

ผลการใช้การเรียนรู้แบบผสมผสานเพื่อพัฒนาความสามารถในการอ่าน  
ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 5

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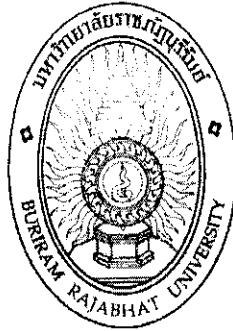
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เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา  
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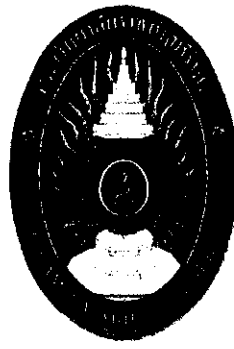
**THE IMPLEMENTATION OF BLENDED LEARNING MODEL  
TO ENHANCE ENGLISH READING COMPREHENSION  
OF GRADE 11 STUDENTS**

**Papatsarin Netisomboonyot**

**A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Arts Program in English**

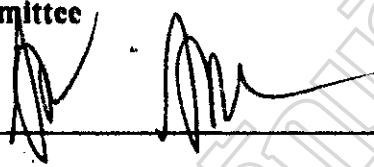
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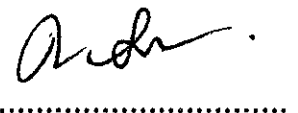
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<b>ชื่อเรื่อง</b>	ผลการใช้การสอนแบบผสมผสานเพื่อพัฒนาความสามารถในการอ่านภาษาอังกฤษ ของนักเรียนชั้นมัธยมศึกษาปีที่ 5		
<b>ผู้วิจัย</b>	ปัทสนิทร์ เนติสมบุญชัย		
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### บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อ 1) หาประสิทธิภาพของแผนการจัดการเรียนรู้โดยใช้การสอนแบบผสมผสานเพื่อพัฒนาความสามารถในการอ่านภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 ที่มีประสิทธิภาพตามเกณฑ์ 75/75 2) เพื่อเปรียบเทียบความสามารถในการอ่านภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 โดยใช้การสอนแบบผสมผสาน ก่อนเรียนและหลังเรียน และ 3) เพื่อสำรวจความพึงพอใจของนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 ที่เรียนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบผสมผสาน กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้านี้เป็นนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 จำนวน 39 คน ซึ่งเรียนวิชาภาษาอังกฤษพื้นฐาน อ)32102) ภาคเรียนที่ 2 ปีการศึกษา 2559 โรงเรียนสตึก อำเภอสตึก จังหวัดบุรีรัมย์ สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 32 ได้มาโดยการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลได้แก่ แผนการจัดการเรียนรู้ แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนและแบบสอบถามความพึงพอใจของนักเรียนต่อการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบผสมผสาน สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t-test โดยกำหนดค่านัยสำคัญทางสถิติที่ระดับ .05

ผลการศึกษาพบว่า

1. แผนการจัดการเรียนรู้การอ่านภาษาอังกฤษ โดยใช้การสอนแบบผสมผสานสำหรับนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 ที่ผู้วิจัยสร้างขึ้น มีประสิทธิภาพ 77.46/85.04 ซึ่งมีประสิทธิภาพตามเกณฑ์ 75/75 ที่ตั้งไว้

2. เปรียบเทียบนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 ที่เรียนภาษาอังกฤษโดยใช้การสอนผสมผสาน มีความสามารถในการอ่านภาษาอังกฤษหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ.05

3. นักเรียนชั้นมัธยมศึกษาปีที่ 5 มีความพึงพอใจต่อการอ่านภาษาอังกฤษโดยใช้การสอนแบบผสมผสานในระดับมากที่สุด

ผลจากการศึกษาจะเป็นข้อมูลที่สำคัญสำหรับครูและนักเรียนในการพัฒนาการเรียนการสอนทักษะการอ่าน โดยใช้การสอนแบบผสมผสานของการเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศที่มีประสิทธิภาพต่อไป

<b>TITLE</b>	The Implementation of Blended Learning Model to Enhance Reading Comprehension of Grade 11 Students		
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<b>THESIS ADVISORS</b>	Assistant Professor Dr. Nawamin Prachanant	Major Advisor	
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### **ABSTRACT**

This study aimed 1) to explore the efficiency of blended learning model in developing reading comprehension for grade 11 students to meet the criterion set at 75/75; 2) to compare students' learning achievement before and after learning through blended learning model utilization to develop reading comprehension for grade 11 students; and 3) to survey students' satisfaction with reading comprehension skill after using blended learning model. The samples of this study were 39 grade 11 students who took the Fundamental English Course (E32102) in the second semester of academic year 2016 at Satuek School, Satuek District, Buriram Province under The Secondary Educational Service Area Office 32, selected by using simple random sampling technique. The research instruments were lesson plans, achievement tests, and satisfaction questionnaire. The statistics used to analyze the collected data were percentage, mean, and standard deviation. The hypothesis was tested by dependent samples t-test with the statistical significance at .05 level. The findings were as follows:

1. The efficiency of blended learning model in developing reading comprehension for grade 11 students was 77.46/85.04 which is higher than the criterion set at 75/75.

2. The grade 11 students' reading comprehension post-test mean scores were higher than the pre-test mean scores with statistically significant difference at .05 level.

3. The grade 11 students' satisfaction with reading English after learning through the blended learning model was at the most satisfactory.

The findings can be significant data for teachers and students to develop effective teaching and learning of reading comprehension through blended learning model in the EFL settings.

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Papatsarin Netisomboonyot

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มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

## LIST OF ABBREVIATIONS

A.D.	Anno Domini
AEC	ASEAN Economic Community
ASEAN	The Association of Southeast Asian Nations
B.E	Buddhist Era
E1	Efficiency of the Process
E2	Efficiency of the Outcomes
EFL	English as a Foreign Language
IOC	Index of Item Objective Congruence
O-NET	Ordinary National Educational Test
S.D.	Standard Deviation

# CHAPTER 1

## INTRODUCTION

### 1.1 Statement of the Problem

English language is important because it is one of the world languages and is taught all over the world. In addition, English is vitally essential language using in speaking in so many parts of the world (Kannan, 2010). People around the world always use English to communicate with others. Moreover, English is important foreign language for developing in many several fields such as education, technology, science, business, culture, and good relationship with other nations. Many countries around the world as well as Thailand regard English as a foreign language to learn. Therefore English must be taught in all schools from kindergarten to university. Furthermore, people who learn English have greater opportunities to get better jobs, and modern business world as well as upward social and professional mobility. Hence, English language is pervasive and important for special ordinary diverse groups of people and organizations all over the world.

Learning English in Thailand is as a Foreign Language (EFL). Although English is employed as a foreign language in Thailand, it has become an important role in Thai education for more than a century. To teach English as a Foreign Language (EFL), many factors have to be considered such as choices about which language skills to teach and where the language will be used, learning environments, selection of appropriate contents, materials, and assessment criteria (Graddol, 2006). Hence, these statements have become the principle concern in the Thai educational

system since English language teaching first began in Thailand (Darasawang, 2007). The increasing English in Thai society especially after Thailand became a member of Asean Economic Community (AEC) in 2015. English is used as a lingua franca to communicate in ASEAN members. So, Thai people have to learn English for using in daily life. Besides, it is an international language; it can enhance skills and knowledge of Thai people. Moreover, they have the great opportunity to work in international organizations by using English themselves.

English has four main skills: listening, speaking, reading, and writing. Each skill has importance for learners in different facets of communications. Reading is one of skills appears in several materials such as books, magazines, newspapers, internet and so on. Reading plays an important role for EFL learners since it is the tool to get knowledge and access new technology. In addition, reading becomes an essential instrument to enhance the potential people and the channel of learning so people read more know more. Reading is useful for language acquisition. The more they read, the better they get. In addition, the students increase vocabulary, knowledge including their spelling and writing (Hammer, 2007; Sengupta, 1999; Siriprom, 2004). Moreover, reading is the process of consulting meaning via the dynamic interaction among the readers' existing knowledge, the information suggested by the written language, and the context of reading situation (Goodman, 1995). In Thailand, Reading is as crucial as listening, speaking including writing for Thai students. However, reading is the most important skill for non-native speakers (Chuamklang, 2010; Pookcharoen, 2010; Thianwan, 2010). Thai students do not have frequency a chance to practice listening, speaking, and writing in English skill with foreigners. The only skill they can practice themselves is reading (Piyankool, 2001).

Although English reading is crucial for Thai students, most of them cannot understand the purposes of reading. According to the reporter Aksarannukraw (1989), the unsatisfactory results of the students' performance in reading is primary due to the fact that the teachers mainly focus on the product of language learning, and they usually neglect the emphasis on the learning process. From the experiences of the researcher over twenty years in teaching English, several students do not pay attention in reading especially for English reading. Some students learn English reading without clear purposes in reading as well as they are not aware of the importance and advantages of obtaining English language.

Moreover, the researcher found that while teaching reading texts, teachers used to ask the students to read aloud in the class and they would do it. Nevertheless, they would rarely understand the text. Similarly, Gyanendra (2014) pointed out that while teaching reading in the ELF class, most of students rarely understand the texts given and they had problems in making senses out of the texts, so they did not like reading. When they were asked to underline the difficult words, they would have many underlined words in the text and teacher used to write meaning of those words, make them learn those words by heart. Moreover, there are many problems in teaching English reading in the researcher's class such as most of students lack knowledge in target language, difficult vocabulary as well as they seem unaware about the fact that reading texts. The researcher used several reading strategies to improve the students' reading comprehension, the results showed that most of students can learn reading via those reading strategies. Nevertheless, they were so bored while learning reading such as they always learn reading and vocabulary from books or texts, and answered only the questions, they have low motivation of reading,

and reluctant while learning reading. Therefore, the researcher has looked for an effective approach to enhance the students' reading comprehension and is suitable for the students in the 21<sup>st</sup> century that students can choose many channels in learning reading. The researcher found that blended learning should be the method to improve students' reading comprehension.

Blended learning is a student-center approach that creates learning experiences online and face-to-face environments. Moreover, the learners always interact with others, and with teachers (Garrison & Kanuka. 2004). The concept of blended learning mainly focuses on various learning environments as well as activities are mixed. In addition, blended learning takes into account the technology. Technology like CD-ROM and the internet made it possible to generate new environments for students, new opportunities for synchronous and asynchronous collaboration, and new modes of delivery for learning materials, self-directed guides including tutorials (Graham. 2006). Moreover, blended learning approach is employed in all instructional designs of the learners' experience and it is also a fluid process whereby learning needs, moment of insight, and unique pathways evolve. In addition, the learners are offered more choices in learning experience unfolds. The flexibility of blended learning makes learners easier to differentiate of instructions and satisfactory of the needs of a diverse population of learners (Hobgood. 1996).

The researcher believes that blended learning approach will enhance the reading comprehension for students who learn English as a Foreign Language (EFL) because blended learning can be provided both inside and outside learners. Moreover, blended learning benefits for learners such as they have greater time flexibility, freedom, and convenience by working part time online from home due to decreased



commuting and parking hassles. Learners interact more with teacher and fellow learners since there are numerous opportunities to do both class and online, furthermore; blended learning approach can encourage students about critical thinking and problem solving. According to Obari (2012), investigated the effects of blended learning in EFL with undergraduate students of social learning activities utilized lecture on YouTube. The students were excited by using a variety of IT tools, which enabled them to view the worldwide lectures and to access a variety of learning materials from their mobile devices, allowing them to study anywhere, and anytime. Moreover, Kim (2014), investigated the effects of using mobile devices in blended learning for English reading comprehension. The students considered blended learning using mobile devices was useful and helpful for learning reading.

Reading is one of important and useful skill for people because it makes man perfect. There are several reading strategies to improve students in reading comprehension. Blended learning approach is one of strategies employed to enhance reading skill for students. There are many advantages of blended learning that the researcher found the construction for the students because this approach is not only learning reading comprehension from books, magazines but also the students can learn reading from various channels such as internet, Facebook, Line, and so on. In addition, this study will help students to prepare themselves to face reading passage in daily life such as O-NET, A-NET as well as admission tests for entrance. For this reason, the researcher employs blended learning approach to improve students' reading comprehension including this approach will encourage students to have a positive thought in reading and become bookworm eventually.

## 1.2 Purposes of the Study

The fundamental objective of this study was to investigate the effects of blended learning model utilization to develop reading comprehension for grade 11 students. Specifically, this study would be guided by the following research objectives:

1.2.1 To explore the efficiency of blended learning model in developing reading comprehension for grade 11 students to meet the criteria set at 75/75.

1.2.2 To compare students' learning achievement before and after learning through blended learning model utilization to develop reading comprehension for grade 11 students.

1.2.3 To investigate students' satisfaction toward reading comprehension skill after using blended learning model.

## 1.3 Research Questions

The study sought to explore the effects of blended learning model utilization to develop reading comprehension for grade 11 students. Based on the review of literature on blended learning the main questions of this study were:

1.3.1 What is the efficiency of blended learning utilization to develop reading comprehension for grade 11 students?

1.3.2 Will students who learn reading comprehension through blended utilization have higher mean scores on post-test than pre-test mean scores?

1.3.3 What is the overall satisfaction of grade 11 students toward reading comprehension using blended learning?

## **1.4 Research Hypotheses**

Based on the research questions and previous research findings, this study explores the research hypothesis “The grade 11 students’ learning achievement on post-test mean scores on reading comprehension through blended learning utilization will be higher than pre-test mean scores”

## **1.5 Significance of the Research**

This study was designed to investigate the efficiency of blended learning model in developing reading comprehension for grade 11 students at Satuek School under the Secondary Educational Service Area Office 32 who studied the Fundamental English Course (E32102) in the second semester of academic year 2016. The results were expected to be useful to teachers and students themselves in many ways in order to indicate additional ways to develop students’ reading comprehension. So, this research was intended to have the following benefits:

First, the results of this study would be beneficial to English teachers to find out whether blended learning could help students to gain more reading comprehension achievements.

Second, the findings of this study could be used as a guidelines for all instructors to improve their teaching methods in increasing the achievements and satisfactory of students’ reading comprehension employing blended learning model.

Finally, this research would benefit curriculum planners in organizations, researchers in the EFL field, EFL reading teachers, and EFL learners. EFL educators and students could base their work on the findings to design more effective teaching and learning plans.

## **1.6 Scope and Limitations of the Study**

Limitations are inherent in any studies. This study is restricted to a country (Thailand) and to an urban area (Buriram Province). The potential limitations of this study are as follows:

### **1.6.1 Population and Samples**

The population of this study consisted of 10 classes of 450 grade 11 students who studied the Fundamental English Course (E32102) in the second semester of academic year 2016 at Satuek School, Satuek District, Buriram Province under The Secondary Educational Service Area Office 32.

The samples in this research comprised 39 grade 11 students of class 5/5 and studied the Supplementary English Course (E30204) in the first semester of academic year 2016 at Satuek School, Satuek District, Buriram Province under The Secondary Educational Service Area Office 32. The samples were selected by simple random sampling technique.

### **1.6.2 Variables of the Research**

1.6.2.1 The independent variable was blended learning approach.

1.6.2.2 Dependent variables were the efficiency of blended learning utilization, the achievement of reading comprehension employing blended learning model as well as students' satisfaction toward reading comprehension through blended learning model.

### **1.6.3 Reading Contents**

Fundamental English course (E32102) for grade 11 students is based on the 2001 National Fundamental Curriculum, Foreign Language Subject Area, and Ministry of Education. The contents consist of 6 lesson plans.

#### **1.6.4 Duration**

The time frame of this research is appropriately 10 weeks (50 minutes per period and 2 periods per week). The total is 20 periods for instruction reading comprehension by using blended learning model in the first semester of academic year 2016.

### **1.7 Definition of Key Terms**

For the purpose of clarification, the following definitions and explanations were used in this study.

**1.7.1 Blended Learning** refers to the learning reading comprehension combined many delivery methods with the goal of providing the most efficiency and effective instruction experience by such combination (Harriman. 2004 & Williams. 2003). The researcher creates the blended learning as a method where a variety online resource is provided to students by teacher as well as face-to-face contact.

