to get the general idea. Don't read every word.

1. Skim the newspaper article in one minute and do the exercise below.

Getting to Know You

(SEOUL) August 31, 2001. Korea. For many years, like the one the North
 Since the meeting between people from South Korea Korean leader wears. They
 President Kim Dae-Jung didn't buy things made in even have sunglasses like
 and North Korean leaders, North Korea. That seems to him! All of a sudden, South
 South Korean people have be changing. Last week, a Koreans want to understand
 wanted to learn more about South Korean official more and more about the
 their neighbors to the north. bought a TV made in North North.
 South Koreans are now Korea. In dance clubs,
 reading books about North people are wearing uniforms

1. What happened after the meeting between the North and South Korean leaders?

They _____

- a. didn't want to combine the two countries b. wanted to know more about each other

2. What have South Koreans learned about North Koreans? Give an example.

Vocabulary Review: Choose the most appropriate answer.

1. Find a word in the passage that has the same meaning as "country."
 a. nation b. leader c. exhibition
2. What do people do when they visit their families at the end of the year?
 a. hug each other b. laugh and cry c. celebrate the new year
3. What is the line that marks the edge of a country called?
 a. neighbors b. border c. voyage

4. Who is the leader of a country?

- a. minister b. ambassador c. president

5. What is against the law in your country?

- a. getting married b. seeing your family
c. hitting someone with a weapon

Vocabulary Expansion: Using a Family Tree

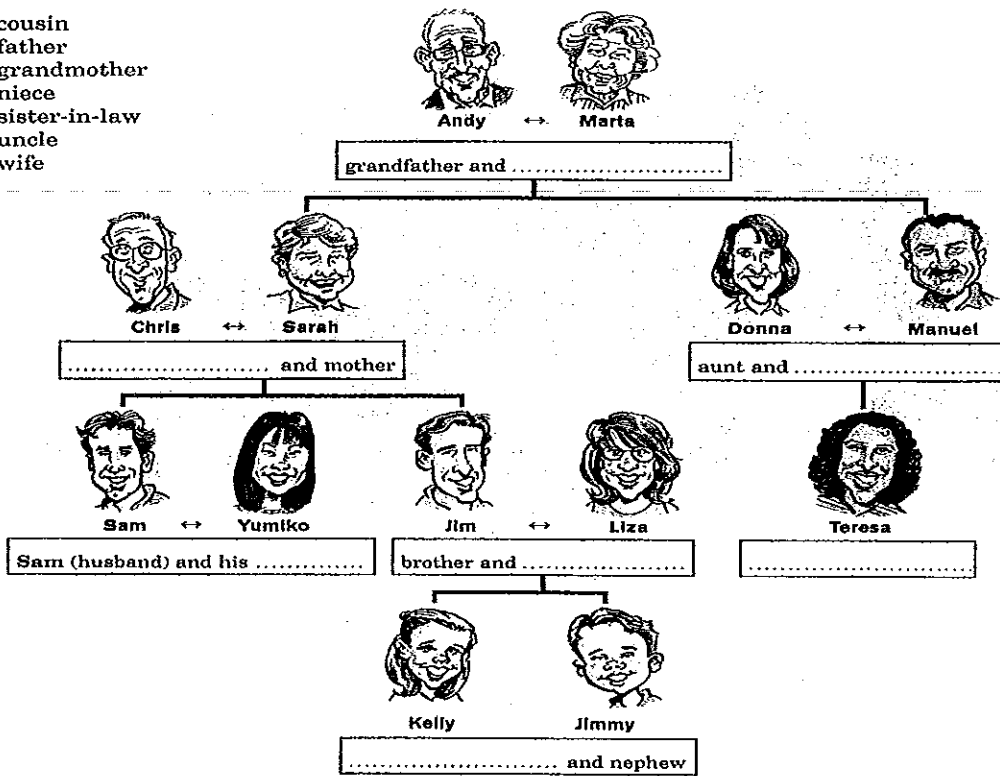
Using a family tree helps you remember family relationship words. There are many words used to describe family relationships. For example, Eun-Mi is Mr. Lee's mother, and Mr. Lee is Eun-Mi's son.

1. Andy lives in Los Angeles. Write the correct words to show Andy's family relationships. For example, Kurt is Martha's brother.

2. With a partner, write two more words that show family relationships.

_____ and _____

cousin
 father
 grandmother
 niece
 sister-in-law
 uncle
 wife



Group Work: Discuss the characteristics of a good leader.

1. Do you think President Kim Dae Jung was a good leader?

2. With a partner, circle three words below that describe a good leader. Then, add words of your own.

Fair	honest	polite	strong
Nice	kind	smart	

Name No..... Score.....

Quiz 1: Korean Family Reunion

A. Complete the sentences with a word from the box. Use each word only once.

brother	mother	reunion	officials	son	wife
---------	--------	---------	-----------	-----	------

Lin Yee's parents took her to a family (6) in China. Her father and (7) were both very excited to be there. Lin met her mother's (8) Lin called him Uncle Lu. Lin also met Mei, Uncle Lu's (9), and her cousin Ken. Ken is Uncle Lu and Aunt Mei's (10)

B. Look at the underlined words. Choose the word with a similar meaning.

1. The President makes decisions about the country.

- a. leader b. mother c. family

2. Military officers often work on the border between countries.

- a. line b. family tree c. reunion

3. Three hundred people went to Herbert's family reunion.

- a. exhibition b. hospital c. gathering

4. Mikiko lives in Tokyo, the capital of Japan.

- a. city b. family tree c. border

5. Some people feel strongly about their country.

- a. nation b. capital c. citizen

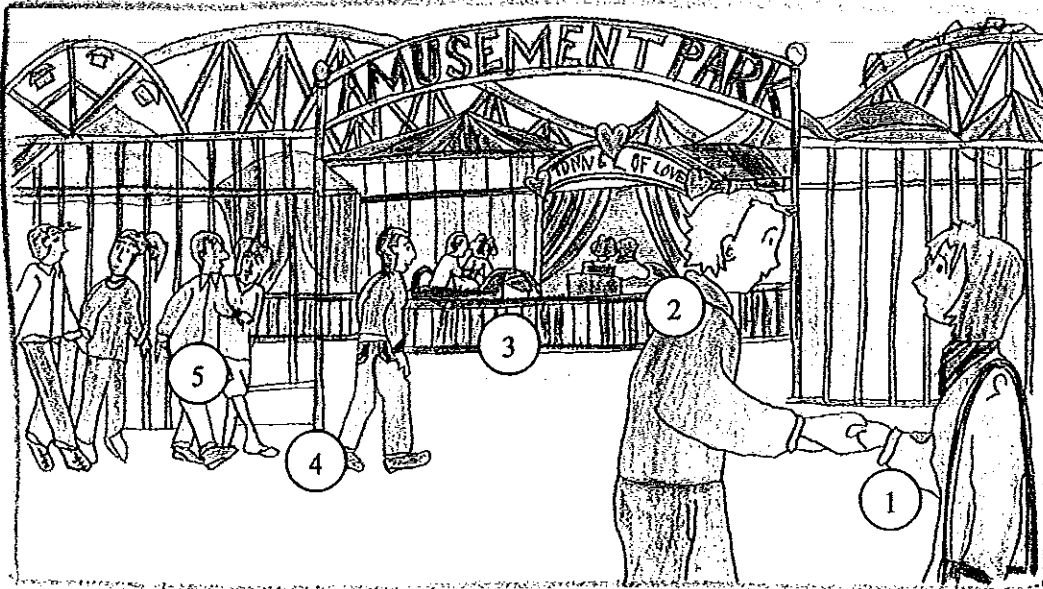
C: *Based on the reading passage "Korean Family Reunion," decide whether each statement is True or False. Tick appropriate boxes.*

	<i>True</i>	<i>False</i>
1. Mr. Lee grew up in Taiwan.	<input type="checkbox"/>	<input type="checkbox"/>
2. Travel was always easy in South Korea.	<input type="checkbox"/>	<input type="checkbox"/>
3. Mr. Lee's mother lived in North Korea.	<input type="checkbox"/>	<input type="checkbox"/>
4. Mr. Lee went to a reunion in Seoul.	<input type="checkbox"/>	<input type="checkbox"/>
5. He saw his mother after 50 years.	<input type="checkbox"/>	<input type="checkbox"/>

D: *Arrange the events into the correct order. Write numbers 1-5 in front of each sentence according to the sequence of events.*

- Mr. Lee could visit his mother at a hospital 30 miles from Seoul.
- The two countries agreed to change the rules for Mr. Lee.
- North and South Korea closed their border after the war in 1950.
- Mr. Lee got married and had two children in North Korea.
- Some North and South Korean families met under strict rules.

Unit 2: A Roller Coaster Blind Date



Key Vocabulary

A: Match the words to the items in the picture.

romantic	blind date	single	couple	roller coaster	girlfriend
----------	------------	--------	--------	----------------	------------

B: Choose one of the words in the box to complete each of the following sentences.

- The people shaking hands in the picture don't *know* each other. They are on a _____.
- The couples on the "Tunnel of Love" are boyfriend and _____.
- Giving someone flowers and candy is _____.
- Two people who are married are a/an _____.
- A person who isn't married is _____.

Reading

A: Scan the story and write the name of the person who planned for the blind date.

B: Read the story and answer the questions that follow.

A Roller Coaster Blind Date

1 "I hate **blind dates**," Mike Gorman says to himself. "I don't know why I agreed to meet this woman."

Mike puts on a red sweater and combs his hair. Then he leaves his apartment and takes a bus to the amusement park. He is going to meet Louisa Reno at the
5 entrance. Mike's brother Pete planned this blind date. Louisa and Pete work together at Southside Pet Store. Pete says Louisa is a funny, cute, 25-year-old single woman. Pete thinks Mike and Louisa will like each other.

When Mike gets to the park, he looks for Louisa. Pete told them to wear red sweaters. Mike sees Louisa right away.

10 "Hi Mike! Nice to meet you. Let's go on the **roller coaster!**" Louisa says. "I love roller coasters."

"Nice to meet you, too," Mike says. Mike doesn't want to tell Louisa that he is scared of roller coasters. He doesn't like *being* high off the ground. "Let's get something to eat first," he says.

15 Louisa looks disappointed but says, "OK."

After they eat, Louisa says, "Are you ready for the roller coaster now?"

"Well, the boat ride is right here. Let's go on this ride first," Mike says.

Louisa agrees. She also agrees to go on the Merry-Go-Round and a few other rides, but she keeps *asking* about the roller coaster. Finally, Mike agrees
20 to go on the roller coaster, but he doesn't look happy.

Mike holds his breath as the ride starts. The roller coaster starts to climb up into air. Just before *reaching* the top, the ride suddenly stops.

"Oh, no! What's wrong?" Mike cries. "I don't know," Louisa says. "But

this is cool! It's like *being* on top of the world!"

25 "I don't like it," says Mike.

"You aren't scared, are you?" asks Louisa. "This is exciting! It's romantic!" Louisa smiles at Mike and holds his hand. The couple in front of them starts to kiss.