**1.7.2 Reading** refers to “a complex system deriving meaning from print that require an understanding of how speech sounds are related to print, decoding (word identification) skills, fluency, vocabulary, and background knowledge, active comprehension strategies, and a motivation to read” (McShane. 2005:7)

**1.7.3 Reading Comprehension** refers to the student’s ability to understand the meaning of the text. According to Pearson (2009:14), reading comprehension comes from “the intersection of the reader, the text and the context.”

**1.7.4 Learning Achievement** refers to the students’ mean scores deriving from learning achievement test conducted on the content of Blended Learning method utilization.

**1.7.5 Reading Strategies** refer to the planning and management techniques that grade 11 students adopt to achieve reading comprehension from the Blended Learning method utilization. Also to reach those goals, grade 11 students do need to be aware of which strategies to apply and also need to know why, when, and how to use them appropriately and effectively.

**1.7.6 Efficiency Criterion Set 75/75** refers to the achievement test mean scores purposively used to find out the efficiency of the Blended Learning method utilization to develop reading comprehension. Overall, the efficiency is divided into two main steps: 1) the efficiency of the process, which is the percentage of learners' total mean scores from the activities scores of Blended Learning reading method; and 2) the efficiency of the outcomes, which is the percentage of learners' mean scores from achievement test (post-test).

**1.7.7 The Effectiveness Index (E.I)** refers to the methodological statistics to indicate fundamentally learners' progress from reading comprehension through Blended Learning method utilization for the grade 11 students.

**1.7.8 Satisfaction** refers to positive ideas, thoughts, and feeling of the subjects in the treatment group towards Blended Learning method utilization to develop their reading comprehension.

**1.7.9 Students' satisfaction** refers to the grade 11 students' feeling or attitude indicating favorableness, pleasure, and gladness towards the reading comprehension development through Blended Learning method utilization. Additionally, if students feel good about learning results, they will be motivated to learn.

**1.7.10 Grade 11 Students** refer to the thirty nine students in a grade 11 classroom at Satuek School who enroll the Fundamental English Course (E 32102) in the second semester of the academic year 2016 at Satuek School, Satuek District under Buriram Educational Service Area Office 32 in non-English speaking surrounding.

### **1.8 Summary of the Chapter**

The rationale of this chapter is to present a background of the thesis and to briefly describe the research problem. This chapter examines the rationale for this research, along with, the need for the study and the problem statement. It has presented the background of the research, research objectives and research questions. The current research is attempted to identify the scope and limitation of the study of Thai EFL students' Blended Learning method utilization to develop their reading comprehension. This research also provided the definitions of key terms used to define the research variables and significance of the research. In the next chapter, Chapter Two is presented the review of the related literature.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The purpose of this chapter is to present the literature review and related researches on reading comprehension based on blended learning approach. With the aim of better understanding the objectives of this study, it was imperative to carry out a comprehensive review of the related literature. It was imperative to divide the literature review in the following subsections: 1) learning theories; 2) second language reading; 3) reading comprehension model; 4) importance of teaching reading comprehension; 5) techniques of teaching reading comprehension; 6) blended learning frameworks; 7) synchronous and asynchronous blended learning; 8) efficiency; 9) satisfaction; and 10) previous studies related to the present study.

#### **2.1 Learning Theories**

Learning is a main point in today's society because education is becoming more crucial as each year due to economic advance. Children are different and the teacher's responsibilities are hard working to develop and solve learning styles for suitability each individual child-learner, especially for a twenty first century, students need an education where technology and learning styles is applied to enhance their learning environment including their skills (Hess. 2012). Many theorists have come up with learning theories to describe how students learn and how they should be taught. There are three theories and they are well-known and classic for several other theories and each theory has own positive and negative themes. Nevertheless, all of



three theories mainly focus on students based on individual learning. The three main theories comprise Behaviorism, Cognitivist, and Constructivism and they are explained as follows:

### **2.1.1 Behaviorism**

The behaviorism theory is employed in worldwide and every education level. It mainly focuses on the principle of “stimuli-responses” and stands out school of thought during the first half of the twentieth century. The major theorists of behaviorism consist of Watson, Pavlov, and Skinner. Robinson, Molenda and Landra (2007), explained that the behaviorisms mainly focus on events that can be observed and they should precede and allow the certain behaviors. It can describe that a teacher follows a behaviorist view that usually determines what students want to know. In addition, the teacher makes goals that suitable for students and provides prompts to guide them. Moreover, the teacher requires certain behavior as the outcomes. Afterward, students arrange support for the desired behavior of choice. To summarize, the behaviorism theory mainly focuses on the education that has relationship between stimuli and responses.

The implications of behaviorism theory for teaching lean to reply on so-called “skill and drill” exercises provided the consistent repetition necessary for effective reinforcement of response patterns. The behaviorist approaches also typical reply heavily on the use of positive reinforcements, for instance, verbal praise, good grades, and prizes. In addition, behaviorism assesses the degree of learning employing approaches that measure observable behavior such as exam performance. Teaching followed by behaviorism theory has proven the most successful in areas where is a “correct” response or easily memorized materials such as facts and formulae,

scientific concepts, and foreign language vocabulary, their efficacy in teaching comprehension, composition, and analytical abilities is questionable (Skinner. 1976).

In this study, the researcher applies the behaviorism theory for teaching English reading comprehension via blended learning. The researcher uses verbal praise to encourage the students who reply the examinations correctly including the teacher tends to stimulate students' background knowledge. Moreover, the researcher applies this theory by drilling students on skills and having them complete worksheets.

### **2.1.2 Cognitivist**

The cognitivist was dominant by 1970. This theory mainly focuses on the learners utilizing their memory and processes of thoughts to store and manipulate representations and ideas as well as generate strategies (Robinson et al., 2007). Not only the cognitivist emphasis on learning how people comprehend and represent the world around them but also emphasis on individual's active construction of understanding (Jass. 2012). In educational technology, cognitivist led the way for organization of content. Audiovisual education was employed again to show the brain interprets all these different stimuli. In addition, digital multimedia assists to make the presentations of all these things even easier than old school audio visual. In a nutshell, the technology in the cognitivist class can help learner to arrange the steps of learning event to better engage the students' mind.

There are several advantages to apply the cognitivist theory in the classroom for teachers such as in expository teaching, teacher gives students the tools to organize information for easier encoding, storage, and retrieval, in addition; teacher exposes students to be underlying and selective interrelationship in cognitive learning

and help them come up with correct conclusion. Applying cognitive theory in meaningful learning method, when presenting new information, the teacher uses old information to introduce new information and make connections. Moreover, in dual coding method, teacher can use both text and picture or sound while instructing for giving students a better chance of remembering and encoding the information. In addition, technology can easily be used to enhance a lesson and dual coding method.

Besides the teacher can apply the cognitivist theory in the classroom with the technology, the students can apply this theory to enhance their learning such as students use sensory, short term, and long term memory to store information learning in class. Students come up with mnemonic devices to remember facts with ease. Moreover, using existing schemas to connect new information to help students retain information including technology can be used to organize information into charts, graphs, concept maps, etc.

In this study, the researcher applies the cognitive theory to bring the individual of each student and their learning styles into the lesson plans and encourage students to read passages via web-page.

### **2.1.3 Constructivism**

Constructivism theory is based on observation and scientific study. It mainly focuses on how people learn. It can be explained that people construct their own understanding and knowledge of the world through experience things and reflecting on those experiences.

This theory is appropriate for twenty century learners because there is no single theory inside it but there is moderate, social, and so on. Generally, this theory focuses on the type of students that is proper discussed at the beginning.

The situations in the real world are utilized with formats like anchored instruction, problem-based learning, and computer support collaborative learning. In this theory, the learner is as explorer, their own teacher, and cognitive apprentices. The main role of the teacher is as a facilitator. The students usually use their personal experiences that the teacher guides to gain their knowledge.

The constructivism theory is one of the learning theories that suitably to apply for instructional technology class such as WebQuest that could be a PowerPoint that a student or a group of students go through on their own and find knowledge from given resources to create a final produce while the teacher facilitates from the WebQuest.

Constructivism theory is supposed to be based on the situation in the real world. Actually, the real world for students will one day work in an office with other individuals. They will have to work with their colleagues to finish projects by due dates or other situations. They will know if the product they are working on needs any improvements, and how can this be done without a peer to help along the way.

Sociocultural learning theory helps that problem (Hess. 2012).

Moreover, Brook et al. (1993) suggested teaching with the constructivism learning theory as follows:

1. Encourage and accept student autonomy and initiative
2. Try to use raw data and primary sources, in addition to manipulative, interactive, and physical materials
3. When assigning tasks to the students, use cognitive terminology such as "classify," "analyze," "predict," and "create"

4. Build off and use student responses when making "on-the-spot" decisions about teacher behaviors, instructional strategies, activities, and content to be taught

5. Search out students' understanding and prior experiences about a concept before teaching it to them

6. Encourage communication between the teacher and the students and also between the students

7. Encourage student critical thinking and inquiry by asking them thoughtful, open-ended questions, and encourage them to ask questions to each other.

8. Ask follow up questions and seek elaboration after a student's initial response

9. Put students in situations that might challenge their previous conceptions and that will create contradictions that will encourage discussion

10. Make sure to wait long enough after posing a question so that the students have time to think about their answers and be able to respond thoughtfully

11. Provide enough time for students to construct their own meaning when learning something new

To summarize, the three learning theories are effective of this research because they can have a positive effect on students' learning and knowledge base. Hence, those theories can enhance the English reading comprehension based on blended learning. Students can learn in several ways to response their learning such as WebQuest, PowerPoint, Facebook, You tube, and so on. In this study, the researcher employs the webpages to enhance students' reading comprehension.

## **2.2 Second Language Reading**

Within the broader category of Second Language Acquisition is the finer issue of second language reading. When looking at how individuals learn to read, there are some common features between first and second language reading. However, reading in second language requires several different conditions compared to first language reading (Fitzgerald. 1995; Garcia. 2000). This section attempts to define the development of reading skills in general as well as reading comprehension in particular. The section also describes characteristics of reading that English as a Second Language (ESL) students experience when learning to read in a second language.

### **2.2.1 Definitions of Reading**

Research on reading was essential among early psychologists (Rumelhart. 2004). For instance, Huey (1908) is one of the greatest scholars in the early twentieth century. Huey viewpoints reading as a meaning-making process with psychological, linguistics, and social dimensions (Reed & Meyer. 2007). Hence, definitions of reading have been converted along with different theoretical views over time (Harris & Hodges. 1995; Cummins, Stewart & Block. 2005).

Like language acquisition, reading was strongly impacted by behaviorism until the 1950s (Thorndike. 1922). Reading was considered conditioned behavior. After the domination of behaviorism, the innatist theory influenced the concept and instruction of reading (Alexander & Fox. 2004). The innatist theory was based on cognitive psychology. According to Goodman (1967: 127), reading is “a psycholinguistic game” which requires interactions with thought and language.

After the period of the holistic view of reading, constructivists emphasized sociocultural and constructive concepts (e.g., Vygotsky. 1978, 1986). The interactive model of reading was emphasized (Eskey. 2005). Scholars stressed reading for constructing meanings from reading materials (Urquhart & Weir, 1998; Carrell & Grabe. 2002; Ruddell & Unrau. 2004; McShane. 2005). For example, Ruddell and Unrau (2004) define reading as “a meaning-construction process that enables us to create carefully reasoned as well as imaginary worlds filled with new concepts, creatures, and characters” (p. 1462). Carrell and Grabe (2002), scholars in the field of second language reading, used Urquhart and Weir’s (1998) definition of reading, which is “the process of receiving and interpreting information encoded in language form via the medium of print.” McShane (2005: 3) also discussed that reading is “a complex system of deriving meaning from print.” These definitions have commonalities including meaning-making processes from information which provide a basis upon which to explore the elements of reading.

Both McShane (2005) and Armbruster, Lehr and Osborn (2003) describe fundamental elements required for reading as phonemic awareness, phonics, fluency, and vocabulary. Moreover, McShane (2005) viewed that reading strategies and affective factors (e.g., motivation) are also needed for reading development. Beyond this technical level, Armbruster, Lehr and Osborn (2003) cite the importance of valued reading comprehension within the development of reading skills.

An exploration of reading comprehension is critical, especially within the context of second language reading.

### 2.2.2 Definitions of Reading Comprehension

Reading comprehension is a psychological process which occurs in the mind. The mental process is invisible. This invisibility makes it difficult for the researcher to provide a concrete and clear definition. By understanding the meaning and key elements of reading, the concept of reading comprehension can be explored. Summarizing the report of the RAND Reading Study Group (2002), Snow and Sweet (2003: 1) clarify reading comprehension as follows:

the process of simultaneously extracting and constructing meaning... figuring out how print represents words and engaging in the translation of print to sound accurately and efficiently (extracting), at the same time formulating a representation of the information being presented, which inevitably requires building new meanings and integrating new with old information (constructing meaning).

According to Snow and Sweet (2003), three dimensions are involved in comprehension: the reader, the text, and the activity. These three elements work simultaneously, not in isolation. They further state that the process of reading comprehension involved in these three elements both influence and is influenced by the sociocultural context of the developing reader.

### 2.2.3 Importance of Reading Comprehension

Reading comprehension is essential for learning across subjects, as students are required to construct meaning in texts for better academic performance (Koda & Zehler, 2008). Learners have difficulty achieving academically without comprehending much of what is written in the reading materials. Educators, teachers, and scholars assume that reading comprehension leads students' academic success,



which can be measured by such variables as test scores and grade point average (GPA) (Dreher & Singer. 1985; Otero, Campanario, & Hopkins. 1992; Taraban, Rynearns & Kerr. 2000).

Some studies investigate relationships between students' reading abilities and academic achievement. Arbona, Bullington and Pisecco (2001) conduct a study with 79 Turkish undergraduate and graduate students at universities in the United States ranging in age from 19 to 34. The study revealed a relationship between GPA and speaking-reading proficiency in English, with students with higher levels of English proficiency having higher GPAs. The finding of Garcia-Vazquez, Vazquez, Lopez and Ward (1997) is similar to in that English reading proficiency of Hispanic English as a Second Language (ESL) students in grades 6 to 12 in the United States was correlated to GPAs and standardized test scores.

Taraban, Rynearns and Kerr (2000) went beyond English proficiency and GPA to examine relationships between reading strategies and academic achievement among freshman university students in the United States. In this study, a questionnaire about reading strategies, scores on the reading section on a standardized test, and the student's GPA were used. The questionnaire comprised of 35 items, including skimming, guessing, summarizing, and identifying key information in a text. The study indicated that students with higher GPAs used more reading strategies than did students with lower GPAs. In addition, a correlation between GPA and the reading test scores was found.

Taken collectively, these studies suggest a need to more fully examine the relationship of English proficiency and English reading strategies in the context of academic achievement of ESL students. An exploration of characteristics of reading

in both the learner's first and second languages may provide more depth to such an examination. Likewise, this examination will yield key factors for future research in the fields.

#### **2.2.4 Characteristics of Second Language Reading**

Researches indicate key differences between first language (L1) and second language (L2) reading (Grabe, 2002b; Grabe & Stoller, 2002). Experiences in learning English as a second language (ESL) for non-native English speakers have also been studied and reported (Devine, 1993; Koda, 2007). These concepts are presented and explored below.

##### **2.2.4.1 Comparing L1 Reading to L2 Reading**

There are some differences between first language (L1) reading and second language (L2) reading. First, while L1 reading involves one language, L2 reading is engaged in two languages for cognitive processing (Carrell & Grabe, 2002; Koda, 2004). Particularly, because these languages are inherently diverse, there are some linguistic differences (e.g., lexical, grammar, and discourse) between the two languages that impact reading in the second language (Grabe & Stoller, 2002). L2 learners use prior literacy knowledge from literacy experience in L1 for information processing (Koda, 2004) which is a phenomenon not necessary for L1 learners who have literacy background knowledge only in their first language upon which new learning may build (Koda, 2004). In addition, L2 readers may transfer words, phrases, or sentences from L1 to L2 or vice versa, but any translation is unnecessary in L1 reading.

There are also some individual and experiential differences between L1 and L2 reading (Grabe & Stoller, 2002). Carrell and Grabe (2002) state that L2 readers

tend to have a variety of purposes for learning L2, such as learning L2 for business success, accommodation to the L2 cultures and contexts, entering universities and colleges, and/or leisure (e.g., travel). Third, social and cultural contexts are different between L1 reading and L2 reading (Carrell & Grabe. 2002; Grabe & Stoller. 2002). Even though Koda (2004) saw using background knowledge while reading in L2 as advantages for L2 learners, Carrell and Grabe (2002) point out that different social and cultural background knowledge can sometimes work negatively for L2 reading. Sociocultural distance may intrude upon L2 learners' reading comprehension.

Although there are some common elements that differentiate L1 reading from L2 reading among Koda (2004), Carrell and Grabe (2002), and Grabe and Stoller (2002), there are some different arguments among the scholars. For example, Koda (2004) points out novice L1 learners have already built fundamental linguistic bases before the formal literacy instruction. However, L2 learners receive L2 reading training before acquiring the adequate linguistic knowledge. Grabe and Stoller (2002) include additional different elements between L1 and L2 reading, such as amount of time for reading in L1 and L2, different levels of L1 reading proficiencies, multiple types of reading materials in L2, and structures of learning organizations.

#### **2.2.4.2 Issues of Second Language Reading**

There are several characteristics that influence the second reading development for non-native English speakers. First of all, second language readers have culturally different background knowledge and/or schemata (Jimenez, Garcia & Pearson. 1996; Eskey. 2005). Borrowing descriptions from Rumelhart (1980), Carrell and Eisterhold (1998) define background knowledge as knowledge acquired in the past and schemata as knowledge structures acquired in the past. Koda (2007) states

that schemata consist of generalized information acquired from diverse learning situations and show relationships among the component elements.

Singhal (1998) categorizes schemata in the following three variables: content/background schema, formal/textual schema, and linguistic/language schema. Content/background schema is knowledge about the content (Carrell, 1987a). Formal/ textual schema is knowledge about the formal and rhetorical organizations among different types of reading materials (Carrell, 1987a). Linguistic/language schema involves the decoding process for recognizing words and focuses on how the words fit together in a sentence (Singhal, 1998). Previous research shows that having rich schemata on a subject matter is related to better reading comprehension (Carrell, 1987a; Singhal, 1998; Hudson, 2007).

For content schema or background knowledge, Steffensen and Joag-Dev (1984) investigate the impact of cultural content schemata among American native English speakers and Indian students learning English as a second language (ESL). Both groups read two types of English passages on the topic of weddings, one Indian oriented and one Western oriented. The study showed that both groups recalled and understood the contents that described their own native cultural weddings better than the passages about other cultural weddings. The findings of Carrell (1987a) and of Johnson (1981) also concurred with the study by Steffensen and Joag-Dev (1984).

Textual/formal schema also contributes to second language reading (Carrell, 1992; Koda, 2004). Familiarity of the text structure of the English language (e.g., cause and effect, question and answer, and compare and contrast) facilitates L2 readers in understanding English passages (Carrell, 1984a, 1984b; Eskey, 2005). Carrell (1984a) examines the impact of text structures for different cultural groups.

Arabic students recalled from informational texts in the comparison and contrasting organization the best. The next most remembered passage structure for the Arabic students was cause and effect. By contrast, Asian students recalled text passages well in the organizations of problem solving and of cause and effect.

In the area of linguistic/language schema, Singhal (1998) states that L1 linguistic characteristics may influence L2 readers' interpretation on the English texts. For example, the Finnish language uses less demonstrative formats than English. Finnish texts rarely indicate text structures, while English texts have specific indicators of when a new section begins or what to expect in the following sentence or section. French texts tend to have more theoretical and abstract components than the English texts. Arabic is different from English in that the Arabic language is written from right to left.

Vocabulary is another factor that contributes to successful second language reading (Fitzgerald, 1995b; Koda, 2007). Inadequate English lexical knowledge adversely influences non-native English speaking readers' reading proficiency (Levine & Reves, 1990; August et al. 2005). Carrell and Grabe (2002) argue that ESL readers need to have sufficient size of vocabulary so that the readers can develop vocabulary knowledge by inferring from contexts and by referring to dictionaries, and that the learners benefit from effective instructions on different vocabulary strategies. Qian (2002) conducts a study on the relationship between vocabulary knowledge and reading comprehension with 217 ESL students. Qian (2002) finds that vocabulary depth and size were significantly related to the participants' English reading performance.

Another issue of second language reading is the level of second language proficiency. Alderson (1984) poses a question of whether difficulties of learning foreign language are due to “a reading problem” or “a language problem” (p. 1). Some researchers explain that reading in second or foreign language depends on learners’ first language (L1) proficiency (Cummins. 1979, 1991). The point is that readers’ development of the second or foreign language can be determined by the reading ability in the native language rather than the second or foreign language. Once one acquires literacy skills in the first language, some foundations can also be used when learning L2 (Bernhardt & Kamil. 1995). This position is called the linguistic interdependence hypothesis.

Other researchers discuss that in order to read in a second language, one is required to have adequate linguistic knowledge in a second language (Bernhardt & Kamil. 1995). Even proficient L1 readers cannot process L2 reading without knowing the basic linguistic knowledge in L2. This position is well known as the linguistic threshold hypothesis (Koda. 2004), whose foundation is based on Clarke’s (1980) short-circuit hypothesis and Yorio’s (1971) argument. In the studies conducted by Bernhardt and Kamil (1995) and by Carrell (1991), the results demonstrated that L2 reading proficiency, rather than L1 reading proficiency, predicted the participants’ L2 reading ability.

### **2.3 Reading Comprehension Models**

Current reading research has supported the idea that both L1 and L2 readers seem to go through similar cognitive processes (Alderson. 1984, Grabe. 1991, 2004; Eskey. 2005). These reading models have been influential in both L1 and L2 reading

research and can be distinguished from one another by its focus regarding how meaning is attained from print. For instance, the bottom-up model indicates that the reading process is guided by each word in the text and a reader decodes each word to obtain meaning. In contrast to the bottom-up model, the top-down model specifies that the reading process is guided mostly by a reader's past experience and prior knowledge. The interactive model points out that the reading process is guided by an interaction between the text information and the reader's previous knowledge as well as interaction between various reading strategies (Brunning, Shraw & Ronning, 1999). In this study, blended learning model is a new mode of instruction that focuses on a variety online resource is provided to students by teacher as well as face-to-face contact.

### **2.3.1 The Bottom-up Model**

According to Gough (1972), the emphasis of this model is on print itself. Readers start reading by recognizing the letters, word identification, and they gradually progress toward larger linguistic chunks to sentences, and eventually ending in meaning. The whole reading process is basically word-based and readers construct the meaning of a reading passage by decoding each word. Since this model emphasizes individual words in isolation, rapid word recognition is vital to the bottom-up approach (vanDuzer 1999). This reading model believes that students who master this process quickly become proficient readers. However, students who are not successful at decoding become struggle readers whose proficiency is interrupted by their inability to decode. Pressley (2000) claimed, skilled decoders are able to recognize frequent letter chunks, prefixes, suffixes, and foreign root words rapidly and such ability can free more memory capacity in the brain for reading

(Bernhardt. 1986; Carrell. 1988; Eskey. 1988, 1997, 2005; Koda. 1992) and the lack of vocabulary “maybe the greatest single impediment to fluent reading by ESL readers” (Grabe. 1988: 63). In a comprehensive review of L2 word-recognition research, Koda (1996) again stresses the very significant role of word recognition in L2 reading comprehension. What’s more, in a study conducted the relationships between the role of higher-level syntactic and semantic processes and word recognition of sixty adult ESL learners in Canada, Nassaji (2003) found that lexical knowledge was strongly correlated with L2 reading comprehension. However, reading in a second language bears some knowledge specific to that culture and society. Therefore, although a number of researchers and studies have emphasized the role of lexical knowledge in reading comprehension, some researchers maintain that vocabulary knowledge is a necessary, but insufficient condition for the outcome of successful reading comprehension (Koda. 1996). In other words, in order for true comprehension of a text to occur, a reader needs to possess other source of knowledge (Devine. 1987; Carrell. 1988; Bernhardt. 1991) and develop appropriate reading strategies (Carrell, Pharis & Liberto. 1989; Anderson. 1991, 2001).

### **2.3.2 The Top-down Model**

Unlike the bottom-up model, the top-down model is a “concept” driven model where the readers’ background knowledge and expectations guide them to construct meaning from a reading text. As Eskey (2005) proposes, the top-down model emphasizes that the whole reading process is basically “from brain to text” (p. 564). That is to say, a reader starts with certain expectations about the reading text derived from his or her background knowledge and then uses his or her vocabulary knowledge they possess in decoding words to confirm and modify previous expectations



(Aebersold & Field. 1997). In other words, a reading text itself has no meaning in the top-down reading model. It is the reader who constructs the meaning of the text by fitting it into his or her prior knowledge. According to Goodman (1967), who develops the top-down model, reading is a “psycholinguistic guessing game” and readers use their background knowledge to guess meaning. Smith (2004), who is also in favor of the top-down model, claims that a reader plays a very active role in the process of translating print into meaning by using knowledge of a relevant language, knowledge of the subject matter, and knowledge of how to read to confirm or reject his or her hypotheses. The process of the top-down model is also called “sampling of the text” (Cohen.1990). Describing the sampling process, Cohen (1990) maintains that a reader does not read all of the words and sentences in the text, but rather chooses certain words and phrases to comprehend the meaning of the text. Therefore, the top-down model focuses on reading skills like making predictions and inference as well as guessing from context. The top-down model influences both L1 and L2 reading instruction in promoting the importance of prediction, guessing from context, and getting the gist of a text’s meaning.

Nevertheless, the top-down reading model has been criticized for its problem of over-reliance on a reader’s prior linguistic and conceptual knowledge and neglect the importance of the text (Eskey. 1973; Pearson. 1979). Moreover, the top-down model overlooks the possible difficulties that a reader may have or encounter with guessing or predicting the topic of text if the material is unfamiliar to him or her (Samuels & Kamil. 1988). This is particularly true for second or foreign language learners. Up to this point, both the bottom-up and the top-down theories have been considered inadequate in terms of describing a sound reading process. For the

bottom-up theory, it was criticized for its failure to consider the reader's role in the reading process, while the top-down theory relies too much on the reader's prior linguistic and conceptual knowledge and neglects the importance of the text (Eskey. 1973, 1986; Pearson. 1979). Thus, the inadequacy of both the bottom-up and top-down models in explaining the reading process has led to the emergence of the interactive reading model.

The top-down model can be applied in L2. Since reading materials tends to be culture-specific, the top-down model takes into consideration that L2 readers may fail to understand a text if they do not possess or cannot access the appropriate cultural knowledge embedded in it. Reliance on top-down strategies at the expense of word identification skills might not contribute to comprehension. That is to say, limitations on cultural knowledge may cause distortion of the text meaning if the reader relies on guessing from context and prediction (Eskey. 1988). It has long been argued that during the reading process, the reader's language knowledge, personal experiences and knowledge of the textual structure connect interactively to achieve comprehension. Thus, Alderson (2000) specifically stresses that "the whole reading process is not an "either/or" selection between the bottom-up and top-down models, but involves the interaction between both approaches" (p.38).

### **2.3.3 The Interactive Model**

The interactive model combines features of the both bottom-up and top-down models and stresses the interrelationship between a reader and the text. It is now commonly accepted as the most conclusive picture of the reading process for both L1 and L2 readers (Anderson. 1999). Introduced by Rumelhart (1977), the interactive model suggests that there is an interaction between the bottom-up and top-down

processes and this model advocates that neither bottom-up nor top-down models can by themselves describe the whole reading process. Rumelhardt (1977) says that “both sensory and non-sensory come together at one place and the reading process is the product of simultaneous joint application of all the knowledge sources” (p.735). Grabe (1991) further describes the interactive theory of reading as one that “takes into account the critical contributions of both lower-level processing skill (word identification) and higher-level comprehension and reasoning skills (text interpretation).” Therefore, reading comprehension is the result of meaning construction between the reader and the text, rather than simple transmission of the graphic information to the readers’ mind (Eskey. 2005). Proponents of this model suggest that a skilled reader simultaneously synthesizes the information available to him or her from several knowledge sources of either bottom-up or top-down during the reading process. In addition, Stanovich (1980) brings the view of “compensation” into the interactive model by proposing that bottom-up and top-down processes compensate for each other in the reading process. In other words, when a reader lacks the appropriate content schemata for a certain text, he or she will rely on the bottom-up processes to compensate for the necessary background knowledge. The opposite could be true when a reader lacks the bottom-up skills necessary to comprehend a text, he or she will resort to high level processes. This phenomena explain for the process that poor readers tend to resort to high level processes more often than skilled readers given that the use of top-down processes seems to compensate for the poor readers’ limited ability of bottom-up processes (Stanovich. 1980).

The interactive model can be applied in L2. Because second or foreign language learners often find it challenging to understand the context due to limitations

with knowledge of the language and the culture unfamiliarity, most L2 reading specialists support the interactive reading model (Grabe. 2002, 2004; Eskey. 2005). According to Bernhardt (1990), in L2 reading, both text-driven and knowledge-driven processes operate simultaneously with varying degrees of success. The text-driven factors consist of word-recognition, phonemic decoding, and syntactic feature recognition, while knowledge-driven operations involve intertextual perception, metacognition, and prior knowledge. All of these factors contribute to successful L2 reading. Cook (2001) and Nassaji (2003) point out that even though readers may know all of the vocabulary and grammar, there are times that second language learners still cannot understand the text meaning. The difficulty seems to stem from the lack of social-cultural knowledge as comprehension is based on linguistic data (Bernhardt. 1991).

Thus, background knowledge, in addition to the lower-level processing, has been viewed as another critical factor that needs to be developed as part of the reading process. In the reading process, the reader integrates the new information with the existing schemata (Carrell. 1983; Anderson & Pearson. 1984). Schema can be categorized as content schema and formal schema. For context schema, both Pritchard (1990) and Razi (2004) conduct studies in investigating the influence of cultural schema on reading comprehension. The results all showed that relevant cultural schemata obviously facilitated the reading process. In addition to relevant content or cultural knowledge, familiarity with text structure (formal schema), is another factor affecting comprehension. Formal schema refers to the readers' expectations about how information parts in a text are organized (Carrell. 1987) and this knowledge has been recognized as an important factor in comprehension.

For instance, Carrell's (1984) study found that students from different language backgrounds recalled more information when the structure of the reading task was close to the structure of their own language.

In summary, reading comprehension models are complex cognitive processes, and it seems more complex in an L2 context. Clearly, reading in an L2 is an active process involving various sources of knowledge such as relevant language knowledge, appropriate background knowledge and knowledge of text structure. Instead, all of the processes involved are simultaneously active and interactive. With all sources of knowledge, the key to the interactive model is not the dominance of one form of knowledge over others, but the coordination and cooperation of all with each other. In addition to the relevant linguistic, content, and formal schemata, L2 learners also need to be equipped with effective strategies when approaching a reading task to compensate for insufficient knowledge in either language or content knowledge.

#### **2.4 Importance of Teaching Reading Comprehension**

As evidenced by verbal protocol studies, good readers use a repertoire of reading comprehension strategies (Pressley & Afflerbach. 1995). A brief list of some of these mature readers' conscious constructive responses to text include looking over a text before reading it, activating and using prior knowledge, searching for important information, summarizing, visualizing, generating questions, and making inferences. Skilled readers use these responses and strategies flexibly, selecting the tool they need to improve their comprehension of a specific text (Pressley & Afflerbach. 1995). Pressley (2000) advocates teaching students how to use a collection of comprehension strategies and to self-regulate their use of those strategies to construct meaning.

A large body of research supports the view that students can be trained to use the strategies used by good readers and that the use of those strategies often improves students' reading performances.

Compelling evidence for reading comprehension strategy instruction is found in experimental evaluations. In the 1970s and 1980s, numerous studies validated the teaching of individual reading comprehension strategies, and the contributions of those studies are covered in many reviews (e.g., Pearson & Dole. 1987; Pressley et al. 1989; Pearson & Fielding. 1991). Each of the eight reading comprehension strategies targeted in this research project was evaluated during these decades. In the following representative studies conducted with a wide range of students from second to eleventh grade, the students in the treatment condition were taught to use the strategy while the students in the control group were allowed to process the text without the benefit of strategy instruction. These studies include monitoring comprehension (Miller. 1985); questioning (Singer & Donlan. 1982; Raphael & McKinney. 1983); making inferences (Hansen. 1981; Hansen & Pearson. 1983); predicting (McGinley & Denner. 1987; Fielding, Anderson & Pearson. 1990); relating prior knowledge (Brown et al. 1977); summarizing (Bean & Steenwyk. 1984; Rinehart, Stahl & Erickson. 1986); understanding text structure (Taylor & Beach. 1984; Idol. 1987); and visualizing (Gambrell & Bales. 1986

After individual reading comprehension strategies proved their worth, later studies investigated the instruction of multiple strategies (e.g., Adams, Carnine & Gersten. 1982; Taylor & Frye. 1992; Klingner, Vaughn & Schumm. 1998).