For the next twenty minutes, Louisa talks and tells jokes, but Mike feels sick. He closes his eyes and tries to pretend he's back home. "What am I doing here?" he thinks to himself. "I need a **girlfriend** more like me."

Finally, the roller coaster starts *moving* again. Mike keeps his eyes closed. He doesn't open his eyes until it is time to get off the ride.

"Let's ride the roller coaster again!" Louisa says happily.

35 "Actually," says Mike, "right now I want to ride the bus home. I don't feel very good. Can I call you next week?"

Louisa looks disappointed but says, "OK." As Mike leaves, she gets back in line for the roller coaster.

Comprehension:

A. What is the main idea of this story? Tick the correct box.

- 1. Roller coasters often have problems.
- 2. Two people have a nice time at an amusement park.
- 3. A man and a woman don't have a good blind date.
- 4. A man gets sick on a roller coaster.

B. According to the reading passage on “A Roller Coaster Blind Date,” decide whether each statement is True or False. Tick the appropriate boxes.

True False

- | | | |
|--------------------------------------|--------------------------|--------------------------|
| 1. Louisa is 25 years old. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Pete is Louisa’s brother. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Louisa works in a clothing store. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Mike likes roller coasters. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Louisa can have fun by herself. | <input type="checkbox"/> | <input type="checkbox"/> |

C. Answer the following questions about the story

- Do you like roller coasters? If yes, which famous roller coaster do you want to ride? Where is it?

- What would you do if you were stuck on a roller coaster for four hours upside down and they still couldn’t fix it?

Grammar Focus: Gerund

- A gerund is a word that functions as a noun. It is derived by adding ‘-ing’ to the end of a verb; Ex. Jogging is a good way of exercising.
- The following verbs must be followed by gerund: finish, enjoy, avoid, mind, postpone, practice, deny, resent, keep, miss, loathe, suggest, risk, imagine, appreciate, consider, resist, admit, quit, defer, delay, forgive, prevent, understand, feel, and like.
- The three functions of gerunds are:

Subject: Swimming is a good sport.

Object: She likes riding roller coasters.

He doesn't like *being* high off the ground.

I have just finished *typing* my paper.

Tom hates *cleaning* the car.

Dr. Monta enjoys *translating* English songs.

He felt tired, so he stopped *working*.

Phrase or preposition + v. ing

I'm looking forward to *seeing* your father.

She objected to *going* there.

Note:

1. like + to verb = future action: He doesn't like *to be* high off the ground.

like + v. ing = habit: I like *playing* football.

2. *remember, forget* + to verb = future action: I must remember *to post* the letter.

v. ing = past action: I remember *seeing* it on the table.

Verbs followed by gerund

มีความสุขอยู่อย่าง enjoy life

ไม่คำนึง mind consider นะเธอจ๋า

จบ finish อย่งrisk เสี่ยงเสียวเวลา

no use นะ no good ค่าย ขงขบคนจ๋า

อย่งavoid คอย postpone จะ โคนเทศน์

appreciate อย่งdeny ไม่น่าจ๋า

Be busy มลึมเองจงบ

keep ถยัคน excuse me ค้งจ้งจ้ง

จบ practice อย่งspend เล่นเลขเกศ

จะ be worth ค้ง suggest วิเศษข้ง

look forward to เออเสมอจ้ง

be used to นอก ing จ้งจ้ง

prefer to, object to, ญlook like

devote to อย่ง dislike หนี

เมื่อ can't help, imagine ญญ

feel like ญญ take to อย่งจ้ง

Example: Most kids enjoy reading cartoons.

Reading Skill: Making Inferences**Information from the story****Inference**

As Mike leaves, she gets back in line for the roller coaster. → Louisa really loves roller coasters.

Referring to the reading passage, answer the following by choosing the correct answer.

1. Why did Mike's brother plan the blind date for him? Because _____
 (A) Mike was single. (B) Mike didn't know Louisa.
2. Why does Louisa say "OK." even though she feels disappointed, when Mike wants to eat and go on the boat ride?
 (A) She wants to be nice. (B) She is angry at Mike.
3. Why doesn't Mike look happy? Mike doesn't want to _____.
 (A) be first in line for the roller coaster (B) go on the roller coaster
4. What can you tell about Mike when he cries "Oh, no! What's wrong?"
 (A) He is sad. (B) He is worried.
5. What is the meaning of the expression, "Right now I want to ride the bus home"?
 (A) Mike wants to end the date. (B) Mike wants to take Louisa on a bus ride.

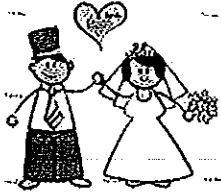
Vocabulary Review

Write the missing words in the blanks.

romantic blind date disappointed single couple girlfriend

1. Mike isn't married; he's _____.
2. Louisa is not Mike's _____.
3. Mike agrees to go on a _____ with Louisa.
4. Mike and Louisa are on a blind date. They are not a _____.
5. Louisa wants her date to be more _____, so she holds Mike's hand.

Vocabulary Expansion: Marital Status



A **single** person is unmarried.

An **engaged** person has agreed to marry someone.

A **married** person has a husband or a wife.

A **widowed** person's husband or wife is dead.

A **divorced** person was married. He or she is not married no



Instruction: Check the appropriate words that describe these people.

Person/Status	single	engaged	married	widowed	divorced
Mike (from the passage)					
You					
The leader of your country Name: _____					
Your favorite singer Name: _____					

Group work: Comparing Relationships

- Write five adjectives to describe the type of friend you like; for example: funny, exciting, smart, and talkative. I like friends who are

- Work with a partner. Discuss the qualities of a friend that both of you like.

Report what you have discussed to the class.

We like friends who are

Name Class. No..... Score

Quiz 2: A Roller Coaster Blind Date

A. Complete the sentences with a word from the box. Use each word only once.

blind date couple married girlfriend romantic single

Emma is not married. She is (1) She is going on a (2)
with a man she does not know. His name is Tim Harris. Tim arrives at Emma's
house with flowers. He takes her to the park. It is very (3) Tim thinks
Emma would be a wonderful (4) Emma thinks she and Tim would be a
good (5)

B. Complete the sentences with a word from the box. Use each word only once.

blind date couple girlfriend romantic single

1. Grey and his like to go to the movies.
2. Many men meet their wives on a
3. Joe and Jane are cute together. What a great!
4. A walk on the beach at sunset is very
5. Tanya lives alone. She loves being!

C: Based on the reading passage "A Roller Coaster Blind Date," decide whether each statement is True or False. Tick the appropriate boxes.

	T	F
1. Mike and Louisa have met many times before.	<input type="checkbox"/>	<input type="checkbox"/>
2. Mike and Louisa go to the beach.	<input type="checkbox"/>	<input type="checkbox"/>
3. Mike thinks roller coasters are romantic.	<input type="checkbox"/>	<input type="checkbox"/>
4. Mike wants a girlfriend more like him.	<input type="checkbox"/>	<input type="checkbox"/>
5. Mike takes Louisa home.	<input type="checkbox"/>	<input type="checkbox"/>

D: Based on the passage "A Roller Coaster Blind Date," please answer these questions.

1. Why do Mike and Louisa go to the amusement park?

2. How can Mike find Louisa at the park?

3. Who is scared of roller coasters?

4. What happens when they are on the roller coaster?

5. What does Louisa do as Mike leaves?

Name.....Class No..... Score

Review: Units 1-2

A. Complete the sentences with a word from the box. Use each word only once.

border	capital	neighbor	country	honest	kind
--------	---------	----------	---------	--------	------

Canada is the (1) north of the United States. Ottawa is the (2) of Canada. The (3) between the United States and Canada is very long. Most Canadians think the Prime Minister is an (4) and (5) man.

B. Read the news and answers the questions below.

Phetchabun – Border patrol police yesterday raided two villages in Khao Kho district and arrested 150 Lao Hmong refugees on charges of illegal entry.

The raids followed reports that about 1,000 Hmong from Laos had managed to sneak into the country from June to August and were living in forests in the area.

1. Who was arrested by the police?
.....
2. Where were they arrested?
.....
3. Why were they arrested?
.....
4. Which word means “quickly attack?”
.....

C. Complete the sentences with a word from the box. Use each word only once.

divorced	engaged	married	disappointed	smart	widowed
----------	---------	---------	--------------	-------	---------

Tim told Emma that he was (6) before. He and his ex-wife got (7) many years ago. Emma told Tim that she was also married. Her husband died. Now she is (8)

Emma and Tim talked about many things. Emma thinks Tim is exciting and (9) After six months, Emma and Tim got (10) Their wedding will be in three months!

D. Write out explanations of your opinion.

1. Do you like the idea of a blind date? What are the good points and what are the bad points?

.....

.....

.....

2. Do people in your town go on blind dates?

.....

.....

Unit 3: Fire Fighters Save a Woman



Key Vocabulary

A: Match the words to the items in the picture.

captain	crew	stretcher	fire fighter	fire engine	alarm
---------	------	-----------	--------------	-------------	-------

B: Choose one of the words in the box to complete each of the following sentences.

- A worker who puts out fires is called a/an _____.
- A/An _____ is a group of people who work together.
- The leader of a crew is called the _____.
- A/An _____ rings so people know there is a fire.
- Fire fighters drive a/an _____ to a fire.

Reading

A: Using the title and the picture above, make a guess about why the alarm is ringing, and whether the two fire fighters can save the woman.

B: Read the story and answer the questions that follow.

Fire Fighters Save a Woman

1 The alarm rings at exactly 6:02 a.m. Fire fighter Fred Donaldson knows that someone, somewhere, is in trouble. Fred puts down his coffee cup and runs to the fire engine; the other fire fighters on the crew follow Fred. Less than a minute later, the fire engine leaves the station and races to the fire. The blaze is in an
5 apartment across town.

The engine stops in front of the building. "This looks bad", thinks Fred. Smoke is coming out of the windows and the roof is on fire.

"We think someone's inside," a police officer tells Fred. "It's a woman who lives on the first floor."

10 Fred knows they have to get inside fast. The front door is locked *so* Fred uses his axe to cut through the door. There is a lot of smoke, *so* it's impossible to see. The crew goes inside; they get on their hands and knees. Fred knows the ceiling might collapse on top of him *or* a wall could fall down. He keeps going. He has to find the woman.

15 Two of the fire fighters turn left. Fred and his partner turn right. They look in the kitchen, but the woman isn't there. When Fred goes into the bathroom, his hand touches something soft. At first he thinks it's some clothes, but it isn't. It is the woman. She is on the floor with her eyes closed.

Fred grabs the woman and gets her out of the building. She isn't breathing.

20 Rescue workers put her in an ambulance and take her to the hospital.

Two days later Fred's captain says, "I have some good news, Fred."

The woman you saved is going to be all right. The doctors say she's a lucky woman. The smoke almost killed her," says Captain Carl Ho.

Fred saved her life, but he doesn't have much time to think about it. He hears
 25 the good news, and then the fire station alarm rings. Fred and the crew run to the fire engine. Seconds later they are racing to another fire.