Consistently, the research on individual and multiple strategies supports the value of reading comprehension strategy instruction. "Because meaning does not exist in text,

but rather must be actively constructed, instruction in how to employ strategies is necessary to improve comprehension” (Anderson & Pearson. 1990: 32). A variety of sources concur: reviews and synthesis of research (Alvermann & Moore. 1991; Gersten et al. 2001; Meltzer. 2002; Kamil. 2003; Biancarosa & Snow. 2006; Kamil et al.. 2008); meta-analysis (McGinley & Denner. 1987); research-based guides and guidelines (Langer et al. 2000; Deshler et al. 2007; Torgesen et al. 2007); content area reading and literacy teacher preparation textbooks (e.g., Vacca & Vacca. 2005; Alvermann, Phelps & Ridgeway. 2007); position statements (Pressley & Afflerbach. 1995; Moore et al. 1999); and English language arts standards (Pearson & Dole. 1987; Pearson & Fielding. 1991).

In short, many people think of reading comprehension as a skill that is taught once and for all in the first few years of school. They see reading as a simple process: readers decode, figure out how to pronounce each word in a text then automatically comprehend the meaning of the words as they do with their everyday spoken language. Besides, reading comprehension is the process of identification, interpretation and perception of written or printed material. Comprehension is the understanding of the meaning of written material and involves the conscious strategies that lead to understanding.

## **2.5 Techniques of Teaching Reading Comprehension**

It is important to know how to teach reading to the students. Teachers should adopt the appropriate technique considering previous performance of the students, their linguistic level, ability to perceive new items or vocabulary etc.

### 2.5.1 Teaching How to Tackle Meaning

It has been already stated that meaning of a text is not “inherent”. It is the reader who brings meaning with him/her. For this reason, the same text can be interpreted in different ways though the writer may have only one idea while writing the text. For this reason, learners should be taught how to reach the proper meaning of the text. If they fail to guess or understand the meaning a text implies, all the efforts and techniques to teach reading to the students will end in smoke.

It is now obvious that the teaching of meaning is the most important task for the teacher. Text-based outlook of the students should be changed. Students should be trained properly so that they may be able to associate the textual meaning to their experience. According to Dechant (1982: 37) “Proficient readers are those who...have an adequate knowledge base that allows them to bring meaning to the printed page.” So, proper association between the textual words and the experience or knowledge is essential for a better understanding. Meaning can be associated with the printed word only by associating the word with the experience, whether real or vicarious, or by associating it with another symbol which fits the context. As meaning starts its operation from the ‘word’, it is suggested to give importance on “word knowledge”, as “word knowledge is the most important factor for reading comprehension or for reading with meaning in the elementary and secondary school years” (Dechant. 1982: 288). Dechant has suggested “a threefold process” for the “teaching of meaning for the words”: (1) students should be taught the basic or ‘literal meaning’ of words; (2) they should be taught what the other alternatives of a particular word are synonyms, for example; and (3) they should know how a particular word for a particular purpose can be used fitting the context.



The overall meaning of a text can be taught through DRA (Directed Reading Activity) suggested by Dechant (1982). According to Dechant (1982: 292) basic steps of the DRA are: (1) building readiness for reading a selection by building concept and vocabulary background, by creating interest and motivation, and by creating a purpose for reading; (2) guided silent reading; (3) checking comprehension; (4) oral rereading of the material; (5) extending word-recognition and comprehension skills: learning and practicing new skills; and (6) enrichment and follow-up activities: supplementary reading, dramatization, and other creative activities.

The purpose of the teaching of meaning is to enable students to develop their reading skill and prepare a suitable ground for the students to advance their understanding power. Dechant (1982: 293-298) has prescribed “twenty techniques” for this purpose. They are to:

- 1) provide experience with the concrete object or event, because direct experience is still the best way to develop meaning for word.
- 2) label objects and made extensive use of signs in the classroom; have pupils cut out and label pictures.
- 3) teach the pupils to read pictures, illustrations, charts, graphs, and maps.
- 4) use riddle, rhyme, and puzzle games to illustrate meaning.
- 5) have pupils construct and use picture dictionaries.
- 6) use picture words, flash cards and lotto games; read easy stories build sentences with words cards; make scrapbooks; and pursue other similar activities.
- 7) have pupils place words in the categories to which they belong. For example, the pupils might be required to classify things one might find on a street; things found on a farm; things to eat; things to ride in; things that are animals, plants,

fruit, birds, countries, clothing, colors, insects; or things that fly, run, or float.

8) teach the pupils the use of the context as a cue to word meaning. Students can be asked to fill in the gaps using given clues. The question may be like this:

Father bought the apples at the \_\_\_\_\_. (store, story)

9) have pupils develop the concept of multiple meaning with an exercise. To develop the concept of multiple meaning, a single word can be used in different sentences with different meanings, and students can be asked to write down their meanings in the blanks provided after each sentence. For example, a single word “run” can be used in different sentences like the following ones with a different meaning in each:

a) The boat runs between Georgia and New York. \_\_\_\_\_

b) The man runs a hotel in the uptown. \_\_\_\_\_

c) We saw a run of fish. \_\_\_\_\_ etc.

And students will be asked to write the meaning of ‘run’ in each blank.

10) teach pupils develop the meaning of heteronyms, words whose pronunciation and meaning change depending upon their use in the sentence.

11) teach pupils to use the cloze procedure to develop meaning. This procedure enables readers to use the context to identify the word that completes a passage.

12) teach pupils to use structural words as cues to meaning.

13) teach pupils the meaning of homonyms.

14) teach pupils to high imagery words and to analyze the sense appeal of words.

15) teach pupils to use the root of a word as well as prefixes suffixes as cues to

meaning.

16) teach pupils how to work out the meaning of compound words.

17) teach pupils how to read words used in a figurative sense.

18) help pupils to use the dictionary.

19) have pupils study technical vocabularies. Knowing technical vocabularies is particularly important in the content areas. The primary types of technical vocabularies are (1) words that are peculiar to a given subject area; (2) words that are common to all content areas but that have a special meaning in a given content area; and (3) symbols used in a given content area (Dillner & Olson, 1977), and

20) have pupils study the origin of words and how they change, or in other words, the etymology of words.

Students can also be taught space, numerical and time concepts for developing word meaning in greater details.

### **2.5.2 Approaches to Teach the Skills to Understand Meaning**

Understanding a written text means extracting the required information from it as effectively as possible. To understand a text meaningfully, students should be made to practice several exercises. Widdowson (1978: 94) has suggested various types of questions such as open questions, right or wrong, multiple-choice options etc. for understanding meaning. But, Grellet (1996: 13, 21-24) has pointed out that these 'question-types' can be advantageous to the students if they involve the students actively, that is, if the activities need the students "to think and reason in order to give answer or make a choice". For the development of the skills to understand meaning of texts, he has suggested some activities that are divided into two categories. They are Non-linguistic and Linguistic approaches.

### 2.5.2.1 Non-linguistic Approach

In this approach no comprehension activities require any complex and verbal response on the part of the learners. Instead, some elements (a document, a diagram, a picture etc.) are added to the text and the students are asked to relate the text to a particular document. Grellet (1996: 13, 22) has mentioned some non-linguistic ways of teaching understanding meaning. They are: (1) comparing texts and pictures; (2) completing or labeling a document; (3) using illustrations; (4) transcoding the information into the form of a diagram; (5) using the information in the passage to find a solution, make a decision or solve a problem; (6) matching; (7) mapping out a document; and (8) jigsaw reading.

### 2.5.2.2 Linguistic Approach

According to Grellet (1996: 13, 22-24), this approach includes the following strategies:

1. Reordering: In these exercises, the students are asked to present the information in a different way. They can be asked to reorder disordered sentences into a cohesive incident, to complete a table, or to draw up a chronological list of the events mentioned in the passage. The aim of this type of exercises is to let the students know that "there are many different ways of presenting the same information."

2. Comparing: Through the comparison between different texts the attention of the students is drawn to what is specific to the passage they are reading. Grellet (op. cit.) states that the passages offered for comparison may differ in their contents (e.g. one can study the development of an item of news over a period of time) or in their points of view (e.g. several articles on the same subject taken from different sources).

3. Summarizing: It is an important technique to develop understanding meaning of a text. Since summarizing is “an accurate and objective account of the text, leaving out our reaction to it” and rejecting all minor details, students are forced to read meaningfully.

4. Note-taking: It means “briefly jotting down one’s reactions and ideas about the passage”, and students can be able to note down and establish the key ideas of a text only when they read the text clearly and effectively. Therefore, this practice is much useful for the students to develop their understanding meaning of the texts they read.

Moreover, the following practices are also useful for this purpose: (a) close reading; (b) cloze test; (c) surveying text organization; (d) using contextual clues to guess meaning of unknown words; (e) transforming information from table, graphs, charts etc. to texts and vice versa; (f) rereading; (g) associating; and (h) word-grouping.

### **2.5.3 Classroom Procedures for Teaching Reading Comprehension**

Classroom activities are very important for the development of teaching reading skills. Teachers should help and encourage the students to read effectively in the class. To perform the job, teachers have to design effective activities for teaching reading comprehension in the class, because, a successful teaching of reading in the class depends largely on the proper planning of reading lessons. Teaching techniques should be designed according to the level of the perception of the students.

An experienced and efficient teacher knows well when a particular technique should be followed and how. However, in the teaching of reading, there are some tested teaching techniques by recommended experts, and these techniques can be followed

in the classroom. Grellet (1996: 10) states that practicing reading in the classroom is “a silent activity”. He, therefore, suggests that students should not read aloud in the class, because, “it is an extremely difficult exercise, highly specialized (very few people need to read aloud in their profession) and it would tend to give the impression that all texts are to be read at the same speed.” Moreover, reading aloud tends to prevent the students from developing “efficient reading strategies”.

In order to develop effective reading skills among the students, the teacher should help the class how to approach a text meaningfully. The following procedure, according to Grellet (1996: 10-11), is “very helpful” for the students: (1) considering the text as a whole, its title, accompanying picture(s) or diagram(s), the paragraphs, the typeface used, and making guesses about what the text is about, who wrote it, who it is for, where it appeared, etc.; (2) skimming through the text a first time to see if the learners’ hypotheses were right and then asking a number of questions to themselves about the contents of the text; and (3) Reading the text again, more slowly and carefully this time, trying to understand as much as possible and trying to answer the questions asked by the learners themselves.

Williams (1996) has suggested that for effective teaching of reading in the classroom, the lesson should be divided into three consecutive phases. They are pre- rereading, while-reading and post-reading phases.

### **2.5.3.1 Pre-reading**

Pre-reading stage is important because it can “whet” the students’ appetites to read. Greenwood (1998: 15) states that it can provide a “need to read to complete an activity or confirm an idea; and it can persuade the students that as far as perception or hypothesis is concerned there are no right or wrong answers, only different ones.”

In pre-reading stage, teacher should carefully design the activities that prepare the students mentally to accept what he/she is going to teach in the next stage. Urquhart and Weir (1998: 184) have suggested some pre-reading activities. They are: (1) thinking about the title; (2) checking the edition and date of publications; (3) reading appendices quickly; (4) reading indices quickly; (5) reading the abstract carefully; and (6) reading the preface, the forward and the blurb carefully, respectively.

Aims of this phase, according to Williams (1996), are to introduce and arouse interest in the topic, to motivate learners by giving a reason for reading and to provide some language preparation for the text.

### **2.5.3.2 While-reading**

In the while-reading phase, Greenwood (1998: 59) states that “Students must be taught how to read and respond to books.” During this phase students should be involved in activities which enable them to respond cognitively, emotionally and imaginatively to imaginative writing.

The teacher should conduct some useful activities in this phase for the better output from the students in the next stage. The activities in this stage should be designed according to the level and standard of the students. Shahidullah (1995, 1996) has suggested some of the while-reading activities. They are: (1) guessing meaning from context; (2) analyzing sentences; (3) surveying text structure; (4) extracting specific information; (5) getting detailed information; (6) answering pre-set questions; (7) matching texts with picture, diagrams etc.; and (8) guessing meaning of unfamiliar words, respectively.

The while-reading phase is significant. It is the most active stage among the three, because, proper activities in this phase, according to Williams (1996: 38),

enable the students to understand the writer's purpose, to understand the text structure and to clarify text content.

### **2.5.3.3 Post-reading**

This stage is designed to evaluate what the teacher has taught in the while-reading stage. In the post reading stage the teacher may ask the students to know their action to the text, for example, the students may answer whether they have liked and enjoyed it, or found it useful or not. If the text is found useful, the meaning and content of it may be extended to the students' known social phenomena, personal interests and knowledge or experience. In short, activities at this stage do not refer directly to the text, but "grows out" of it.

This stage is also important since this stage is supposed to evaluate and examine the output of and feedback from the students. In addition to that, post-reading phase enables the students, according to Williams (1996: 39), to consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge, interest, experience or views.

In summary, this section provided previous literature review on characteristics of second language reading. Particularly, comparison between first language (L1) reading and second language (L2) reading and some issues that may influence second language reading are discussed. With understanding unique characteristics of second language learners, the next section further examines reading with regard to the concept of metacognition.



## 2.6 Blended Learning Frameworks

Blended learning is an effective approach created of blending advantage both of face-to-face method and e-learning. It also moves from teaching to learning, and from teacher centered class to student centered class. Moreover, blended learning approach leads to developing the teaching learning process quality, improving its outputs, opening new potentials for self-learning including long life learning, and raising students' achievement level in English (Harb. 2013). To succeed in teaching by using blended learning approach, the teachers or schools have to create the models in teaching that appropriate for students' level. There are several educators and researchers presenting the frameworks for teaching by using blended learning approach as follows:

Jessica et al. (2014) point out the frameworks in teaching used blended learning as follows:

1) Rotation Model: Students rotate between learning paths or “modalities”—one of which is online learning—either on a fixed schedule or at the teacher’s discretion. In practice, these rotations might mean that a student stays at his desk, but switches between a paper-and-pencil instruction and online learning on a tablet or laptop. But it also might involve students trading the classroom for a computer lab for a particular lesson. There are several popular sub-classes of the rotation models as follows:

1.1 Station Rotation: Students rotate between various situations within the classroom, and at least one of these situations includes an online learning component. Other situations involve more traditional instructional learning approaches, such as small group works, worksheets, and whole-class discussion.

Students rotate through each station on some sort of schedule-either fixed or at the teacher's discretion.

1.2 Lab Rotation: It is similar to station rotation, but the online learning component takes place in a learning lab that is designed primarily for this purpose. Students rotate between the classroom environment and the learning lab, all while staying on the school campus.

1.3 Flipped Rotation: Students rotate on a fixed schedule between classroom instruction during the school day and online outside of school hours. In this way, students control how, when, and where they receive their online instruction, and then rotate back into the classroom environment the following day to apply what they've learned in a project-based environment.

1.4 Individual Rotation: Students customize how they rotate between modalities (again, one of which is necessarily online learning). Either the teacher-of-record or an algorithm can set individual student rotation schedules, but once set, these schedule usually stay fixed. Unlike the other rotation models, students may be rotated into a small-group setting that is not necessary for all students, or English language learners might have a set rotation to an intensive online reading program.

2) Flex Model: Similar to the individual rotation model, the flex model features students working on a customized schedule that rotate between modalities, one of which online learning. Unlike individual rotation, however, the flex model is fluid instead of fixed, allowing for real-time change in schedules to meet ever-changing student learning needs. Although the teacher-of-record is on-site and interacts with students face-to-face, this support is flexible and adaptive to individual student needs. This blended learning approach also allows for creative

classroom/school configuration, for example by combining study space, breakout rooms, learning labs, small group work rooms, and social areas.

3) “A La Carte” Model: It is called “self-blend” model. Students design their educational experience by selecting specific online courses to supplement their traditional in-school coursework. For the online coursework component, the teacher-of-record is virtual and learning occurs either in the school or off-site. This approach may be employed when schools do not have certain courses, or new approaches to teaching foundational courses that meet specific student needs such as special education students or English language learners. If the online coursework occurs on the school campus, school may opt to create labs or lounges to support the online learning component.

4) Enriched-Virtual Model: Students learn primarily online, but split their time between the brick-and-mortar school campus and an off-site environment. It is a “whole school experience, “which means that is a comprehensive approach to schooling. The teachers-of-record are primarily virtual, although teachers or paraprofessionals provide supplemental support in the brick-and-mortar environment as well.

Dreambox (2014) presents that the school districts look for the approach to receive their students a personalized learning experience without expanding their budgets, blended learning can be an effective option. There are six models of teaching by using blended learning and each model is explained as follows:

1) Face-to-Face Driver Model: This model is closed to a typical school structure. This approach, the introduction of online instruction is decided on a case-by-case basis, meaning only certain students in a given class will participate in any

form of blended learning. The face-to-face diver approach allows students who are struggling or working above their grade level to progress at their own pace using technology in the classroom.

2) Rotation Model: In this form of blended learning, students rotate between different stations on a fixed schedule-either working online or spending face-to-face time with the teacher. The rotational model is more widely used in elementary schools.

3) Flex Model: Schools who are supporting a large number of non-traditional or at-risk students often choose the flex model of blended learning. With this approach, material is primarily delivered online. Although teachers are in the room to provide on-site support as needed, learning is primarily self-guided, as students independently learn and practice new concepts in a digital environment. The flex model is an approach used by the Advance Path Academy, a blended learning school, which works with school district partners to address the needs of students with behavioral, academic and/or socio-economic challenges.

4) Online Lab Model: As schools face increasingly tighter resource constraints, the online lab model of blended learning is a viable option for helping students complete courses, including those not offered at the specific school site. In this scenario, students learn entirely online but travel to a dedicated computer lab to complete their coursework. Adults supervise the lab, but they are not trained teachers. This not only allows schools to offer courses for which they have no teacher or not enough teachers, but also allows students to work at a pace and in a subject area that suits them without affecting the learning environment of other students.

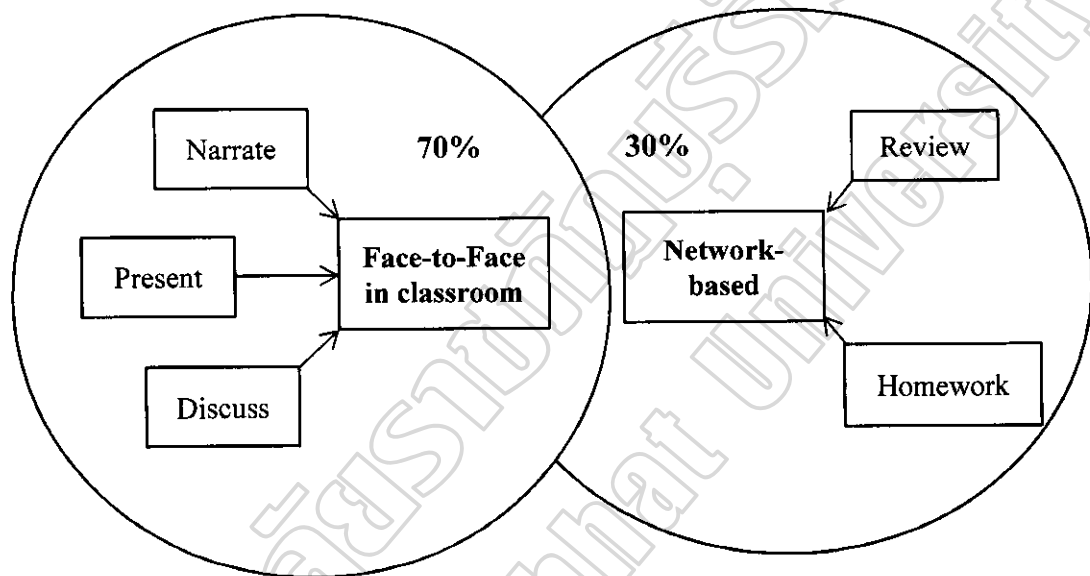
5) Self-Blend Model: Popular in high schools, the self-blend model of blended learning gives students the opportunity to take classes beyond what is already offered at their school. While these individuals will attend a traditional school environment, they also opt to supplement their learning through online courses offered remotely. In order for this method of blended learning to be successful, students must be highly self-motivated. Self-blend is ideal for the student who wants to take additional Advanced Placement courses, or who has interest in a subject area that is not covered in the traditional course catalog.

6) Online Driver Model: At the opposite end of the spectrum from face-to-face driver we have online driver, which is a form of blended learning in which students work remotely and material is primarily delivered via an online platform. Although face-to-face check-ins is optional, students can usually chat with teachers online if they have questions. This model of blended learning is ideal for students who need more flexibility and independence in their daily schedules. This approach is becoming increasingly popular – each year, the number of students participating in online driver programs increases by about 15 percent.

In conclusion, blended learning is an approach combined between face-to-face learning and e-learning including network-based such as online learning, internet-based learning as well as Web-based learning, and non-network-based learning such as computer-based learning.

In this study, the researcher employs face-to-face framework and network-based to improve Thai EFL grade 11 students' reading comprehension. The researcher uses face-to-face framework in 70 percent in teaching in the classroom and 30 percent in learning through network-based because the students are different background

knowledge and various experiences made bonding a challenging in teaching. In addition, the researcher is easy to facilitate the activities learning, group work, hand-on activities, problem solving activities including students' presentation.



**Figure 2.1** Blended Learning in Teaching Reading Comprehension

**Source:** Muangman & Weahama (2012)

## 2.7 Synchronous and Asynchronous Blended Learning

There are two types of learning in today's e-learning environment: synchronous and asynchronous. Both of learning strategies have their own pros and cons and each strategy is appropriate for a student greatly depends on their method of absorbing information that is provided.

### 2.7.1 Synchronous Learning

Synchronous learning environment is activities for learning and teaching including offering teachers and students with multiple ways of interacting, sharing as well as the ability to collaborate and reply the questions in real-time via synchronous

technologies. Several researchers propose the benefit of using blended synchronous learning approach for instance; Norberg (2012) states that blended synchronous learning approach is able impartiality of access for students who are geographically isolated or cannot physically attend classes owing to life demands. Moreover, blended synchronous learning empower people who cannot be present in person because they are working full time, need to mind children or are ill to still participate in on-campus learning experiences. In addition, blended synchronous learning can be employed to create an enhanced sense of community between remote and face-to-face students including it also allow students to experience an instructor's lesson, ask and answer questions, offer comments in class and generally allow engagement "in a similar manner to on-campus students" (Pope, 2010; Lidstone & Shield, 2010; White, Ramirez, Smith & Plonowski. 2010: 35).

There are several tools using in blended synchronous learning for instance, web-conferencing systems like Blackboard Collaborate, videoconferencing, webcasts, interactive learning model including telephone conferences (Er et al., 2009; Spann. 2012; eLearners.com: 2012). Cindy (2014) presents that there are several benefits using synchronous learning in classroom; 1) students demonstrate their knowledge and practice their communication skills; 2) students can ask questions to deepen their understanding; 3) students make a good relationship between teacher and classmates; 4) teachers can engage students in discussions, problem solving including group projects; 5) teachers can focus class time on bridging skills gaps; and 6) teacher can build one-on-one relationships with students.

### 2.7.2 Asynchronous Learning

Asynchronous learning environment is an approach that enables to actively participate in students' learning, give them the chance to interact with their classmates, provide peer feedback as well as reflect on the status of their personal learning goals and outcomes (Er et al. 2009; Harris et al. 2009; Simonson et al. 2012). In addition, asynchronous learning involves a series of highly complex and ill-defined activities that students want to reflect and question their traditional learning practices while developing a new identity as a learner (Palloff & Pratt. 2011). Cindy (2014) presents that in asynchronous learning, students work at their own pace, completing coursework within defined time limits. Students and teachers are not necessarily interacting in real time. Schoolwork that students perform on their own time typical includes: viewing pre-recorded online classroom sessions at home; reviewing course materials online or offline; completing assignments; and collaborating with other students via secure message boards. Moreover, students have more time for reflection, collaboration as well as student-to-student interactions (Bonk & Zhang. 2006; Skylar. 2009; Meloni. 2010). Classroom using asynchronous learning approach is more popular learning type because there are several learning tools or technologies are free, require minimal hardware, and are utilized at students' pace. Some educational benefits can be observed from using asynchronous learning approach: it enriches student products and portfolios; student and teacher collaboration, and learner specific pacing geared to the individual student needs (Hrastinski, 2008; Skylar, 2009; Meloni, 2010; eLearners.com; 2012).

In summary, both synchronous and asynchronous are environmental learning approaches that can enhance the quality of student–teacher interactions. It engages



and improves students' learning outcomes (Hastie, Chen and Kinsuk. 2010; Simonson et al., 2012). Nevertheless, both approaches have benefits and limitations. Some students like a synchronous approach because they need face-to-face instruction. Other students prefer asynchronous because they can provide more time to consider all sides of an issue before offering their own educated input. Er et al.(2009) suggests that in order to overcome these limitations the two learning types should be integrated and utilized to support student needs within online learning environment called blended learning.

In this study, the researcher uses both synchronous and asynchronous class to improve English reading comprehension for grade 11 students because these approaches are pros and cons. Some students like synchronous class because they need to feel involved, in real time, with the class experience. Moreover, it is rewarding to ask questions or offer comments including instant feedbacks for students. In addition, real-time communication allows for productive discussion. On the other hand, the researcher employs asynchronous class for students because the researcher needs students has more time to practice reading comprehension by using internet and World Wide Web software tools such as e-mail, electronic bulletin boards, and Web pages. Students can practice anytime and anywhere and they are free to contribute whenever they choose.

## **2.8 Efficiency**

Scholarly, Phromwong et al. (1977) determined the efficiency of the instructional packages refers to the quality of the multimedia package created in the instruction set. It simplifies and strengthens students' learning the content effectively.

Comparatively, instructional material are tried out with the target groups of students.

A lot of instructional materials are computed to find out the efficiency. It was considered from the percentage of exercise, learning process, or sub-test with two main numeric values such as  $E_1/E_2 = 80/80$ ,  $E_1/E_2 = 85/85$ ,  $E_1/E_2 = 90/90$ , etc. (Kitrakarn. 2001).

Importantly, the criteria of computing for the efficiency such as  $E_1/E_2 = 80/80$  has illustrated that the criterion set 80/80, first criterion set 80 (efficiency of the process) is percentage of learners 'total mean score from exercise scores of instructional packages. Second criterion set 80 (efficiency of the outcomes) is percentage of learners' total mean scores from achievement test (post-test). The statistical formulas are as follows.

$$E_1 = \frac{\sum X}{N} \times 100$$

$E_1$  = Efficiency of the Process

$\sum X$  = Total Scores of Post-test

$N$  = Number of Samples

$A$  = Total Score of the Exercises in the Lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

$E_2$  = Efficiency of the Outcomes

$\sum F$  = Total Score of Students who Pass the Post-test

$N$  = Number of Samples

$B$  = Total Score of the Post-test in the Lessons

Reasonably, standard to find out the efficiency of instructional material should be 75/75, 80/80, 85/85, or 90/90 for the subjects related to cognition. The level of mistake is accepted at 2.5%.

Definitively, efficiency criterion refers to the levels of efficiency of instructional packages used in the classroom activity and assists reinforce students' learning and leads the satisfaction to teachers who construct them. Defining efficiency criterion can be determined by assessment the two kinds of students' behavior: efficiency of procedure ( $E_1$ ) assessed by noticing the students' learning activities performance continuously and efficiency of result ( $E_2$ ) assessed by post-test or final examination. In addition, efficiency is expected as the criterions satisfied the teachers with the students learning behavior and it is defined as percentage of students' whole score.

To develop teaching and learning, Srisa-ard (2003: 153-156) pointed out two approaches for criterion widely used 80/80. Firstly, consider form the most of students (80%) who can achieve learning outcomes at the high level (80%), in this case the innovation employed take less time in teaching only one content. The criterion 80/80 refers to the number of students no less than 80% of students who scores at least 80% of total score. Finally, consider the result during and at the end of the procedure which is average in high level (80%). In the case of teaching several times with lots of contents such as three chapters and the measurement during the study (formative) take several times, the criterion 80/80 have the following meaning, namely, the first criterion set 80 is the efficiency of the process ( $E_1$ ), and the second criterion set 80 is the efficiency of the overall effect ( $E_2$ ).

Moreover, Srisa-ard (2003: 156) also mentioned three main concepts of determining the criterion as follows:

First, the efficiency criterion is able to set variously depending on the researcher himself. If he wants high efficiency, the criterion may be set at 90/90, but in this case it may have problems that the efficiency cannot be achieved the goal. It is not easy to get most of the students scored an average of almost 90%. Hence, the criterion set 90/90 is not determined in the most research. It is likely to set lower than 80 in both the process and the overall effect as the criterion set 70/70 that means the teaching material development is effective and can be used to improve most students to achieve their learning at high levels. The criterion set 50/50 or 60/60 indicates that students can be develop average on one half or slightly more than half (60%), which is unlikely to be enough, it should be developed to be at a more higher level.

Second, the criterion set 80/80 is not defined as the ratio between the two parts. Generally, it is not interpreted by the comparison. So, the researchers can not only write in the form 80/80 or even a criterion 80% of the overall process and results. The 80/80 separates the efficiency of the process, the first 80 and the overall effect, the second 80.

Finally, the researcher may set the two parts which does not equal as the criterion set 70/80 which means that the efficiency of process is 70% and the overall efficiency is 80%. However, it is not commonly defined in such a manner.

## 2.9 Satisfaction

It is necessary to define the understanding of satisfaction. In this research, the researcher focuses the satisfaction of students in reading comprehension through blended learning model.

### 2.9.1 Definitions of Satisfaction

Several researchers and scholars define the definitions of satisfaction.

According to Chanpreecharat (2000 : 52) states that satisfaction is people's feeling toward positive performance such as favor, love, satisfy, and good attitude to work which occur from need response. The feeling that they have attitude toward their performance will motivate them to love working on their responsibilities. They require doing and finding out the effective performance process. It leads them to effective performance, which achieves an organization purpose (Saengchai. 2000 : 11). The satisfaction is performers' thinking or attitude that they perform. It consists of process, components, and factors of work. If they have positive thinking to do something, they provide good satisfaction toward performance. They will devote labor, spirit, money as well as work a lot. On the other hand, if they have negative to do something, they also provide bad satisfaction which leads them to lack of enthusiasm and bad performance. Moreover, satisfactions that people perform are supported by administrator to motivate the performer to perform with happiness and achieve the performance efficiency based on the purpose of the organization (Khinna. 2003 : 29).

In conclusion, satisfaction is the performance of people that they perform or feel toward something including positive and negative thinking that occur in their minds and affects their behaviors.

### 2.9.2 Variables of Students Satisfaction

The satisfaction of students has been positively correlated to pleasing learning outcomes in several studies. Clearly, the literature is abundant with possible solutions to increase students' satisfaction level. Ni and Aust (2008) point out that the development of a classroom community is important to improving students' satisfaction and perceived learning in Turkey. The results of a regression analysis indicated that four of six scales on the Distance Education Learning Environmental Survey (DELES) comprised of personal relevance, instructor support, active learning, and authentic learning, or task value, were significant and positively related to satisfaction of student (Walker, 2003; Sahin, 2007). Artino (2006) studied the service academy graduates of task value, self-efficacy and perceived instructional quality were significantly positively correlated to each other and to students' overall satisfaction with an on line course. The discussion from research continues by stating "It appears that students who believed the course was interesting, useful and important were more likely to be satisfied with the training" (p.266). These findings are resounded by the research of Pintrich and De Groot (1990) who found that intrinsic value (e.g. task value) was influential consisted of the positive attitudes, cognitive engagement, and academic performance that related to students. In addition, Lee (2002) found the task value was significant positive predictor of the students' satisfaction levels.