Comprehension

A: What is the passage about? Tick the correct box.

- 1. There's an apartment on fire across town.
- 2. A fire fighter saves a woman from a fire.
- 3. Fire is very dangerous.
- 4. A crew of fire fighters works very hard.

B: According to the passage above, choose the best answer for each item.

1. How did fire fighter Donaldson work?
 - a. He worked alone b. He worked with a crew. c. He worked with a doctor.
2. How did Fred get into the burning apartment? He.....
 - a. broke the door down b. knocked loudly c. rang the doorbell
3. What happened during the fire?
 - a. the ceiling fell down b. a wall collapsed c. a woman almost died
4. What was the woman's condition when Fred got her out of the building?
 - a. She was still alive. b. She wasn't breathing. c. She wasn't sitting on the floor.
5. What did the rescue workers drive?
 - a. ambulances b. police cars c. fire engines

Answer the questions

1. Who will you contact when facing an emergency?
-

2. What is the hotline number for an emergency in your town?
-

Grammar focus: Coordinating conjunctions

They are used to join individual words, phrases, and clauses. Examples include: *for, and, nor, but, or, yet, so*

Ex.: The front door is locked *so* Fred uses his axe to cut through the door.

There is a lot of smoke, *so* it's impossible to see

Fred knows the ceiling might collapse on top of him *or* a wall could fall down.

Reading Skill: Using Context

Using context will help you learn new words. When you see a new word, read the sentences around the word to guess the meaning. For example, you read, "The front door is locked, so Fred uses his axe to cut through the door." You can guess that "an axe" is a sharp tool.

Read the sentences. Guess the meaning of the words in *bold* by using context.

1. The fire engine leaves the station and races to the fire. The **blaze** is in an apartment across town. A **blaze** is _____

a. a fire b. smoke c. a home

2. Fred knows the ceiling might **collapse** on top of him or a wall could fall down.

When a ceiling **collapses**, it _____

a. burns up b. falls down c. stays up

3. She isn't breathing. **Rescue workers** put her in an ambulance and take her to the hospital. **Rescue workers** are _____

a. fire fighters b. medical workers c. police officers

Vocabulary Review: Write the missing words to complete the sentences.

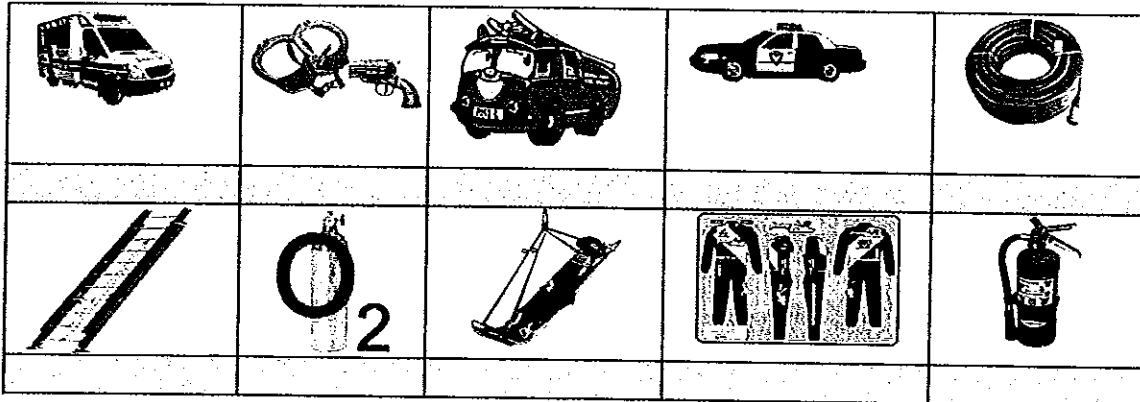
alarm captain crew fire engine ambulance fire fighter

1. There are seven people on the _____, and they all work five nights a week.
2. The _____ is the boss. He or she tells the crew what to do.
3. The _____ uses an axe to break down the door.
4. When the _____ rings, all the fire fighters leave the building.
5. The young man is driving the big red _____ to the fire.

Vocabulary Expansion: Grouping Safety Equipment Words.

Grouping safety equipment words helps you learn more words. When you learn about a public safety job, remember three things the workers use for that job. For example, **fire fighters** use axes, helmets, and fire engines.

Write the safety equipment vocabulary under the pictures.



Group work: Identifying emergency situations. Write the words for safety equipment used by the respective emergency team in the correct box.

Fire fighters	Police	Rescue Workers
		ambulance

Name Class No. Score

Quiz 3: Fire fighters save a woman

A: Complete the sentences with a word from the box. Use each word only once.

alarm	ambulance	crew	doctor	fire engine	police
-------	-----------	------	--------	-------------	--------

When there is a fire, a/an (1) rings at the fire station. A/An(2) of fire fighters goes to work. They get in a/an (3) and drive to the fire. Most times, the (4) are also at the fire. The officers help the fire fighters. If someone is hurt, rescue workers come in a/an (5)

B: Answer these questions based on the story above.

1. Who goes to the fire when the alarm rings?

.....

2. Who will bring people who are hurt to the hospital?

.....

3. Who is the leader of a fire fighter team?

.....

4. What instruments are used to carry injured people?

.....

5. What do rescue workers drive?

.....

C: Based on the story "Fire Fighters Save a Woman," choose a word/phrase to answer each question. Use each word/phrase only once.

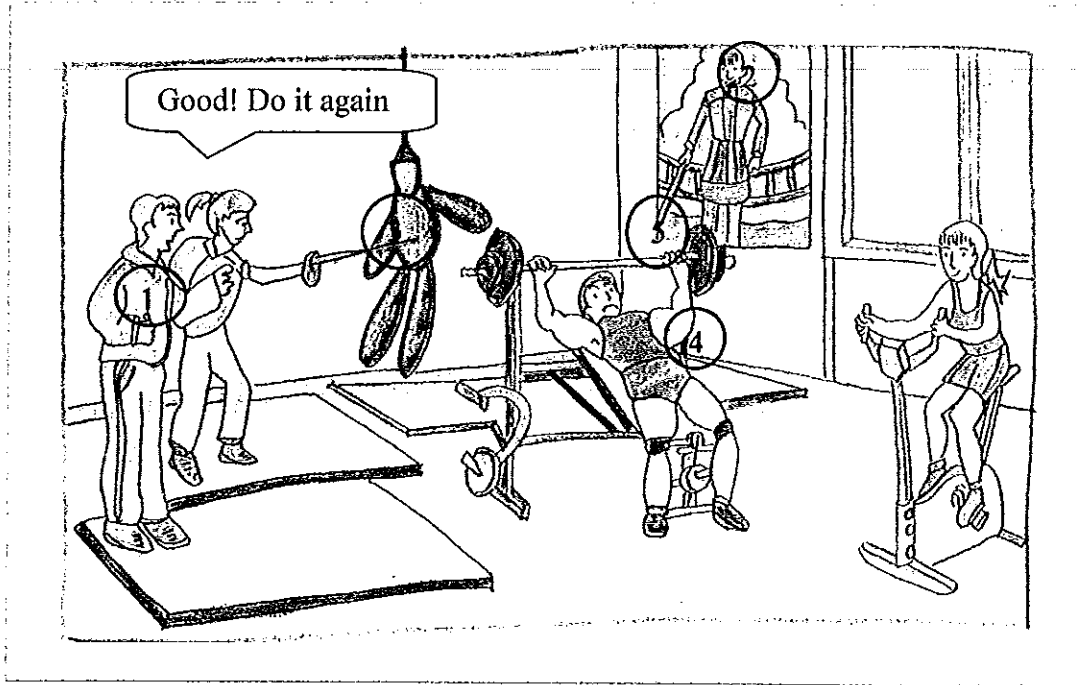
across town	a woman	fire fighters	alarm	on the floor	smoke
-------------	---------	---------------	-------	--------------	-------

1. Where is the building that is on fire?
.....
2. What does Fred find in the bathroom?
.....
3. Where is the woman?
.....
4. What almost killed the woman?
.....

D: Arrange the events into the correct order. Write numbers 1-5 in front of each sentence according to the sequence of events.

- A fire fighter finds a woman and gets her out of the house.
- A fire fighter uses an axe to cut through the door.
- The woman is taken to the hospital in an ambulance.
- A fire engine stops in front of a burning house.
- A police officer says there is a woman inside the house.

Unit 4: The Gladiator School



Key Vocabulary

A: Match the words to the items in the picture.

gladiators	coach	athletics	muscles	weights	sword
------------	-------	-----------	---------	---------	-------

B: Choose one of the words in the box to complete each of the following sentences.

1. There were _____ many years ago in Rome.
2. The man is very strong. He has big _____.
3. A/An _____ teaches people to play sports.
4. The man is lifting _____. He wants to be stronger.
5. A gladiator fights with a/an _____.

Reading

A: Scan the story. What city are the people in? _____

B: Read the story and answer the questions that follow.

The Gladiator School



1 Donna Rossini exercises all the time. Every week she runs 15 miles.
On weekends she rides her bicycle in the parks of Rome, Italy. She swims and
lifts weights three times a week, and she goes to dance class every day. Donna
wants to become a professional dancer. *Next* year she wants to go to Italy's best
5 dance school. She wants to be in great shape for it.

One winter day Donna tells her friend Paolo that she wants to find a new
indoor exercise. "Why don't you go to gladiator school?" asks Paolo.

"Gladiator school? What's that?" asks Donna.

"The Roman Historical Society has classes on **gladiator** fighting," says
10 Paolo. "My friend Sergio takes classes there. *First*, you learn the history of
gladiators. *Then* a **coach** teaches you to fight like a gladiator. *After that*, you learn
to fight other students. It's not real fighting, so no one gets hurt. I think it might
be fun, and it would definitely be something new. You might like it."

Donna decides to try gladiator school. She signs up for a two-month class.
15 At the school, Donna learns a lot about old Roman fighting. *Then* she begins
training. *At the start* of each class, the students warm up their **muscles**. *Then* they
pick up a long wooden **sword** and a 13-pound shield. They learn to fight each
other with these. Donna's dance background helps her a lot.

At the end of each class, Donna is tired. Her arms hurt from using the heavy
20 sword. "This is good for me," she tells her coach. "I'm using different muscles
than I used before. And it's fun!"

After a month of classes, Donna calls Paolo on the phone. "You were right!"

she says. "I love gladiator school!"

Paolo listens to Donna talk about her class. "You know," he says, "it sounds
25 like so much fun, maybe I should sign up for a class, too."

"That's a great idea," laughs Donna. "I can show you how to fight like a
gladiator."

Comprehension:

A. What did the passage focus on? Tick the correct box.

- 1. Donna wants to become a professional dancer.
- 2. It's important for people to exercise.
- 3. Gladiator schools are popular in Italy.
- 4. Donna learns an old sport to prepare for dance school.