Muilenburg and Berge (2001) conducted eight barriers to identify that students face with online learning. These factors comprised of: 1) administrative issues; 2) social interaction; 3) academic skills; 4) technical skills; learner motivation; 5) time and support for studies; 6) cost and access to the internet; and 7) technical issues. In

this large-scale study (n = 1,056) the researchers found that perceptions of students lead to negative outcomes such as a higher dropout rate (Carr. 2000), diminished motivation for students to learn (Maltby & Whittle. 2000), and lower satisfaction levels of students with the learning experience (Kenny. 2003). While these outcomes exist for a portion of the student population, the majority of students do not encounter these results. Muilenburg and Berge (2001) are able to identify 11 independent variables that represent the students who experienced these lower satisfaction levels. These variables consist of: 1) gender; 2) age; 3) self-reported ethnicity; 4) type of learning institution (e.g. community college, undergraduate, graduate, business/corporate/non-profit, and government /military); 5) ability and confidence with online learning technology (from “enjoy online learning significantly less,” to “enjoy online learning significantly more” than the traditional classroom”); 6) the number of online courses completed; 7) the number of online courses dropped; 8) the likelihood of taking a future online course; and 9) whether or not students experienced prejudicial treatment in the traditional classroom due to cultural background, disability, or some other personal characteristic (p. 30).

Muilenburg and Berge (2001) summarized that the lack of social interaction was the most server barrier they encountered regarding online learning. They found social interaction and online learning satisfaction are related, without speaking to causation. Furthermore, they found that there was a relationship between the number of online classes that a student had taken and a reduced number of perceived barriers for those students, again without a judgment of causation. Similarly, one of the more important constructs in this regard is students’ perceived self-efficacy; this is, the students’ self-assurance in their ability to achieve designed levels of master (Bandura.

1997). Schuck (2005) found that “self-regulated learners are more self-efficacious for learning than are students with poorer self-regulatory skills; the former believe that they can use their self-regulatory skills to help them learn” (p.87). The current research has considered all of these factors affecting student satisfaction, with specific emphasis on; 1) administrative issues, 2) social interactions, 3) teacher-student communications, 4) task values, 5) technical ability and confidence with online technology, or self-efficacy, 6) learning enjoyment with online classes, 7) the number of online courses completed, and, 8) the quality of instruction.

Moreover, Artino (2006) found that self-efficacy was also significant predictor of student satisfaction levels in online classes. The findings were mirrored by previous studies of self-efficacy and its relationship to student satisfaction in traditional classrooms (Pintrich & De Groot. 1990; Zimmerman & Bandura. 1994). Finally, Artino (2006) found that perceived instructional quality was the strongest individual predictor of overall satisfaction. Those students who believed that the course practiced effective instructional design methods were more likely to be satisfied with the experience. These findings were consistent with results reported by Reinhard and Schneider (2005) who report that among a group of adult learners (N= 222) their perceptions of the learning environment in an online course were significantly related to positive student satisfaction levels.

Palmer and Holt (2009) measure satisfaction levels including levels of importance in a large study of undergraduates at Deakin University in Australia (n = 761). Items that had the most significance with respect to satisfaction were:

1. Submitting assignment online
2. Being able to access online learning resources readily



3. Organizing and being responsible for their own learning
4. Being given and/or pointed to the current material
5. Relating what is learnt to issues in the wider world

With respect to levels of importance, the items with the most significance were:

1. Having clear expectations for what is required to get good marks
2. Being able to access online learning resources readily
3. Receiving feedback on assignments online
4. Submitting assignment online
5. Organizing and being responsible for their own learning

In conclusion, the results can be summarized to suggest that the satisfaction levels of students are associated to how confidently the students feel about their ability to communicate and learn online, having a clear understanding of what was expected of them to succeed, and feedback concerning their progress in the class.

### **2.9.3 The Measurement of Student Satisfaction**

The measurement of academic satisfaction is possibly the most crucial contribution of the literature to this study. The most common student satisfaction instrument is the Students Satisfaction Inventory (Elliott & Shin. 2002; Bryant. 2006; Quaraeen, Al-Omari & Abu-Tineh. 2007). It consists of 43-item survey which constructs five scales: registration effectiveness, academic advising effectiveness, academic services, instructional effectiveness, and admission and financial aid. Specific instruments are often created for measuring student satisfaction in an international context (Baykal et al. 2005; Moller. 2006).

Elliott and Shin (2002) state that the two general approaches to the measurement of satisfaction. In traditional approach, yes or no question, or with one

question assessing the degree of overall satisfaction has been measured the overall student satisfaction. The alternative approach, which they recommend, measures satisfaction as a multi-attribute score.

Mavondo, Tsarenko and Gabbott (2004: 50) point out that the timing of student satisfaction measurement matters. In this study, the researcher choose to measure student satisfaction through the students' junior or senior year given that "expectations before enrolling will have been transformed and dramatically changed by the time students are in their second or later years in s university." The converse should also be true. If one wants to have a true sense of students' satisfaction with their choice, it is best to get their impression as early in their freshman year as possible before students' sense of satisfaction is influenced one way or the other by the school environment, institutional support, or their own willingness or unwillingness for engage and study.

To sum up, the students' satisfaction is important to succeed for learners. A greater understanding of measurement of students' satisfaction and reading is necessary and it is also a crucial component of academic success. In this research, the researcher mainly focuses on the success the measurement of students in reading comprehension via the blended learning approach.

## **2.10 Previous Studies Related to the Present Study**

There are some researchers conducting the implication of blended learning to enhance reading. These studies are summarized and presented as follows:

Precel, Alkalai, and Alberton (2009) investigated pedagogical and design aspects of blended learning course with 91 students during a period of three semesters

in the years 2006-2007 the results illustrated that the importance of completing the pedagogical and visual design of online learning in advance. Also, the course model suggests ways to bridge the gaps between students and instructors and students their peers, which are typical online learning in general and of open universities in particular.

Fujishiro and Miyaji (2010) conducted the effects blended instruction on oral reading performance and their relationships to a five-factor modal of personality with 61 participants divided into two groups at the T Junior High School in Okayama Prefecture in Japan during the school year 2008. The results of this study showed that skill of the students in oral reading was improved in the most criteria of assessment and the blended instruction was effective for personality group.

Obari (2012) investigated the effect of blended learning with 60 EFL undergraduate students (all native speakers of Japanese) at Aoyama Gakuin University have been engaged in social learning activities utilizing lectures on YouTube. The results revealed that the students were excited by using a variety of IT tools, which enabled them to view the worldwide lectures from iUniv and to access a variety of learning materials from their mobile devices, allowing them to study anywhere, anytime.

Kim (2014) investigated effects of using mobile devices in blended learning for English reading comprehension of 44 students at a university in Seoul, 7 freshmen, 13 sophomore, 14 junior, and 10 senior all of whom were enrolled an English reading course for the spring 2013 semester. The results revealed that the students in the experimental group considered it's useful and helpful to use mobile phone for English learning.

Al-Madani (2015) conducted the effect of blended learning approach on fifth grade students' academic achievement in My Beautiful Language Textbook and the development of their verbal creative thinking in Saudi Arabia with 49 students divided into 2 groups; 25 students from experimental group, and 24 students from using the traditional learning approach. The results revealed that learning My Beautiful Language Textbook using the blended learning approach is more effective than the traditional method in terms of achievement and the development of verbal creative thinking skills.

Alruwaih (2015) investigated the effect of blended learning on students' satisfaction for students of the public authority for applied education and training in Kuwait with 30 students at the first and second grades. The results presented that the significant differences in mean rating of students' satisfaction between the three teaching groups for the blended lecture instruction group.

Zahedi and Tabatabaei (2015) investigated the effect of blended teaching on reading strategy use by Iranian EFL learners with 60 Iranian intermediate EFL learners consisting of 30 males and 30 females studying English at intermediate level at Kavosh English language institute. The results showed that blended teaching on reading strategy could help EFL teachers and syllabus designers gain insights into the process learners go through when reading.

## **2.11 Summary of the Chapter**

In conclusion, this chapter reviews of literature provides a comprehensive review of key research relevant to the study. Firstly, the researcher presents learning theories which includes behaviorism, cognitivist, and constructivism.

Secondly, it provides second language reading including the definitions of reading, the definitions of reading comprehension, the importance of reading comprehension, characteristics of second language reading, reading comprehension models, the importance of teaching reading comprehension including techniques of teaching reading comprehension. Then, the researcher examines blended learning frameworks. Next, it explains synchronous and asynchronous blended learning. Then, the researcher reviews the satisfaction contained the definition of satisfaction, variables of students' satisfaction and the measurement of students' satisfaction. Finally, in this chapter, the researcher reviews about the previous studies related to the present study. The next chapter will give details on research methodology.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter presents how the research methodology is employed for this study in order to assess the implication of blended learning to enhance English reading comprehension of grade 11 students. They are five important sections. The first section is about population and samples. The second section explains the research instruments in this study. The third section expresses data collection. The fourth section refers to data analysis and the last section discusses about statistical procedures according to the data needed.

#### **3.1 Population and Samples**

##### **3.1.1 Population**

The population of this study consisted of 10 classes of 450 grade 11 students who studied the Fundamental English Course (E32101) in the second semester of academic year 2016 at Satuek School, Satuek District, Buriram Province under The Secondary Educational Service Area Office 32.

##### **3.1.2 Samples**

The samples in this research comprised 39 grade 11 students of class 5/5 and study the Fundamental English Course (E32102) in the second semester of academic year 2016 at Satuek School, Satuek District, Buriram Province under The Secondary Educational Service Area Office 32. The samples were selected by simple random sampling technique.

### 3.2 Research Instruments

There were three main research instruments used in this study as follows:

3.2.1 Five lesson plans for teaching English reading comprehension based on blended learning for grade 11 students who studied the Fundamental English Course (E32102) in the second semester of academic year 2016. The whole lesson plans were totally 20 hours.

3.2.2 English reading tests through the blended learning for grade 11 students constructed by the researcher comprised of 10 items for multiple choice, 10 true or false, 10 matching items and 10 vocabulary quizzes. The whole English reading tests were totally 40 items.

3.2.3 A set of questionnaires of students' satisfaction toward English reading designed to collect the data from the students after learning reading through the blended learning model.

### 3.3 The Construction of Research Instruments

This section presented how to construct the research instruments in this study and how to find out the validity and reliability of the research instruments. There were mainly three instruments utilized in this study as follows:

#### 3.3.1 Lesson Plans of Teaching English Reading Based on the Blended Learning

The lesson plans were focused on reading comprehension based on blended learning model for grade 11 students who studied the Fundamental English Course (E32102) at Satuek School which constructed by the researcher. There are 5 lesson plans with 5 topics.

The construction of the lesson plans were explained as follows:

Again, all lesson plans were constructed by the researcher, and based on reading comprehension employing blended learning model to comprehend the texts for grade 11 students with the following steps:

1) The researcher studied the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) about the vision, principles, goals, learners' key competencies, desirable characteristics, learning standards of foreign languages, indicators, learning areas, and strands and learning standards of foreign languages.

2) The researcher studied methodologies, principles, theories, and how to teach reading comprehension with blended learning model.

3) The researcher analyzed the strand and curriculum for informative used. The researcher found out correlation between the topics and learning strands and indicators, and the topics used in this experiment are interesting for students as follows:

- 1) Lesson Plan 1: Orientation and Do the Pre-test
- 2) Lesson Plan 2: How Global Warming Changes Our World
- 3) Lesson Plan 3: Nelson Mandela
- 4) Lesson Plan 4: Snow White : A Classic Fairy Tale
- 5) Lesson Plan 5: Titanic, the Film
- 6) Lesson Plan 6: All about Britain
- 7) Lesson Plan 7: Post-test

In this study, the researcher designed how to teach reading comprehension for grade 11 students by using blended learning as follows:



**Table 3.1** Reading Comprehension Design by Using Blended Learning

Lesson Plans	Topics	Blended Learning	
		Synchronous	Asynchronous
1	How Global Warming Changes Our World		✓
2	Nelson Mandela		✓
3	Snow White : A Classic Fairy Tale		✓
4	Titanic, the film		✓
5	All about Britain		✓

After teaching the lesson plans with the students and then gave them to do the achievement test or pre-test and answer the questions.

4) The researcher chose the activities for students as the following steps:

Step 1: Activities before Reading

As for pre-reading, the teacher motivated students to check their background knowledge by talking about the topic and students brainstorm in the whole class.

Step 2: While Reading

Students emphasized the gaps in their knowledge before they read to provide real purposes for reading. Also, teacher let them write down the questions the most desires to have answered. The teacher encouraged students to find out the answers from the story.

Step 3: Activities after Reading

Students wrote what they have learned via email.

5) The researcher drafted all lesson plans used in learning and instruction.

6) The researcher checked the lesson plans to find out the content validity by using 5-point Likert scale to see the correlation with the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) in terms of key concepts, indicators, learning strands, activities, learning media, and learning assessment.

7) The researcher analyzed the scores from experts to find out the mean scores and compare with the criteria. Appropriate mean scores at 3.51 and upper were considered that all lesson plans could be utilized. So, it is confidence that the instruments employed in this study present accepted validity. The names of three experts are as follows:

1. Assistant Professor Dr. Akkarapon Nuemaihom, Ph.D. (Linguistics), the English lecturer at Buriram Rajabhat University.

2. Dr. Kampeeraphab Inthanoo, Ph.D. (English), the English lecturer at Buriram Rajabhat University.

3. Dr. Khattiyant Nonthaisong, Ph.D. in Curriculum & Instruction, Secondary Education, the English teacher at Princess Chulabhorn, Buriram.

8) The researcher analyzed the scores from experts to find out the mean scores and compares with the criteria (Srisa-ard. 2002 : 99-103).

<b>Meaning</b>	<b>Opinion Level</b>
4.51 - 5.00	The Most Appropriate
3.51 - 4.50	More Appropriate
2.51 - 3.50	Moderate Appropriate
1.51 - 2.50	Less Appropriate
1.00 - 1.50	The Least Appropriate

Appropriate mean scores at 3.51 and upper were considered that the lesson plans could be utilized. (See Appendix B). The mean score obtained was 4.61 (S.D. = 0.37).

9) The researcher improved the lesson plans based on the experts' comments and suggestions until the lesson plans were completed for trying out with the real research samples.

10) All lesson plans were tried out with grade 11 students who were not the samples studying at Satuek School in academic year 2016 in Satuek District, Buriram Province in order to find out the weak points and then improves the reading comprehension before using with the experimental samples (See Appendix C).

There were three steps to perform reading comprehension based on blended learning. The three steps of the pre-trials were as following (Phromwong, 1978):

1) The Individual Trial

Lesson plans were utilized with 3 different proficiency level students, namely, 1 high, 1 moderate and 1 low proficient student from one class of grade 11 students at Satuek School who were not the samples in the research. The criteria of discrimination to divide the students into different levels of English learning achievement were : 1) the students who had got grade 3.5 or grade 4 in English in grade 11 in the second semester of the academic year 2015 were high proficient students, the students who had got grade 2, grade 2.5 or grade 3 were moderate proficient students, and the students who had got grade 1 or grade 1.5 were low proficient students ; and 2) the three students were allocated to carry out pre-test for 1 hour. Then, the students studied English reading comprehension through the blended learning; they were requested to do the exercises. After that, they were requested to do

post-test for 1 hour, did a questionnaire about their satisfaction toward reading comprehension and gave some opinions about blended learning. The result of the individual trail explained that the efficiency of blended learning to develop students' reading comprehension was 83.67/76.67 which met the specific criteria.

### 2) The Small Group Trial

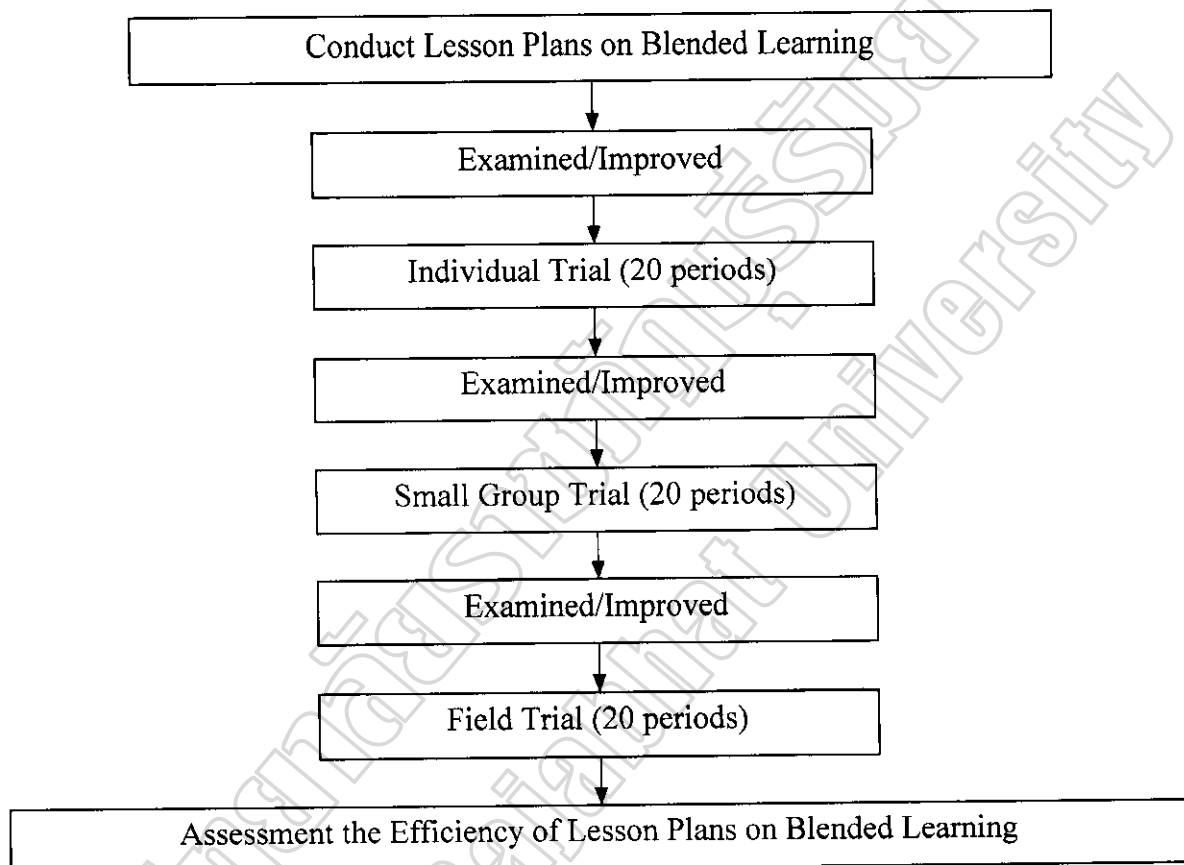
Lesson plans were utilized with 9 different proficiency level students, namely 3 high, 3 moderate and 3 low proficient students from one class of grade 11 students at Satuek School who were not the samples in the research. The criteria of discrimination to divide the students into different levels of English learning achievement were 1) the students who had got grade 3.5 or grade 4 of an English course of grade 11 in the second semester of the academic year 2015 were high proficient students, the students who had got grade 2, grade 2.5 or grade 3 were moderate proficient students, and the students who had got grade 1 or grade 1.5 were low proficient students ; and 2) the nine students were allocated to carry out pre-test for 1 hour. Then, the students study English reading comprehension through blended learning; they were requested to do the exercises. After that, they were requested to do post-test for 1 hour, did a questionnaire about their satisfaction toward reading and gave some opinions about reading about blended learning. The result of the small group trail explained that the efficiency of lesson plans of blended learning to develop students' reading comprehension was 83.78/76.85 which met the specific criteria.

### 3) The Field Trial

In this step, there were 39 students with three different proficiency levels of English achievement participated from one class of grade 11 students at Satuek School who were not the samples in the research. They took pre-test for 90

minutes. After that, they learned English reading comprehension through blended learning for 16 periods; they did the activities while learning English reading comprehension via the blended learning. After learning, they took a post-test for 90 minutes and did a questionnaire about their satisfaction toward reading comprehension. The scores of the activities in reading comprehension in English reading, and the post-test scores from the field trial were decided to find out the efficiency of genre-based approach based on 75/75 standard level (Phromwong, 1978). In this step, it was found that most students were able to do the post-test better than the pre-test. In addition, the result of the field trails explained that the efficiency of blended learning to develop students' reading comprehension was 84.82/77.18 which met the specific criteria.

To conduct this research, the assessment of efficiency of lesson plans was performed as shown in the following figure.



**Figure 3.1:** Steps of Trying out Lesson Plans

**Source :** Suwanbenjakul (2002 : 52)

The researcher conducted the complete lesson plans with the samples.

### 3.3.2 English Reading Tests

The English reading tests of this study were pre-test and post-test used to evaluate the reading comprehension ability of grade 11 students at Satuek School. The reading tests consisted of five passages selected from reading books for Thai – school students. There were 30 multiple-choice questions. The period test was 2 hours and the scores obtained from the pre-test and the post-test are taken as the subjects' EFL

reading comprehension ability. The pre-test and post-test were designed by the researcher as the following steps:

1) The researcher examined a syllabus for upper-secondary level of English subject and contents of English reading comprehension for grade 11 students.

2) The researcher constructed the English reading comprehension tests with consist of 30 items of multiple choice questions with four alternatives.

3) The test were edited and revised by the thesis advisors before proposing to the experts to examine the validity by using IOC formula as follows (Phattiyathani, 2000).

+1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

4) The researcher calculated the IOC index, and chose the questions which had the IOC index at level 0.5 – 1.00 to be achievement test. (See Appendix E).

5) The researcher did the test by trying-out with 39 grade 12 students at Satuek School in the first semester of academic year 2016.

6) An item analysis was carried out from the data obtained from the study. Each question was analyzed of the level of difficulty (P) and the discrimination power (B) by Brennan method and using the software program to calculate. The criteria used to select the test items are level of difficulty (P) at 0.2-0.8, and the discrimination

power (B) at 0.2-1.0 (Srisa-ard. 2002). It indicated that the level of difficulty (P) was at 0.44 – 0.64, and the discrimination power (B) was at 0.40 – 0.75 (See Appendix F).

7) The reliability of the test was determined by using the Lovett's method (Rcc). The software program was used to calculate the data, the reliability of the test was accepted at  $\geq 0.7$  (Srisa-ard. 2002: 96).

8) The researcher selected the approved 30 items as a pre-test and a post-test (achievement tests). (See Appendix G).

### 3.3.3 Satisfaction Questionnaire

The questionnaire in this study was employed as a data collection instrument in order to obtain students' satisfaction after being taught English reading comprehension through the blended learning. It consisted of three main parts as follows:

Part 1: Personal Information. The participants were demanded to reply the questions including gender, age, and background of English learning. This part was designed the form of check list.

Part 2: Information of satisfaction toward English reading, this section was close-ended questions and designed a set of questions to ask the participants' satisfaction after learning reading towards the blended learning approach. It consisted of 10 statements of five-point scales questionnaire with Likert's rating scale. The scales use for rating of participants' satisfaction was as follows (Srisa-ard. 2002: 102):

	<b>Meaning</b>	<b>Opinion Level</b>
5	means	The Most Satisfactory
4	means	More Satisfactory
3	means	Moderate Satisfactory



2 means Less Satisfactory

1 means The Least Satisfactory

Part 3: Additional Opinions. The section was open-ended questions and designed to ask the participants' opinion about reading comprehension through blended learning model in which the subjects could write down their suggestions or comments in the questionnaire.

A set of questionnaire of students' satisfaction in this study was thoroughly constructed and developed by the researcher as follows:

- 1) The researcher studied related literature reviews of satisfaction from thesis, books, and internet.
- 2) The researcher studied related literature reviews and examples on how to construct the satisfaction questionnaire as explained by Likert's method or five rating scales.
- 3) The researcher gathered and arranged the issues related to students' satisfaction toward learning English reading comprehension toward the blended learning.
- 4) The researcher proposed the 12 statements to the thesis advisors to give the comments and suggestions.
- 5) The statements were examined by three experts to check for the correctness and appropriateness. There were five scales as follows (Srisa-ard, 2002: 102):

	<b>Meaning</b>	<b>Opinion Level</b>
5	means	The Most Appropriate
4	means	More Appropriate
3	means	Moderate Appropriate

2	means	Less Appropriate
1	means	The Least Appropriate

Then the researcher calculated the gained data to find out the mean scores. The appropriate mean scores at 3.50 or higher are considered as the questionnaire statements, the mean score was 4.67 (See Appendix G). The weak points were edited or revised by the researcher. Furthermore, the researcher proposed the satisfaction's questionnaire to experts to correct issues again.

6) The researcher gathered, organized, and tried out the draft satisfaction's questionnaire with the students who were not the samples at Satuek School in the first semester of academic year 2016.

7) Each item of five-point rating scales was calculated by utilizing Pearson's correlation coefficient formula ( $R_{XY}$ ) to find out discrimination power which had to be at 0.2792-1.00 level (Srisa-ard. 2002: 110). The discrimination was at 0.33-1.00 (See Appendix J).

8) The validity and reliability of the questionnaire were analyzed by a software program, using the Alpha Coefficient Formula or Cronbach Formula (Srisa-ard. 2002: 99) that the reliability of the questionnaire must be more than 0.80. The data was calculated by a software program. The reliability coefficient of the questionnaire was 0.88 (See Appendix J).

9) The researcher selected 10 statements which had the most significant differences at level 0.05 to be the questionnaire.

### 3.4 Data Collection Procedures

The design of this study, the researcher used quasi-experimental one group pre-test- post-test design as shown in table 3.2 below:

**Table 3.2** Research Design

Group	Pre-test	Treatment	Post-test
Quasi - Experimental	T <sub>1</sub>	X	T <sub>2</sub>

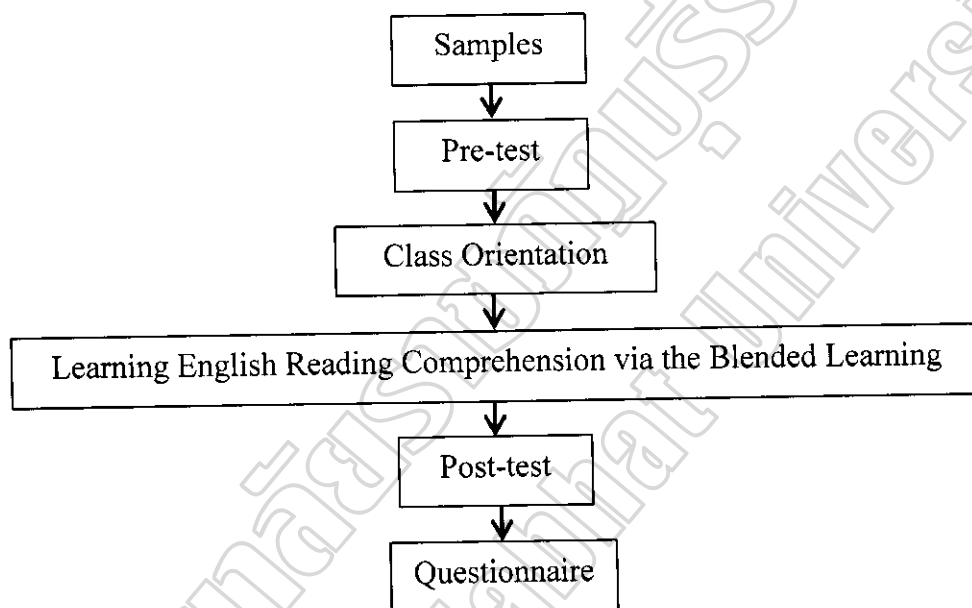
**Source :** (Sai-yot. 1995 : 248-249)

In this study, the data collection comprised five lessons, English reading tests (pre-test and post-test), participants' satisfaction questionnaire. The procedures for collecting data were as follows:

- 1) The researcher used a pre-test to all the samples at the first period. The pre-test consisted of 30 multiple-choices and the samples spend 1 hour to do the pre-test. There were 30 points.
- 2) The researcher orientated the samples to understand about learning English reading comprehension through the blended learning.
- 3) The researcher started teaching English reading comprehension under five lesson plans.
- 4) After attending the course, the post-test was used to evaluate the samples' writing for 1 hour.

5) The samples were asked to fill out the questionnaires focusing on their satisfaction after being taught English reading comprehension via the blended learning.

The research design will be demonstrated below:



**Figure 3.2** Research Design

### 3.5 Data Analysis Procedures

This section revealed how to analyze data from the research instruments.

The procedures were as follows:

#### 3.5.1 The Data Obtained from the Exercises, the Pre-test and Post-test

1) According to the evaluation of the samples about their English reading ability before and after being taught through the blended learning, the researcher used the pre-test and post-test to compute and find out the percentage (%), mean ( $\bar{x}$ ) and standard deviation (S.D.).

2) The scores obtained from the activities and the post-test were computed to find out the efficiency of process (E1) and the efficiency of the outcomes (E2), respectively.

3) The researcher used the dependent samples t-test to compare the difference between the pre-test and the post-test mean scores to find out a significant difference set at .05 level.

### 3.5.2 The Data Obtained from the Satisfaction Questionnaire

1) The evaluation of students' satisfaction toward English reading comprehension after being taught through the blended learning, The data from five-rating scales was calculated for mean ( $\bar{x}$ ) and standard deviation (S.D.). The following were the criteria for levels for analysis of each question (Srisa-ard, 2002: 99-103):

Meaning	Opinion Level
4.51 - 5.00	The Most Satisfactory
3.51 - 4.50	More Satisfactory
2.51 - 3.50	Moderate Satisfactory
1.51 - 2.50	Less Satisfactory
1.00 - 1.50	The Least Satisfactory

### 3.5.3 Participants' Additional Opinion Data

This section was the open-ended questions that the researcher required the participants gave more their opinions and suggestions about learning English reading comprehension toward the learning. The researcher used the content analysis technique to detect the satisfaction and reaction of participants.

### 3.6 Statistics Used for Data Analysis

There were three important statistics used in data analysis in this study. The first was statistics used to find out the quality of research instruments, the second was about basic statistics used to analyze the data, and the last revealed dependent samples t-test to compare the pre and the post treatment.

#### 3.6.1 Statistics Used to Find out the Quality of Research Instruments

3.6.1.1 Validity of achievement test and questionnaire by using Index of Item Objective Congruence (IOC) formula (Phattiyathanee. 2000: 166-167).

$$IOC = \frac{\sum R}{N}$$

IOC = Index of Item Objective Congruence between Question and Objective

$\sum R$  = Total Scores of Experts' Opinion

N = Number of Experts

3.6.1.2 The discrimination index of the achievement test question (r) by using Brennan's method (Srisa-ard. 2002: 90).

$$B = \frac{U}{n_1} - \frac{L}{n_2}$$

B = Discrimination Index

U = Number of the Students who Pass the Examination which correctly Answered

L = Number of the Students who Fail the Examination which correctly Answered

$f$  = Number of Students in High Group and Low Group  
which are Equal

$n_1$  = Number of the Students who Pass the Examination

$n_1$  = Number of the Students who Fail the Examination

3.6.1.3 The reliability of the achievement test by using Lovett's method (Srisa-ard, 2002: 96).

$$R_{cc} = 1 - \frac{k \sum X_i - \sum X_i^2}{(k-1) \sum (X_i - C)^2}$$

$R_{cc}$  = The Reliability of the Test

$k$  = Numbers of Question

$X_i$  = Each of Student's Scores

$C$  = Criterion Scores of the Tests

3.6.1.4 Discrimination of each item for five-point rating scale questionnaire was employed by Pearson's Correlation Coefficient (Srisa-ard, 2002: 110).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$r_{xy}$  = Correlation Coefficient between Variable X and Variable Y

$X$  = Total Scores of Variable X Index

$\sum Y$  = Total Scores of Variable Y Index

$\sum XY$  = Total of Multiplied Result between Variable X and  
Variable Y

$\sum X^2$  = Total Scores of Variable X Index's Square

$\sum Y^2$  = Total Scores of Variable X Index's Square

N = Number of a Pair of Variables Index or Number of  
Samples

3.6.1.5 Reliability coefficient of the satisfaction questionnaire was used by Cronbach's Alpha-coefficient ( $\alpha$ -Coefficient) (Srisa-ard. 2002: 99).

$$\alpha = \frac{k}{k-1} \left[ 1 - \frac{\sum S_i^2}{S_t^2} \right]$$

$\alpha$  = Reliability Coefficient

k = Number of Statements

$\sum S_i^2$  = Total of Each Statement's Variance

$S_t^2$  = Variance of Total Scores

3.6.1.6 The efficiency of lesson plans ( $E_1/ E_2$ ) (Kitrakarn. 2002: 44-49).

$$E_1 = \frac{\sum X}{A} \times 100$$

$E_1$  = Efficiency of the Process

$\sum X$  = Total Scores of Post-test

N = Number of Samples

A = Total Score of the Exercises in the Lessons



$$E_2 = \frac{\sum F}{\frac{N}{B}} \times 100$$

$E_2$  = Efficiency of the Outcomes

$\sum F$  = Total Score of Students who Pass the Post-test

$N$  = Number of Samples

$B$  = Total Score of the Post-test in the Lessons

### 3.6.1.7 The effectiveness index (E.I.) of the instructional package

(Kitrakarn. 2000: 44-49).

$$\frac{P_2 - P_1}{\text{Total} - P_1}$$

E.I. = The Effectiveness Index

$P_1$  = Total Scores of all the Samples' Pre-test

$P_2$  = Total Scores of all the Samples' Post-test

## 3.6.2 Basic Statistics Used to Analyze the Data

### 3.6.2.1 Percentage (Srisa-ard. 2002: 104)

$$P = \frac{f}{N} \times 100$$

$P$  = Percentage

$f$  = Frequency of the Data

$N$  = Numbers of Total Frequency

### 3.6.2.2 Mean ( $\bar{x}$ ) (Srisa-ard. 2002: 105)

$$\bar{x} = \frac{\sum x}{N}$$

$\bar{x}$  = Mean

$\sum x$  = Total Scores in Group

N = Number of Scores in Group

### 3.6.2.3 Standard Deviation (S.D.) (Srisa-ard. 2002: 106)

$$\text{S.D.} = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

S.D. = Standard Deviation

X = Score of Each Item

$\bar{X}$  = Mean

N = Number of Scores in Group

$\sum$  = Total Scores

### 3.6.3 Dependent Samples t-test

The differences between pre-test and post-test mean scores were calculated by dependent samples t-test formula (Srisa-ard. 2002: 112) as follows:

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{(n-1)}}}$$

t = Statistics Index Used to Compare with Critical Index to

Find out Significant Difference

D = Different Result of Minus between a Pair of Scores

n = Number of Samples or a Pair of Scores

### 3.7 Summary of the Chapter

According to the research entitled the implication of blended learning to enhance English reading comprehension of grade 11 students, this chapter revealed the research methodology, population and samples. In this study, the researcher investigated in 10 classes of grade 11 students and the samples were 39 who were from 5/5 by using the simple random sampling technique. The English reading test (pre-test and post-test), five lesson plans, and a set of satisfaction questionnaires were utilized for the research instruments in this study. Then the data collection and data analysis were described. Finally, statistics used in data analysis are identified. The findings of this research were present in the next chapter.