B. According to the passage you have read, choose True or False for each item given.

	True	False
1. Donna wants to be a professional gladiator.	<input type="checkbox"/>	<input type="checkbox"/>
2. Donna signs up for a two month class.	<input type="checkbox"/>	<input type="checkbox"/>
3. Donna's dance background doesn't help her.	<input type="checkbox"/>	<input type="checkbox"/>
4. Paolo wants to go to gladiator school.	<input type="checkbox"/>	<input type="checkbox"/>
5. A dancer needs to exercise a lot.	<input type="checkbox"/>	<input type="checkbox"/>

Answer the question: (Role Play)

Take turns asking and answering questions about your favorite sports.

1. What is your favorite sport?

2. Where do you play this sport?

3. When do you play it?

4. Who do you play this sport with?

5. Why do you like it? (Give 2-3 reasons)

Grammar focus: Consequence words

Adverb: next, then, after that, at the end of

Adverbs of Time, Place, and Sequence

earlier	then	first
next	now	second
lastly	soon	third
later	here	fourth
before	there	eventually
after	today	tomorrow

Adverbs of time, place, and sequence are actually transitions of logic, but as such they also have conjunctive force because they connect ideas by showing a time relationship.

Examples:

- *At the start* of each class, the students warm up their muscles.
- *First*, you learn the history of gladiators.
- *Next year* she wants to go to Italy's best dance school.
- *At the end of* each class, Donna is tired.

Vocabulary Review: Complete the sentences. Fill in the correct answers.

gladiator coach heavy muscles weights exercising







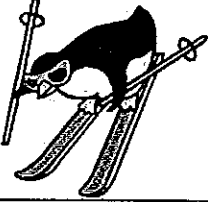

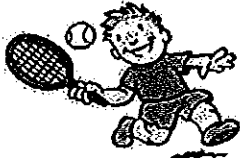
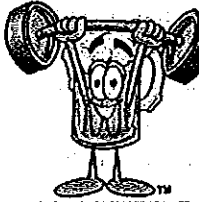
1. Donna is _____ right now. She is jogging.
2. The man is lifting _____ because he wants to be strong.
3. In old Rome, a/an _____ was sometimes killed in a fight.
4. The worker's _____ are very big because he lifts heavy boxes.
5. Donna's _____ teaches her how to be a good fighter.

Vocabulary Expansion: Grouping Sports Words

Learning words in groups helps you remember more words. You can remember sports words by learning which sports are played alone, with a partner, or in teams.

For example, you play **baseball** in **teams**.

1. Write the sports words in the correct boxes. You may put some of the sports in more than one box.

				
baseball				
				

With partner	Teams	Alone

Group Work: Walk around the classroom, and ask five people about their sport activities using the guide and sample questions below. Then write the answer in the table provided.

Example 1: Q: Do you _____?

A: Yes, I do or No, I don't.

Example 2: Q: What kind of sports do you play?

A: I do gymnastics.

do tae-kwan-oo	wrestle	do bicycle riding	do bungee jumping	do weightlifting
play volleyball	canoe	ski	do gymnastics	do mountain climbing

Name No..... Score

 Quiz 4: Gladiator School

A: Complete the sentences with a word from the box. Use each word only once.

gladiator	boxing	muscles	professional	shield	sword
-----------	--------	---------	--------------	--------	-------

Gianna Vendutti's family tree is two thousand years old. One man in her family, Carlo Vendutti, was a (1) a long time ago. He fought with a long (2) He also used a (3) Gianna imagines that Carlo had big (4) She thinks he probably liked (5), too.

biking	coach	exercise	team	sword	weights
--------	-------	----------	------	-------	---------

Sue Trigs loves (6) on the trails around her town. Today she is buying a new bicycle. Sue wants to join a bicycle (7) She talked to the (8) He said that Sue could be on the team. He also said people on the team have very strong muscles. He told Sue to (9) and to lift (10) every day.

B: Choose the main idea of each paragraph above.

Paragraph 1: A. Gianna Vendutti's family tree. B. A gladiator called Cario Vendutti.

Paragraph 2: A. Sue wants to join a bicycle team. B. Sue is buying a new bicycle.

C: Chose the items in column B to match with column A to complete the sentences.

Column A

Column B

- | | |
|---|---|
| ___ 1. Diana wants to be in great shape, | A. the coach teaches you to fight. |
| ___ 2. There has been gladiator fighting | B. so no one gets hurt. |
| ___ 3. After you learn the history of
gladiators | C. the students warm up their
muscles. |
| ___ 4. In class there is no real fighting | D. since the time of Rome |
| ___ 5. At the start of each class | E. so she exercises a lot. |

Name.....Class No..... Score

Review: Units 3 -4

A. Complete the sentences with a word from the box. Use each word only once.

captain	fire fighters	pilots	oxygen	rescue workers	stretchers
---------	---------------	--------	--------	----------------	------------

Every summer there are forest fires in the United States. (6)
 drop water on the forest fires from planes. There are also (7) who save
 people in the forest. Some people can't breathe, and the fire fighters give them (8)
 The fire fighters also have (9) for people
 who are hurt and can't walk. The (10) tells the crews what to do. It
 is very dangerous work.

B: Complete the sentences with a word from the box. Use each word only once.

captain	crew	fire fighters	fire engine	rescue	alarm
---------	------	---------------	-------------	--------	-------

1. Kent drives the every week.
2. When the fire sounds, everybody must leave the house.
3. Tony is on a/anof twenty men.
4. do a dangerous job.
5. The tells the fire fighters what to do.

C: Complete the sentences with a word from the box. Use each word only once.

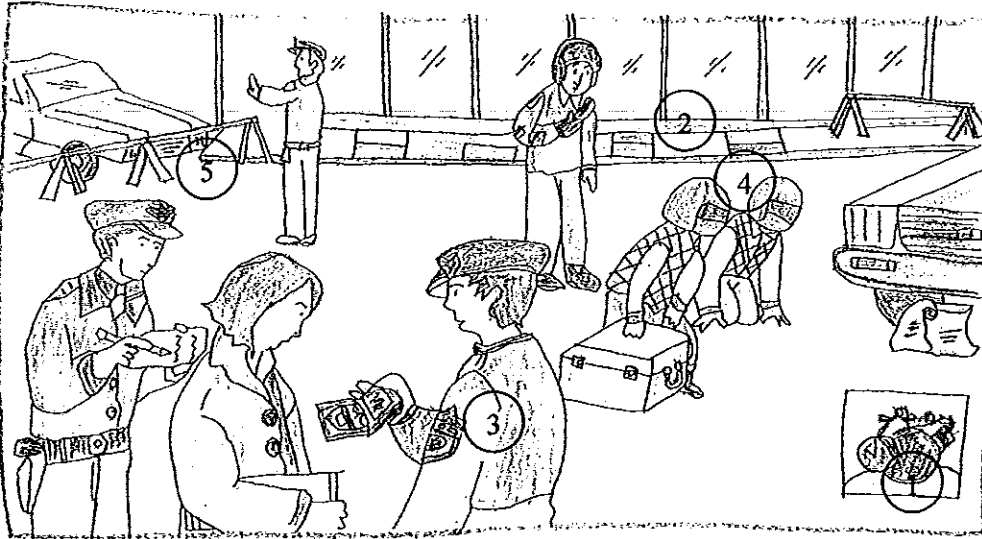
gladiators	coach	muscles	fighting	exercising	weights
------------	-------	---------	----------	------------	---------

1. fought with swords.
2. Mary's helps her with boxing.
3. James is at the gym.
4. Lifting makes your muscles big.
5. Carrie is stronger than her boyfriend. She has big

D: Underline the correct answers to complete the sentences.

1. Donna Rossini (*coaches/dances*) every day.
2. Donna wants to be a professional (*gladiator/dancer*).
3. Paolo tells her about (*gladiator/muscles*) school.
4. A (*coach/weight*) teaches Donna to fight like a gladiator.
5. Donna uses new (*muscles/fighting*) in her class.

Unit 5: The Bomb Squad



Key Vocabulary

A: Match the words with the items in the picture.

badge	bomb	roadblock	squad	description	sidewalk
-------	------	-----------	-------	-------------	----------

B: Choose one of the words in the box to complete each of the following sentences.

- The woman is scared because there is a _____ under the car. She thinks it will hurt many people.
- Sometimes a police officer wears a small, metal _____ on his or her shirt, or has it in a wallet.
- The police officers don't want cars to drive down the street. They set up a _____.
- The police officers also ask people not to walk on the _____ next to the street.
- The bomb _____ is a special police crew who destroys bombs.

Reading

A: Scan the reading. Write the names of two police officers on the lines. Read the story to check your answer. Officer _____ and Officer _____

B: Read the story and answer the questions that follow.

The Bomb Squad

Officer Kevin Black and his partner park their police car and get out. They walk over to a scared woman *named* Karen Holmes. Officer Black shows Karen his **badge**. He says, "Please, tell us what you saw."

"I was looking out the window of my office", she says. "I *saw* a strange
5 man in a black coat. He was standing by the building across the street. All of a sudden, he *walked* to that blue *parked* car." She points to the car. "He *stopped* and *pulled* a bag out of his coat. He *threw* it under the car. Then he *ran* away. I think it's a **bomb**."

Officer Black doesn't know if the bag is a bomb, but he knows what to do.
10 He quickly calls the county bomb **squad**. He also asks Karen for a **description** of the man. She tells him the man is tall and white and has blond hair. That's all she can remember. Officer Black calls the police station on his radio. "Don't worry, Ms. Holmes. We have four officers looking for this man," he tells Karen.

15 Next, Officer Black and his partner set up a **roadblock**. No cars or trucks can drive on the street. They tell the people on the **sidewalk** to leave. Then three people from the bomb squad walk over to the bag.

The bomb squad uses a machine to see inside the bag. Officer Black and his partner watch from a safe place. After a few moments, they see a bomb
20 squad officer Dianne Harrison picks up the bag.

"It's not a bomb," says Officer Harrison, walking back to Officer Black.
"It's just garbage from somebody's lunch."

Karen Holmes is embarrassed. "I'm sorry," she says. "I really *thought* the bag was dangerous. I *thought* it was a bomb."

25 "That's all right," says Officer Black. "When you see something that scares you, it's always best to call us."

Comprehension:

A: What is the main topic of the passage? Tick the correct box.

- 1. A police officer is happy that Karen Holmes calls him.
- 2. A man throws a bag under a car.
- 3. Bomb squads do important work.
- 4. A woman calls the police because she thinks there's a bomb under a car.

B: According to the passage you have read, choose True or False for the following.

- 1. Karen talks to the police about a car accident.
- 2. The strange man throws a bag under a car.
- 3. There is not a bomb in the bag.
- 4. Officer Harrison is on the bomb squad.
- 5. Officer Black is angry that Karen was wrong.

Reading Skill: Finding Supporting Details.

Read each sentence below. Draw a line to the correct supporting detail.

Fact	Supporting Detail
1. Karen says the man was acting strangely.	a. She says, "The man is tall and white and has blond hair."
2. Karen tells the police what the man looks like.	b. They walk over to the car and use a machine to find out what is inside the bag.
3. People cannot go close to the car.	c. He thinks people should call the police when they see something that scares them.
4. The bomb squad starts to work.	d. She says, "He stopped and pulled a bag out of his coat. He threw it under the car. Then he ran away."
5. Officer Black understands why people call the police.	e. Officer Black and his partner set up a roadblock. They tell people on the sidewalk to leave.

Grammar focus: Past Simple Tense

It is used with completed actions in the past.



Most verbs conjugate by adding *-ed*, like the verb "wait" below.

Positive	Negative	Question
I waited.	I did not wait.	Did I wait?
You waited.	You did not wait.	Did you wait?
We waited.	We did not wait.	Did we wait?
They waited.	They did not wait.	Did they wait?
He waited.	He did not wait.	Did he wait?
She waited.	She did not wait.	Did she wait?
It waited.	It did not wait.	Did it wait?

Irregular Verbs: Many verbs, such as "have", take irregular forms in the Simple Past. Notice that you only use the irregular verbs in positive statements. In negative forms and questions, "did" indicates simple past.

Positive	Negative	Question
I had.	I did not have.	Did I have?
You had.	You did not have.	Did you have?
We had.	We did not have.	Did we have?
They had.	They did not have.	Did they have?
He had.	He did not have.	Did he have?
She had.	She did not have.	Did she have?
It had.	It did not have.	Did it have?

To Be: The verb "be" is also irregular in the simple past. Unlike other irregular verbs, there are two simple past forms: "was" and "were." It also has different question forms and negative forms. Always remember that you DO NOT use "did" with the verb "be" in the Simple Past.

Positive	Negative	Question
I was.	I was not.	Was I?
You were.	You were not.	Were you?
We were.	We were not.	Were we?
They were.	They were not.	Were they?
He was.	He was not.	Was he?
She was.	She was not.	Was she?
It was.	It was not.	Was it?

Modal Verbs: Some modal verbs do not have the simple past form. It needs another word instead, such as "must" become "had to."

I **must** call my wife now. → I **had to** call my wife yesterday.

Complete the sentences by filling in the correct answers.

Look at the word in italics. Fill in the blank to best complete the sentence.

1. People usually wear a *badge* on their _____.
2. A roadblock _____ cars.
3. A *bomb* is _____.
4. Dianne is a member of a *squad*. She belongs to a _____.
5. Cars drive on the road, but people _____ on the *sidewalk*.

Answer the questions

1. What does an officer use to talk to officers at the police station?

2. What do the police put on their arms?

3. What do we call a person who takes other people's belongings?

Group work: Giving Descriptions

1. Choose a person in the room. Don't write his or her name. Complete the boxes below with information about the person

Sex:	Height:
Eyes color:	Hair color:
Clothing:	
Other details:	

2. Ask a partner these questions:

- Is the person a male or a female?

- How tall is he or she?

- What color eyes does he or she have?

- What color hair does he or she have?

- What is he or she wearing?

- What other details can you tell me?

Name..... No..... Score.....

Quiz 5: The Bomb Squad

A: Circle the correct word to complete each sentence.

1. I asked the police officer to show me his (badge/squad).
2. We need a (roadblock/border) to stop cars.
3. Don't walk in the street. Always walk on the (sidewalk/window).
4. Airline officers always check for (bombs/roadblocks.)
5. The bomb (partner/squad) knows what to do with a bomb.

B: Think of "The Bomb Squad", and decide whether each statement is True or False. Tick the appropriate boxes.

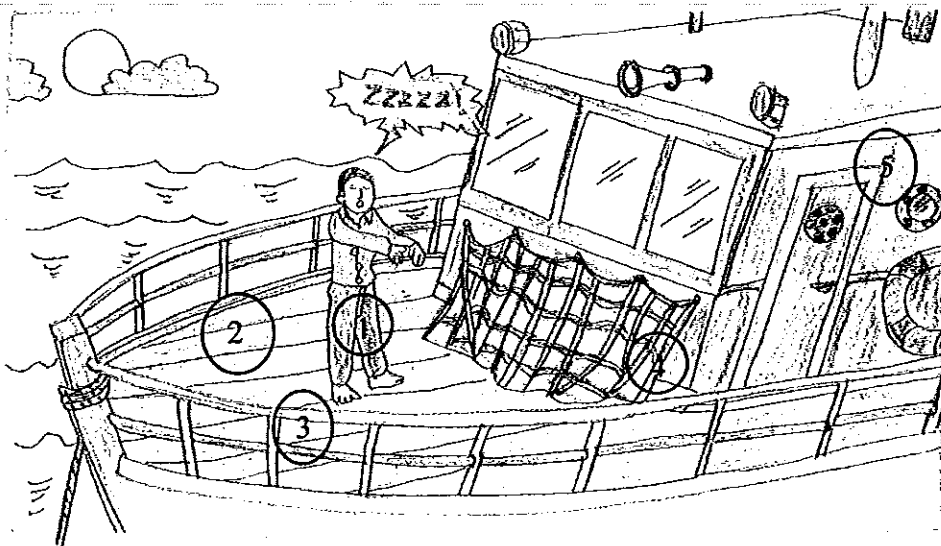
- | | True | False |
|--|--------------------------|--------------------------|
| 1. Karen Homes reports to a chief. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Officer Black and his partner help Karen. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The bomb squad doesn't help Karen. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There is a bag of garbage under the car. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The police officers are angry with Karen. | <input type="checkbox"/> | <input type="checkbox"/> |

C: Complete the sentences with a word from the box. Use each word only once.

evidence	badge	bomb	roadblock	sidewalk	squad
----------	-------	------	-----------	----------	-------

Selma Marin got a strange package in the mail. She thought it was a (1) Selma called the police. An officer came to Selma's house and showed Selma his (2) The officer looked at the package and called a special (3) The squad came to look inside the package. People began to crowd the (4) in front of Selma's house. The police officer set up a (5)

Unit 6: Sleepwalking at Sea



Key Vocabulary

A: Match the words to the items in the picture.

railing breathing sleepwalking nets cabin deck

B: Choose one of the words from the words given in the box to complete each of the following sentences.

1. A bedroom on a boat is called a _____.
2. The man is standing on the _____. It's the floor on the outside of a boat.
3. People use _____ to catch fish.
4. The man is _____. He is not awake.
5. The man is walking to the _____. He may fall into the water.

Reading

A: Scan the story. Who is sleepwalking at sea? Read the story to check your answer.

- A. Goro B. Aki C. Aki and Goro

B: Read the story and answer the questions that follow.

Sleepwalking at Sea

Goro Akera was very tired. He and the other men had long, hard day fishing in the Sea of Japan. When they put away the nets, they wanted to relax. They sat on the **deck** to watch the moon rise.

At 10:00 p.m. when the night crew started fishing, Goro stood up.

5 "Goodnight, everybody, he said. "I'm going to bed."

"Me, too," said Aki Endo.

Goro and Aki were good friends. On this night, the two men lay in their **cabin** talking about their children. Then Goro and Aki fell asleep.

In the middle of the night, Aki woke up. He saw Goro walked past him and
10 go outside to the main deck.

"That's strange," thought Aki. "Where is Goro going at this time of night?"

Aki closed his eyes and tried to go back to sleep, but something wasn't right. He got out of bed and followed Goro.

15 In the moonlight, Aki saw Goro walking toward the side of the boat. When Goro got to the **railing**, he climbed over it and jumped into the water.

"Goro!" yelled Aki. Then he screamed, "Help! Goro is in the water!"

Aki ran to the railing and looked down. He saw Goro in the water. Aki jumped into his friend. When Aki reached him, Goro was face down in the
20 water. Aki put one arm around Goro's body and swam back to the boat. Two men from the night crew helped pull Goro out of the water.

Goro was *not breathing* and water was coming out of his mouth. Aki and

another man quickly put Goro on the deck. Aki breathed into Goro's mouth.

A minute later, Goro began to breathe again. "You're going to be all right,"

25 Aki said.

When Goro felt better, Aki asked him what happened.

"I don't know," answered Goro. "I remember going to bed. After that I had a bad dream. The next thing I knew, you *were breathing* into my mouth."

"*Were you sleepwalking?*" asked Aki.

30 "I don't know," said Goro. "Maybe I was. I used to sleepwalk when I was little. My parents tell funny stories about it."

"Well, this wasn't funny," Aki said. "You could have died! From now on, I'm locking our door at night."

Comprehension

A. What is the most important idea about the topic? Tick the correct box provided.

1. Aki and Goro work on a boat.
2. A sleepwalking man is saved by his friend.
3. Sleepwalking is not dangerous.
4. Two friends were fishing in the Sea of Japan.

B. According to the passage you have read, then answer the question.

1. Who works on a fishing boat? _____
2. When does Aki wake up? _____
3. Why does Goro jump in the water? _____
4. What does Aki do to protect Goro sleepwalking? _____
5. After Goro is sleepwalking, what did Aki do? _____

Grammar focus: Past Continuous Tense



Structure: [WAS / WERE] + [VERB+ing]

Ex: I was studying when she called.

Clauses with the Past Continuous usually start with *while*. *While* expresses the idea

"during the time." Study the examples below. They have the same meaning.

While he Goro was walking, it started to rain.

Aki worked while Goro was sleeping last night.

Interrupted Action in the Past

Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually an action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

Ex: I was watching TV when she called.

The next thing I knew, you *were breathing* into my mouth."

Aki was working when Goro had the boat accident.

Reading Skill: Finding Details

Each sentence has an incorrect detail in it. Cross it out and then write the correct detail.

1. Aki and Goro work ~~in a fish store.~~ *on a fishing boat.*
2. Goro and Aki are brothers.
3. Aki woke up as Goro jumped over the railing.
4. Goro was face up in the water.
5. Goro remembered everything that happened while he was sleepwalking.

Vocabulary Review

Complete the sentence. Write the missing words.

cabin face down nets railing deck sleepwalking

1. In the morning, Aki and Goro drink tea outside on the _____.
2. Then, they go to the _____ to look down at the sea.
3. When they find a good area for fishing, they throw their _____ into the water.
4. At night, they sleep in their _____.
5. One night, Aki sees Goro _____ on the deck.

Vocabulary Expansion: Learning pairs of work words.

Learning words in pairs helps you remember both words faster. When you learn a new job title, learn the workplace where the job is done. For example, a sailor works on a boat.

1. Match the job titles with the correct workplace.

Job Title	Workplace
1. businessperson	a. office
2. beautician	b. restaurant
3. professor	c. bus
4. nurse	d. hair salon
5. driver	e. school
6. waiter	f. university
7. teacher	g. hospital
	h. train station

2. For each job title, write the workplace.

Job title	Workplace
1. pilot	_____
2. DJ	_____
3. cashier	_____

Group work: Finding some who....sleeps

1. Move around the classroom. Ask people if they have one of the sleep problems below. When someone answers "Yes", ask that person to sign in the box.

Example: You: Do you walk in your sleep?

Goro: Yes, I do.

You: Please sign your name. Thanks.

Do you walk in your sleep?	Do you have insomnia?	Do you snore?
Do you oversleep?	Do you have nightmares?	Do you talk in your sleep?

Name No. Score.....

Quiz 6: Sleepwalking at Sea

A: Complete the sentences with a word from the box. Use each word only once.

boat	cabins	put away	deck	nets	railing
------	--------	----------	------	------	---------

Willy Curtis wants a yacht. A yacht is a big (1) Willy likes to think about his yacht. He wants to have sleeping (2) for each member of his family. On the top (3), there are chairs for sitting in the sun. There are also (4) for fishing. He sees himself standing by the (5) He looks very happy.

B. Match the person with the place where they work.

Person

- ___ 1. chancellor
- ___ 2. scientist
- ___ 3. chef
- ___ 4. surgeon
- ___ 5. prime minister
- ___ 6. therapist
- ___ 7. green grocer
- ___ 8. reporter
- ___ 9. airhostess
- ___ 10. cashier

Workplace

- a. department store
- b. market
- c. laboratory
- d. plane
- e. clinic
- f. hospital
- g. parliament
- h. news agency
- i. beauty parlor
- j. House of Commons
- k. health and beauty centre
- l. operating room
- m. kitchen

C: Choose the correct answer to complete the sentences.

1. can be dangerous.

- (A) Bus (B) Sleepwalking (C) Professor

2. How many are on the boat?

- (A) railings (B) cabins (C) restaurants

3. Let's sit outside on the

- (A) nets (B) bus (C) deck

4. Bobby almost fell over the!

- (A) railing (B) restaurant (C) office

5. My grandfather and I catch fish with

- (A) pilot (B) cashiers (C) nets

D: True or False? Think of "Sleepwalking at Sea." Tick True or False for each item given.

	True	False
1. Goro works on a boat in the Mediterranean Sea.	<input type="checkbox"/>	<input type="checkbox"/>
2. Goro shares a cabin with his good friend Aki.	<input type="checkbox"/>	<input type="checkbox"/>
3. Goro saw Aki walking in the middle of the night.	<input type="checkbox"/>	<input type="checkbox"/>
4. Goro fell into the water.	<input type="checkbox"/>	<input type="checkbox"/>
5. Aki saved Goro.	<input type="checkbox"/>	<input type="checkbox"/>

Name..... No..... Score

Review: Units 5 -6

A: Read the paragraph and then answer the questions.

Officer Joe Kelly is called to a bank. A thief took some money. Officer Kelly takes the videotape from the bank's camera. It has important evidence about the thief. Officer Kelly can see that the thief's height is six feet two inches. He thinks the thief's weight is about 170 pounds. Officer Kelly calls other police officers on his radio. He gives them all the information.

1. Why is Joe Kelly called to a bank?
.....
2. What does Kelly get from the videotape?
.....
3. Do you think it is good for a bank to have a camera? Why?
.....
4. How is a radio useful for the police?
.....

B: Match each fact with its supporting detail.

Fact	Supporting Detail
___ 1. It is rather safe to live in this village.	A. There is a park where they can jog every day.
___ 2. People here are rather healthy.	B. Each house is charged 300 baht a month.
___ 3. There are a lot of facilities here.	C. No one has moved to any other place during the past three decades.
___ 4. All the people want to stay in this village.	D. Security guards ride around the village every 15 minutes.
___ 5. However, they have to pay for what they get.	E. For example, the village has a pool, a club and a convenience store.

C: Complete the sentences with a word from the box. Use each word only once.

office	restaurant	waitress	sleepwalks	moonlight	university
--------	------------	----------	------------	-----------	------------

Mary Anderson teaches at a (6) She works very hard and leaves her (7) at 10 p.m. Mary (8) at night. One night, Mary went to bed with an empty stomach. She woke up later at an all-night (9) The (10) was shaking Mary and saying, "Professor, wake up." It was one of her students. Mary was embarrassed. She was wearing her pajamas!

D: Read the paragraph then answer the questions.

Poland and Italy are different in some ways. Poland is in the north of Europe, but Italy is in the south. The winter in Poland is much colder than in Italy. However, there are also similarities. The most important religion in both countries is Catholicism. In addition, both the Italians and the Polish are famous for their friendliness.

1. How does Poland differ from Italy?

.....

2. How are Poland and Italy similar?

.....

Unit 7 : I'm a Millionaire!



Key Vocabulary

A: Match the words to the items in the picture.

line	convenience store	customer	cashier	lottery	counter
------	-------------------	----------	---------	---------	---------

B: Choose one of the words in the box to complete each of the following sentences.

- The _____ sells food, newspapers, and candy.
- There are many people waiting in _____.
- The _____ wants to buy lottery tickets.
- The _____ takes the customer's money and puts it in the cash register.
- The _____ is between the customers and cashier.

Reading

A: Scan the story. How much money will someone win? Read the story to check your guess.

- \$1,000,000
- \$20,000,000
- \$100,000,000

B: Read the story and answer the questions that follow.

I'm a Millionaire!

JoAnn Rankin stands outside the store with her friend Lori Waters. The two women are in a long **line**. The **customers** are waiting to get into the small **convenience store**. They all want to buy **lottery tickets**.

“Every time the jackpot gets over \$20 million, people go crazy,” Lori says. It’s true. Many people are at the store to buy lottery tickets. They all want to win \$100 million. As the line slowly moves forward, Lori turns to JoAnn. “So what *will you do* if you win?” she asks.

“I’ll *buy* a house!” JoAnn says. “I’m so tired of my small apartment. I’ll *buy* a house with a big kitchen and lots of closets.”

“Well,” says Lori, “if I win, the first thing I’ll *do* is to buy two new cars; one for my husband and one for me. Then we won’t *have* to drive around in old cars that break down all the time.”

“If I win,” says JoAnn, “I’ll *give* you \$50,000. That way you can get your new cars. I’ll still *have* lots of money for a new house.” She adds, “Will you *quit* your job? I’ll quit mine. I don’t really like working at the gas station.”

“If I win, I’m not sure what I’ll *do*,” says Lori. “I like working at the hospital, but maybe I’ll *go back* to school and get a degree. Then I could get a better job at the hospital.”

At last Lori and JoAnn are at the counter. Each woman gives the cashier five dollars and buys five tickets.

Later that night JoAnn is getting ready for bed when she remembers her lottery tickets. She turns on the TV to watch the late news. When the winning lottery numbers are announced, JoAnn looks at her tickets and checks to see if she won.

“It can’t be ...,” she says as she looks at her ticket. “I don’t believe it.”

She turns on the radio and hears the lottery numbers again. She compares the

numbers she hears with the numbers on one of her tickets. Then she screams and quickly telephones Lori.

“Guess what!” she shouts. “I’m a millionaire!”

Comprehension

A: What is the main idea of the context? Tick the correct box.

1. The lottery jackpot is \$100 million.
2. A woman wins the lottery.
3. People quit their jobs when they win the lottery.
4. Many people buy lottery tickets.

B: Complete the sentences. Choose the correct answers from the items given.

1. JoAnn wants to win so she can _____
 a. buy two cars b. quit her job c. go to school
2. She says she will give Lori _____
 a. a new house b. a college education c. money
3. JoAnn works at a _____
 a. gas station b. grocery store c. hospital
4. Both women _____
 a. win b. buy five tickets c. work at the gas station
5. The numbers on JoAnn’s tickets _____ sequential numbers.
 a. are b. aren’t c. are almost

Answer the questions about the lottery.

1. Have you ever bought a lottery ticket?

2. What is your reason for buying or not buying a lottery ticket?

3. If you win 10 million baht from the lottery, what will you do with the money?

Why? _____

4. What are three things that you want to do with the 10 million baht you get from winning the lottery? Give reasons why you would do so. (Use the answers from the above activity to help you answer.)
-
-

5. What may happen to JoAnn next?
-

Grammar focus: If Clause

Conditional sentences: There are three types of if-clauses.

type condition

- I condition possible to fulfill
- II condition in theory possible to fulfill
- III condition not possible to fulfill (too late)

Form

type	if clause	main clause
I	Simple Present	will-future (or Modal + infinitive)
II	Simple Past	would + infinitive *
III	Past Perfect	would + have + past participle *

Examples (if-clause at the beginning)

type	if clause	main clause
I	If I study,	I will pass the exam.
II	If I studied,	I would pass the exam.
III	If I had studied,	I would have passed the exam.

Ex. - If I win, the first thing I'll do is to buy two new cars; one for my husband and one for me.

- If I win, I'm not sure what I'll do

Examples (if-clause at the end)

type	main clause	if-clause
I	I will pass the exam	if I study.
II	I would pass the exam	if I studied.
III	I would have passed the exam	if I had studied.

*Examples (affirmative and negative sentences)***type Examples****long forms**

+ If I study, I will pass the exam.

I - If I study, I will not fail the exam.

- If I do not study, I will fail the exam.

+ If I studied, I would pass the exam.

II - If I studied, I would not fail the exam.

- If I did not study, I would fail the exam.

+ If I had studied, I would have passed the exam.

III - If I had studied, I would not have failed the exam.

- If I had not studied, I would have failed the exam.

short/contracted forms

If I study, I'll pass the exam.

If I study, I won't fail the exam.

If I don't study, I'll fail the exam.

If I studied, I'd pass the exam.

If I studied, I wouldn't fail the exam.

If I didn't study, I'd fail the exam.

If I'd studied, I'd have passed the exam.

If I'd studied, I wouldn't have failed the exam.

If I hadn't studied, I'd have failed the exam.

Reading skill: Skimming

Skimming helps you understand the general topic of a reading passage. When you skim, read quickly to get a general idea about the topic. Don't worry about every word, fact, or detail.

Skim the paragraph. What is the main topic? Tick the correct answer.

The first thing I did was to give Lori a \$50,000 check. She was so happy! Then I bought a nice house that had a great kitchen and ten big closets. After I bought the house and moved in, I quit my job. Last September I started college. I bet I'm the only student who is a millionaire.

- 1 JoAnn gives Lori money.
- 2 How JoAnn spends her lottery money.
- 3 JoAnn goes to school.
- 4 How Lori spends her lottery money.

Vocabulary Review: Complete the sentence. Write the missing word(s).

cashier convenience store counter customer announced line

1. Lori went to the _____ to buy a newspaper.
2. There was a long _____ of people in the store.
3. The _____ in front of Lori wanted to buy an apple.
4. Lori put her newspaper on the _____ and smiled at the cashier.
5. She gave the _____ money for the newspaper.

Vocabulary Expansion: Grouping workplace words in the correct boxes.

Grouping new words helps you learn more words. You can group words by workplace (where a job is done), **worker** (who does a job), or **consumer** (who buys a product or service). For example, in a convenience store, the store is the workplace, a **cashier** is the worker, and the **customer** is the consumer.

hospital	professor	convenience store	bus	customer	passenger
student	cashier	driver	doctor	patient	college

Workplace	Worker	Consumer
bus	driver	passenger

Group Work: Talking about different stores

There are many different types of stores. Each type of store sells different things. For example, convenience stores sell candy, magazines, sodas, snack foods, and lottery tickets. Write five things you can purchase in each store and then compare them with another group.

Department Store	Grocery Store	Drug Store	Jewelry Store

Name.....No.....Score.....

Quiz 7: I'm a Millionaire

A: Complete the sentences with a word from the box. Use each word only once.

apartment	cashier	counter	convenience store	line	customer
-----------	---------	---------	-------------------	------	----------

Victor and Wendy Rice are driving across the United States. They stop at a/an (1) for some sodas. When Wendy goes to the (2), there is a problem. Another (3) is angry. The (4) tries to help the customer. Wendy has to stand in (5) for 20 minutes!

B: From this passage, choose the best answer.

1. What is the paragraph mainly about?
 - a. Victor and Wendy Rice want some drinks.
 - b. Wendy faces a problem at a convenience store.

C: Complete the sentences with a word from the box. Use each word only once.

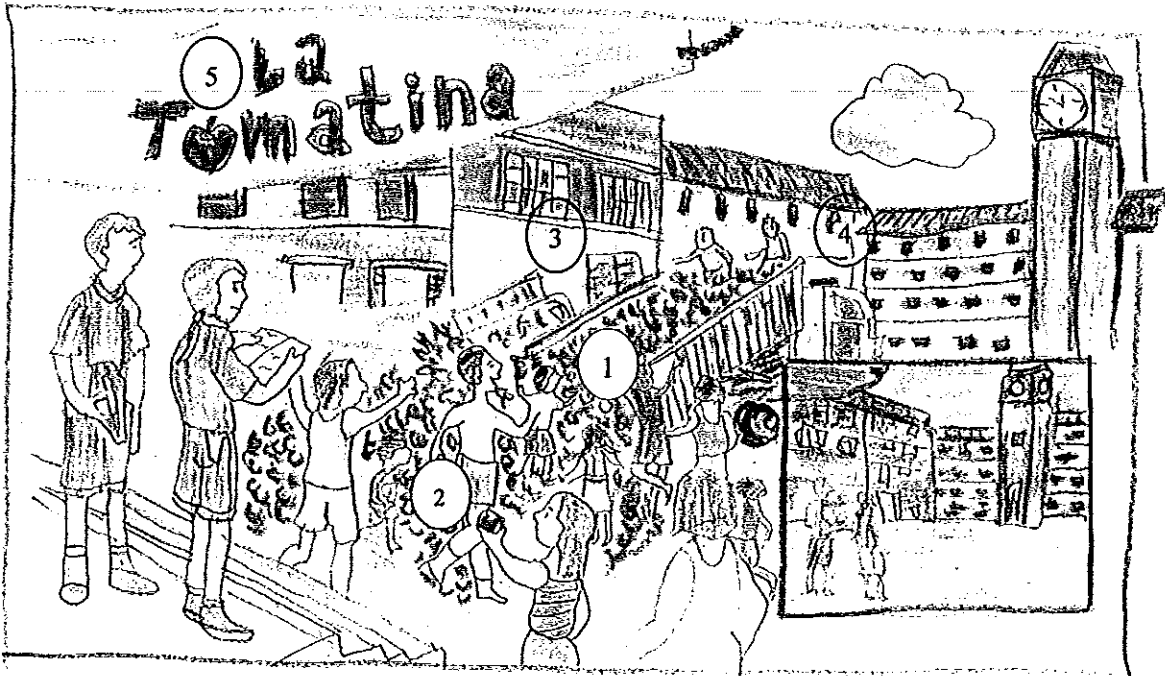
convenience store	cashier	counter	customer	line	tickets
-------------------	---------	---------	----------	------	---------

1. Taylor decided to see the movie another day. The was too long.
2. The took my money and gave me change.
3. Put all your food on the
4. I went to the to buy a soda and some candy.
5. The cashier helped the

D: Think of "I'm a Millionaire!" Circle the correct word or words.

1. There (are / are not) many people waiting in line.
2. JoAnn (wants / doesn't want) to buy a new car.
3. JoAnn and Lori (buy / don't buy) five tickets each.
4. JoAnn (wins / doesn't win) the lottery.

Unit 8: The World's Biggest Food Fight



Key Vocabulary

A: Match the words to the items in the picture.

tomato	festival	crowd	town square	bathing suit	tourists
--------	----------	-------	-------------	--------------	----------

B: Choose one of the words in the box to complete each of the following sentences.

- The _____ is a large, open area. It has shops and restaurants.
- There's a large _____ in the town square. There are thousands of people there!
- A _____ is a big celebration. People sing, dance, eat good food, and have fun.
- Many _____ travel to Europe each year on vacation.
- A _____ is a delicious red fruit that tastes good in a salad.

Reading

A: Make a prediction about the story. Then scan the story.

I think the people in this story will _____

- a) grow tomatoes b) throw tomatoes c) make tomato sauce

B: Read the story and answer the questions that follow.

The World's Biggest Food Fight

"Welcome to Spain! Welcome *to* our beautiful town of Bunol!" Rita Lopez said to her American cousin Marc. "How was the train ride?"

"Hot," said Marc, "and long. But I'm happy to see you."

"Yes," said Rita. "I'm so glad you finally decided to visit."

5 "I really want to see this **festival**," said Marc. "This must be the world's biggest food fight!"

Rita laughed as they got into her car. "Most of the year Bunol is just a quiet little Spanish town, but every August over 30,000 **tourists** come here. They all come here for La Tomatina, the tomato festival."

10 "How did it start?" asked Marc. "Well, there are a lot of different stories about that," Rita said. "Some people say it started when a small group of children had a food fight. Other people say it began when unhappy customers *at* a restaurant started throwing their food. The festival started *in* the 1940s *or* 1950s."

"And people really throw **tomatoes** in the streets?" asked Marc.

15 "Oh! yes," said Rita. "Trucks bring in about 300,000 tomatoes and leave them in the **town square**. It sounds strange, but it's a lot of fun."

The next morning, Rita and Marc walked to the town square. A big **crowd** was there. They watched the tomato trucks arrive *with* the tomatoes. Then, *at* 11:00 a.m., they heard a loud noise.

20 "OK," said Rita. "It's time to start throwing tomatoes! Remember, you have to make the tomatoes soft before you throw them. Otherwise, they might hurt people."

Marc watched people run to pick up tomatoes. Everyone was laughing. Marc

saw men taking off their T-shirts, so he took his shirt off, too. Rita was wearing a
25 bathing suit. Soon Marc and Rita were throwing tomatoes *at* each other and at
everyone else, too. Everyone had tomato juice *in* their hair and on their bodies.

At 1:00 p.m. there was another loud noise. "That's it," Rita said. "The fight is over."

"This was great, Rita," Marc said. "Thanks for inviting me. Can I come back
30 again next year?"

Comprehension

A: What is the most important topic? Tick the correct box.

- 1. People in Spain throw tomatoes at tourists.
- 2. There is a tomato festival in Spain.
- 3. Two cousins have fun at a tomato festival.
- 4. A man throws a tomato at his cousin.

B: Answer the following questions about the story.

1. How are Marc and Rita related? _____
2. How did Marc get to Bunol? _____
3. When did the tomato fight start? _____
4. What did Rita wear during the festival? _____
5. What does the loud noise mean? _____
6. What did they do before throwing the tomatoes?

7. Who won in the fight?

Why? _____

Grammar focus

Preposition *in, at, on, of, with*

Prepositions link nouns, pronouns and phrases to other words in a sentence, as in the following:

Examples: - The book is **on** the table.

- The dog is hiding **under** the porch because it knows it will be punished **for** chewing up a new pair **of** shoes.
- "The festival started **in** the 1940s *or* 1950s."
- The screenwriter searched **for** the manuscript that he was certain was somewhere **in** his office.
- **At** 1:00 p.m. there was another loud noise. They watched the tomato trucks arrive **with** the tomatoes.

Reading Skill: Putting Events in Order

Putting events in order helps you understand the sequence of actions in a story.

Put the events in the right order. Write the correct number on each line.

1	Rita hadn't seen Marc for a long time.
	The people ran to pick up tomatoes.
	Crowds filled the town center.
	There was another loud noise.
	Everyone was laughing and dripping with tomato juice.
	Rita invited Marc to a festival in Bunol.
	Everyone heard a loud noise.
	People threw tomatoes at each other.
9	La Tomatina was over.

Vocabulary Review

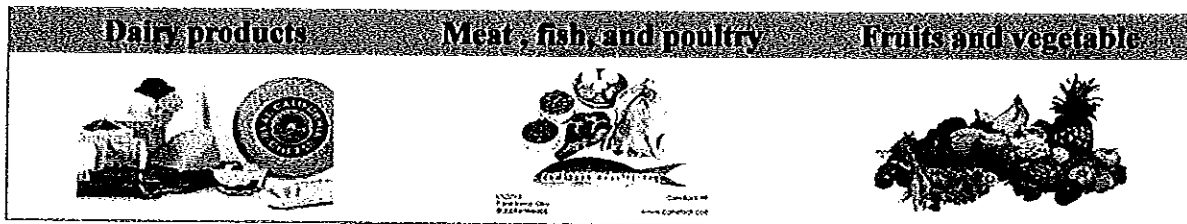
Choose the correct answer from the items given to complete the sentences.

1. A tomato is a red _____.
 - a. flag
 - b. fruit
 - c. fight
2. The crowd _____ the town square.
 - a. filled
 - b. threw
 - c. started
3. A festival is like a _____.
 - a. fight
 - b. trip
 - c. party
4. A town square is usually in a town's _____.
 - a. center
 - b. forest
 - c. parking lot
5. Every August, 30,000 tourists or _____ come to La Tomatina.
 - a. tomatoes
 - b. visitors
 - c. festivals

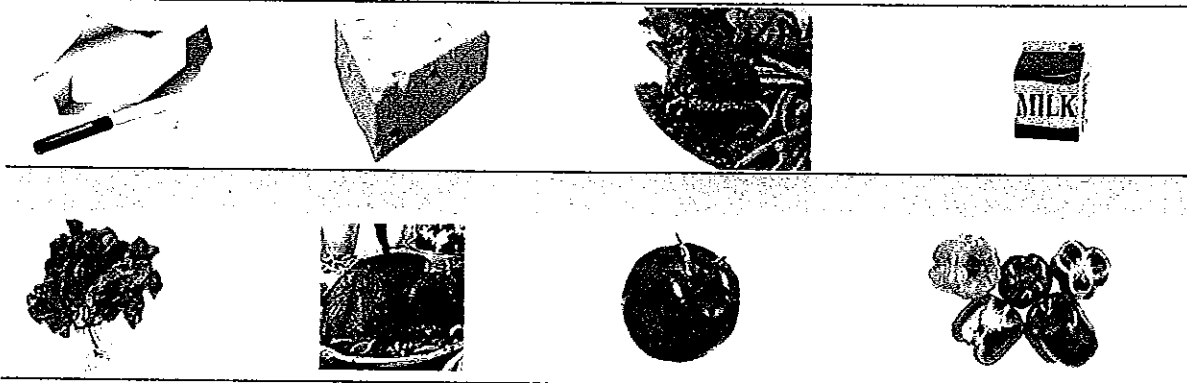
Vocabulary Expansion: Grouping Food Words

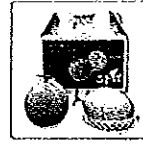
Grouping new words helps you remember them. You can think of a food group, like fruits and vegetables, and then think of three or four foods that are in the group. For example, tomatoes, carrots, and apples are fruits and vegetables.

1. Learn the words for food groups.



2. Write the words under the pictures.





Meat, fish, and poultry	Dairy products	Fruits and vegetables
	butter	

3. Circle what you like to eat and drink. Share your work with a partner.

Group work: Planning a festival

La Tomatina, like the Polar Bear Jump-Off in Alaska, is one of many festivals people celebrate. Create your own strange or funny festival.

1. **Work with a group.** Decide what kind of festival you'd like to celebrate (for example: about food, movies, or music) For your festival, choose: a name, a place, a date or season, and a reason, a major activity.

The festival
Where
When
Reason
Major Activity

3. Present your festival ideas with another group in the class.

Internet Search Topics: Do an Internet search about Spain's festival. Use a search engine like Google. Visit two or more web sites. Tell a partner three things you learned about Spain's festival.

Name No. Score.....

Quiz 8: The World's Biggest Food Fight
--

A: Complete the sentences with a word from the box. Use each word only once.

crowds	festival	tomatoes	town square	taste	tourists
--------	----------	----------	-------------	-------	----------

Sam Moran's town has a big food (1)..... every summer. All four sides of the (2) are crowded with people and food sellers. Many (3) come from all over America to taste special foods. The (4) can be very big! Sometimes more than 10,000 people are at the festival. Sam loves looking at the different kinds of fruits and vegetables. His town is known for its big, red (5)

B: Based on the reading passage "The World's Biggest Food Fight." Complete the sentences by circling the correct answer.

1. Rita and Marc are (*cousins/beauticians*).
2. They are going to a (*family reunion/ festival*).
3. The food fight is at a (*spinach/tomato festival*).
4. Rita and Marc go to the (*capital/town square*).
5. There are a lot of people (*throwing/dancing*) tomatoes.

C: Put these sentences in the correct order. Write the number in front of each line.

..... Then, in 1932 he had to leave Germany because of Hitler.

..... He graduated from the University of Zurich in 1905.

..... He lived in New Jersey until he died on April 18, 1955.

..... Albert Einstein was born in Germany in 1897.

..... In 1921 he won the Nobel Prize for Physics.

Name..... No. Score

Review: Units 7-8

A: Complete the sentences with a word from the box. Use each word only once.

college	doctor	hospital	professor	queue	student
---------	--------	----------	-----------	-------	---------

Hal Switzer is a (6) in medical school. He is studying to be a (7) His favorite teacher, (8) Park knows a lot about vaccinations. After (9), Hal wants to go work with Professor Parks in Africa. They will work at a (10) in Sudan.

B: From these passages, choose the best answer.

1. What is the paragraph mainly about?
 - a. A student is medical school.
 - b. A professor in medical school

C: Read the paragraph and then answer the question.

Computer language can be funny at times. For example, we say computers have a “memory”. We know they do not remember or think but we still buy “memory”. Also computer programs have “menus”. This is not for food but for closing a program of the memory. Another example is the “mouse”. We use the word “mouse” although there are no little gray animals in the machine.

1. What is the title of this paragraph?
 - a. Computer
 - b. Computer language
 - c. Memory, menu and mouse

D: Complete the sentences with a word from the box. Then write out all the food word.

diary	poultry	fish	spinach	steaks	noise
-------	---------	------	---------	--------	-------

Different parts of the United States are known for certain foods. The Midwest is known for (1)..... such as cheese, butter and milk. Meat comes from the West. Some of the best beef (2) come from Colorado. In the Southeast, seafood is very popular. Lobster and (3) are sold in many stores. Chicken and other types of (4) are everywhere. Green vegetables, like (5), also grow in many states.

E: Complete the sentences with a word from the box. Use each word only once.

crowds	festival	tourists	strange	tomato	town square
--------	----------	----------	---------	--------	-------------

1. Pietro's favorite meal is spaghetti with sauce.
2. Many travel to Nepal to hike the Himalayas.
3. My favorite band is playing at the summer music
4. We walked around the after dinner.
5. Perry hates festivals. He doesn't like the

Appendix H

Pre- and post-test individual score interpreter sheet

Pre-test individual score interpreter sheet

Appendix H

Name..... No. Group.....

No.	Parts	Description	Incorrect Point	Scoring gain / 25 scores
1	Vocabulary	Correct vocabulary		
2	Grammar	Appropriate part of speech, tenses, register, word order, function, articles, pronouns, prepositions		
3	Structure	Cohesive devices		
4	Organization	Writing format, logical sequencing		
	Total			

Post-test individual score interpreter sheet

Name..... No. Group.....

No.	Parts	Description	Incorrect Point	Scoring gain / (25 scores)
1	Vocabulary	Correct vocabulary		
2	Grammar	Appropriate part of speech, tenses, register, word order, function, articles, pronouns, prepositions		
3	Structure	Cohesive devices		
4	Organization	Writing format, logical sequencing		
	Total			

Appendix I

Preliminary study score record

Preliminary study score record

Appendix I

Range	No.	Score paring	Experimental Group		Score paring	Controlled Group	
			Pre-test	Post-test		Pre-test	Post-test
8	1	49	45	75	49	51	65
	2	49	35	75	49	55	60
	3	49	52	70	49	35	40
	4	49	56	70	49	55	65
	5	48	55	69	48	45	50
	6	48	48	69	48	54	69
	7	47	29	69	47	35	38
	8	47	55	68	47	55	61
7	9	46	59	68	46	60	59
	10	46	58	67	46	62	67
	11	46	53	67	46	53	61
	12	45	44	85	45	50	65
	13	45	46	87	45	47	60
	14	45	44	80	45	43	43
	15	45	45	76	45	56	64
7	16	44	40	66	44	50	55
	17	44	65	85	44	67	70
	18	44	61	87	44	65	65
	19	44	62	87	44	57	60
	20	44	40	67	44	40	47
	21	43	44	83	43	43	47
	22	43	40	55	43	65	60
8	23	42	39	43	42	50	60
	24	42	60	83	42	59	65
	25	42	50	80	42	51	63
	26	42	49	84	42	45	55
	27	42	55	87	42	55	60
	28	41	55	87	41	40	50
	29	41	63	89	41	45	48
	30	41	50	85	41	40	46
30			75.43	44.77	50.93	55.29	1718

Appendix J
The current study score record

Range	No.	Score paring	Experimental Group												Score paring	Control Group											
			Error (25 / Q)						Scores			Error (25 / Q)				Scores			Error (25 / Q)								
			V	G	S	O	T	Pre-test	V	G	S	O	T	Pre-test		V	G	S	O	T	Pre-test	V	G	S	O	T	
8	1	49	8	9	10	8	35	3	4	4	4	15	85	48	8	9	9	7	33	67	6	8	8	9	7	30	70
	2	48	15	16	14	15	60	7	9	8	9	33	67	47	13	16	16	15	60	40	11	15	13	14	53	47	
	3	47	10	11	12	12	45	2	3	4	4	13	87	46	12	14	17	17	60	40	10	13	14	13	50	50	
	4	47	9	11	10	9	39	2	3	4	4	13	87	46	9	9	8	9	35	65	8	9	8	10	35	65	
	5	46	12	13	10	10	45	2	4	4	5	15	85	44	12	10	12	11	45	55	10	9	10	10	39	61	
	6	46	10	10	9	8	37	2	2	4	3	11	89	44	13	14	13	15	55	45	12	14	13	13	52	48	
	7	45	9	11	10	11	41	3	4	3	4	14	86	43	9	10	10	11	40	60	9	10	11	11	41	59	
	8	45	9	11	12	10	42	2	3	4	3	12	88	43	9	9	10	10	38	62	6	9	8	10	33	67	
7	9	43	15	16	14	15	60	9	12	12	12	45	55	43	8	9	8	10	35	65	8	12	10	10	40	60	
	10	43	9	12	12	12	45	2	3	4	4	13	87	43	9	12	12	12	45	55	8	13	10	9	40	60	
	11	42	8	15	11	13	47	2	4	3	4	13	87	42	12	12	11	12	47	53	8	11	10	10	39	61	
	12	42	7	11	12	10	40	4	6	5	5	20	80	42	12	14	13	10	49	51	9	10	9	9	37	63	
	13	41	8	13	12	10	43	3	4	5	4	16	84	41	12	16	14	13	55	45	8	14	13	10	45	55	
	14	41	7	12	11	10	40	4	6	5	5	20	80	41	9	15	11	10	45	55	7	10	10	8	35	65	
	15	41	14	18	15	14	61	12	16	15	14	57	43	41	10	15	12	13	50	50	7	12	11	10	40	60	
	16	41	7	13	10	10	40	3	5	4	3	15	85	41	12	17	15	16	60	40	10	12	11	11	44	46	
7	17	41	8	12	9	9	38	2	4	4	3	13	87	41	11	12	10	10	43	57	11	10	10	9	40	60	
	18	41	8	10	10	10	38	2	6	4	5	17	83	40	7	12	12	10	41	59	8	9	10	8	35	65	
	19	40	8	12	12	10	42	3	4	3	3	13	87	40	9	13	14	10	46	54	6	8	8	9	31	69	
	20	40	10	17	14	14	55	3	4	3	4	14	86	40	10	14	13	12	49	51	8	10	9	8	35	65	
	21	40	12	16	14	13	55	4	4	3	5	15	85	40	12	13	14	11	50	50	8	9	9	9	35	65	
	22	40	12	17	14	13	56	4	5	4	4	17	83	39	12	15	15	15	57	43	11	14	13	15	53	47	
	23	40	13	16	12	13	54	4	3	3	3	13	87	39	13	14	14	12	53	47	8	12	10	10	40	60	
	24	39	12	17	13	14	56	4	6	4	6	20	80	39	15	16	14	12	57	43	10	12	13	12	47	43	
8	25	39	11	16	16	13	56	4	7	6	7	24	76	39	8	12	13	11	44	56	8	10	10	8	36	64	
	26	38	15	19	16	15	65	7	9	7	7	30	68	39	12	13	10	10	45	55	8	10	10	12	40	60	
	27	38	14	17	16	13	60	7	10	9	8	34	66	39	11	14	13	12	50	50	10	11	12	12	45	55	
	28	38	7	16	13	9	45	3	8	9	10	30	65	38	10	15	15	15	55	45	10	13	13	14	50	50	
	29	37	9	14	13	12	48	3	7	6	6	22	78	38	14	18	17	16	65	35	13	16	16	15	60	40	
	30	37	16	20	18	17	71	12	15	15	17	59	35	38	16	17	15	17	65	35	14	15	17	16	62	38	
	31	421	374	352	1147	50.83	123	180	168	175	646	78.03	529	399	380	364	1143	50.93	270	340	330	322	1,262	50.00			

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