## CHAPTER 4

### RESULTS

This chapter presents the findings of this study from three main research questions that were collected from grade 11 students in Satuek School, Satuek District, Buriram Province under The Secondary Educational Service Area Office 32. The results of each question are presented in step by step as follow : The result of Research Question One shows the efficiency of blended learning model in developing reading comprehension for grade 11 students to meet the criterion set at 75/75. Research Question Two shows the comparison between grade 11 students' reading comprehension before and after being taught through blended learning model. Research Question Three shows the satisfaction of grade 11 students toward reading comprehension after using blended learning model. The findings are drawn from quantitative data from exercises, achievement tests, and questionnaire; and the qualitative data from the open-ended questions. The open-ended questions are presented generally descriptively.

#### **4.1 Research Question One: What is the efficiency of blended learning utilizing to develop reading comprehension for grade 11 students?**

This section reports the results of the analysis of the quantitative data from reading comprehension employed blended learning model and the achievement test utilized in this study to find out the efficiency of the lesson plans for grade 11 students

based on the criterion set at 75/75. The quantitative data were composed of the activities scores from mini-test in each lesson plan (efficiency of the process), and post-test scores (efficiency of the outcome). There were five lesson plans in this study. The total mean scores from all activities scores of reading comprehension were 100 scores: lesson 1(20), lesson 2(20), lesson 3(20), lesson 4(20) and lesson plans 5(20). The total mean scores from the achievement test or post-test were 30 scores. Table 4.1 below presents the percentage, mean, and standard deviation.

**Table 4.1**

The Efficiency of Blended Learning Model Utilizing to Develop Reading Comprehension for Grade 11 Students (n = 39)

No.	Activities Scores of Reading Comprehension through Blended Learning Model (Efficiency of the Process)					Total (100)	Post-test (30)
	1 (20)	2 (20)	3 (20)	4 (20)	5 (20)		
1	15.00	16.00	15.00	16.00	14.00	76.00	25.00
2	14.00	15.00	16.00	14.00	15.00	74.00	25.00
3	14.00	14.00	16.00	15.00	16.00	75.00	24.00
4	16.00	15.00	16.00	14.00	15.00	76.00	25.00
5	17.00	16.00	15.00	16.00	17.00	81.00	26.00
6	17.00	17.00	14.00	15.00	16.00	79.00	27.00
7	14.00	15.00	15.00	17.00	18.00	79.00	26.00
8	14.00	15.00	16.00	15.00	16.00	76.00	26.00

**Table 4.1** (Continued)

No.	Activities Scores of Reading Comprehension through Blended Learning Model (Efficiency of the Process)					Total (100)	Post-test (30)
	1 (20)	2 (20)	3 (20)	4 (20)	5 (20)		
9	15.00	15.00	17.00	17.00	16.00	80.00	27.00
10	15.00	16.00	17.00	16.00	15.00	79.00	28.00
11	18.00	17.00	15.00	15.00	15.00	80.00	23.00
12	15.00	16.00	15.00	16.00	14.00	76.00	24.00
13	14.00	15.00	15.00	15.00	14.00	73.00	24.00
14	14.00	15.00	15.00	16.00	16.00	76.00	26.00
15	18.00	16.00	14.00	14.00	15.00	77.00	27.00
16	15.00	16.00	14.00	17.00	15.00	77.00	23.00
17	15.00	14.00	15.00	16.00	15.00	75.00	22.00
18	16.00	15.00	15.00	14.00	15.00	75.00	24.00
19	17.00	16.00	14.00	16.00	15.00	78.00	25.00
20	15.00	16.00	15.00	15.00	16.00	77.00	27.00
21	12.00	17.00	16.00	16.00	17.00	78.00	28.00
22	11.00	15.00	15.00	15.00	17.00	73.00	27.00
23	11.00	14.00	15.00	16.00	17.00	73.00	24.00
24	18.00	15.00	17.00	16.00	17.00	83.00	22.00
25	16.00	16.00	17.00	16.00	15.00	80.00	23.00
26	15.00	17.00	16.00	16.00	16.00	80.00	25.00
27	14.00	15.00	15.00	16.00	14.00	74.00	27.00

**Table 4.1** (Continued)

No.	Activities Scores of Reading Comprehension through Blended Learning Model (Efficiency of the Process)					Total (100)	Post-test (30)
	1 (20)	2 (20)	3 (20)	4 (20)	5 (20)		
28	15.00	15.00	15.00	16.00	16.00	77.00	26.00
29	16.00	16.00	15.00	15.00	15.00	77.00	24.00
30	17.00	15.00	16.00	17.00	16.00	81.00	28.00
31	18.00	16.00	17.00	16.00	17.00	84.00	28.00
32	17.00	16.00	18.00	16.00	18.00	85.00	27.00
33	14.00	15.00	15.00	16.00	17.00	77.00	27.00
34	15.00	16.00	14.00	15.00	16.00	76.00	28.00
35	16.00	17.00	14.00	15.00	16.00	78.00	26.00
36	17.00	16.00	14.00	16.00	17.00	80.00	25.00
37	15.00	15.00	16.00	15.00	15.00	76.00	25.00
38	15.00	15.00	13.00	16.00	17.00	76.00	24.00
39	12.00	14.00	15.00	16.00	17.00	74.00	27.00
<b>Total</b>	<b>592.00</b>	<b>605.00</b>	<b>597.00</b>	<b>609.00</b>	<b>618.00</b>	<b>2460.00</b>	<b>995.00</b>
$\bar{x}$	<b>15.18</b>	<b>15.51</b>	<b>15.31</b>	<b>15.62</b>	<b>15.85</b>	<b>77.46</b>	<b>25.51</b>
<b>S.D.</b>	<b>1.79</b>	<b>0.85</b>	<b>1.08</b>	<b>0.81</b>	<b>1.09</b>	<b>2.94</b>	<b>1.73</b>
<b>%</b>	<b>76</b>	<b>77.56</b>	<b>76.54</b>	<b>78.08</b>	<b>79.23</b>	<b>77.46</b>	<b>85.04</b>

As shown in Table 4.1, the efficiency of reading comprehension through blended learning model for grade 11 students, which were conducted by the

researcher, is 77.46/85.04 which was higher than the criterion set at 75/75. It indicates that students, who have learned reading comprehension through blended learning model, have received total mean scores from the exercise scores of blended learning at 77.46 and total mean scores from the achievement test after learning reading comprehension through blended learning model at 85.04.

#### **4.2 Research Question Two: Will students who learn reading comprehension through blended utilization have higher mean scores on post-test than pre-test mean scores?**

This section reports the results of the analysis of the quantitative data from English reading tests employed in this study to compare students' reading comprehension before and after learning through blended learning model. Pre-test scores (30 scores) and post-test scores (30 scores) were compared to find out the statistically significant difference as shown in Table 4.2 and 4.3, respectively.

**Table 4.2**

The Difference between Pre-test and Post-test Scores (n = 39)

<b>No.</b>	<b>Pre-test Scores (30)</b>	<b>Post-test Scores (30)</b>	<b>Difference</b>	<b>Double Difference(D<sup>2</sup>)</b>
1	13.00	25.00	12.00	144.00
2	10.00	25.00	15.00	225.00
3	13.00	24.00	11.00	121.00



**Table 4.2** (Continued)

No.	Pre-test Scores (30)	Post-test Scores (30)	Difference	Double Difference(D <sup>2</sup> )
4	14.00	25.00	11.00	121.00
5	13.00	26.00	13.00	169.00
6	10.00	27.00	17.00	289.00
7	10.00	26.00	16.00	256.00
8	11.00	26.00	15.00	225.00
9	9.00	27.00	18.00	324.00
10	7.00	28.00	21.00	441.00
11	12.00	23.00	11.00	121.00
12	11.00	24.00	13.00	169.00
13	12.00	24.00	12.00	144.00
14	12.00	26.00	14.00	196.00
15	11.00	27.00	16.00	256.00
16	11.00	23.00	12.00	144.00
17	10.00	22.00	12.00	144.00
18	13.00	24.00	11.00	121.00
19	12.00	25.00	13.00	169.00
20	8.00	27.00	19.00	361.00
21	8.00	28.00	20.00	400.00
22	7.00	27.00	20.00	400.00

**Table 4.2** (Continued)

No.	Pre-test Scores (30)	Post-test Scores (30)	Difference	Double Difference(D <sup>2</sup> )
23	10.00	24.00	14.00	196.00
24	11.00	22.00	11.00	121.00
25	11.00	23.00	12.00	144.00
26	12.00	25.00	13.00	169.00
27	10.00	27.00	17.00	289.00
28	11.00	26.00	15.00	225.00
29	9.00	24.00	15.00	225.00
30	8.00	28.00	20.00	400.00
31	10.00	28.00	18.00	324.00
32	11.00	27.00	16.00	256.00
33	12.00	27.00	15.00	225.00
34	10.00	28.00	18.00	324.00
35	9.00	26.00	17.00	289.00
36	8.00	25.00	17.00	289.00
37	7.00	25.00	18.00	324.00
38	12.00	24.00	12.00	144.00
39	12.00	27.00	15.00	225.00
<b>Total</b>	<b>410.00</b>	<b>995.00</b>	<b>585.00</b>	<b>9109.00</b>
$\bar{x}$	<b>10.51</b>	<b>25.51</b>	<b>15.00</b>	<b>233.56</b>

**Table 4.3**

Comparison of the Difference between Pre-test and Post-test Mean Scores

<b>Learning Achievement</b>	<b>n</b>	<b>Total Scores</b>	$\bar{x}$	<b>S.D.</b>	<b>t</b>
Pre-test	39	410	10.51	1.83	31.60*
Post-test	39	995	25.51	1.73	

\*significant difference at .05

As shown in Table 4.3, it indicates that the students who learned English reading through blended learning model had higher writing ability on post-test mean scores ( $\bar{x} = 25.51$ ) than in pre-test mean scores ( $\bar{x} = 10.51$ ) at .05 of the statistically significant difference.

### **4.3 Research Question Three: What is the overall satisfaction of grade 11 students toward reading comprehension using blended learning?**

This section reports the results of the analysis of the quantitative data from the questionnaire used in this study to find out the students' satisfaction after learning reading comprehension through blended learning. The results were shown in Table 4.4.

**Table 4.4**

Students' Satisfaction after Learning Reading Comprehension through Blended Learning Model

No.	Statements	$\bar{x}$	S.D.	Level
1	I enjoy the activities provided in the lesson plans of English reading based on blended learning model.	4.93	0.26	The Most Satisfactory
2	Learning English reading through blended learning model is easy and useful in daily life.	4.81	0.40	The Most Satisfactory
3	Learning English reading through blended learning model is fun to learn and practice.	4.88	0.33	The Most Satisfactory
4	Learning English reading through blended learning model can improve my reading ability.	4.69	0.47	The Most Satisfactory
5	I am confident for reading after I have learned English reading through blended learning model.	4.48	0.51	More Satisfactory
6	The contents and activities for practicing English reading are relevant.	4.83	0.38	The Most Satisfactory

**Table 4.4** (Continued)

No.	Statements	$\bar{x}$	S.D.	Level
7	The topics and activities are suitable to my English level.	4.71	0.46	The Most Satisfactory
8	Learning English reading through blended learning model will enhance my learning.	4.57	0.55	The Most Satisfactory
9	I feel motivated when learning English reading by doing and practicing all lessons.	4.90	0.30	The Most Satisfactory
10	I have a positive attitude through learning English reading after learning the lesson plans based on blended learning model.	4.95	0.22	The Most Satisfactory
<b>Grand Total</b>		<b>4.78</b>	<b>0.39</b>	<b>The Most Satisfactory</b>

As shown in Table 4.4, it indicates that grade 11 students were the most satisfactory with English reading through blended learning model in overall ( $\bar{x} = 4.78$ , S.D. = 0.39). It is noticeable that the three highest mean score were no. 10 "I have a positive attitude through learning English reading after learning the lesson plans based on blended learning model." ( $\bar{x} = 4.95$ , S.D. = 0.22), followed by no. 1 "I enjoy the activities provided in the lesson plans of English reading based on

blended learning model.” ( $\bar{x} = 4.93$ , S.D. = 0.26), and no. 9 “I feel motivated when learning English reading by doing and practicing all lessons.” ( $\bar{x} = 4.90$ , S.D. = 0.30), respectively.

#### **4.4 Summary of the Chapter**

In short, this chapter presented the finding and data analysis of this study. The results of each question are expressed from question one to three. Detailed summary of the findings; discussions, and implications for instruction are presented in the next chapter.

## CHAPTER 5

### CONCLUSION AND DISCUSSION

This study aimed to invent the efficiency of blended learning utilization to develop reading comprehension for grade 11 students. This chapter presents the results of data analysis under the following topics: 1) summary of the findings, which reviews the purposes, the procedures of this study, and the results; 2) discussions; 3) pedagogical implications; and 4) suggestions for future research.

#### 5.1 Summary of the Findings

This study aimed: 1) to explore the efficiency of blended learning model in developing reading comprehension for grade 11 students to meet the criteria set at 75/75; 2) to compare students' learning achievement before and after learning through blended learning model utilization to develop reading comprehension for grade 11 students; and 3) to investigate students' satisfaction toward reading comprehension skill after using blended learning model. The research hypotheses were: 1) the efficiency of blended learning will be at a higher level and the criterion set at 75/75 with statistically significant difference at .05 level; 2) students who learn reading comprehension through blended learning from five lessons will have higher learning achievement of reading comprehension on post-test mean score than in pre-test mean score with the statistical significant difference at .05 level.

The samples in this research comprised 39 grade 11 students of class 5/5 and studied the Fundamental English Course (E32102) in the second semester of

academic year 2016 at Satuek School, Satuek District, Buriram Province under The Secondary Educational Service Area Office 32. The samples were selected by simple random sampling technique.

The independent variable was blended learning approach. Dependent variables were the efficiency of blended learning utilization, the achievement of reading comprehension employing blended learning model as well as students' satisfaction toward reading comprehension through blended learning model.

The research instruments were five lesson plans for teaching English comprehension based on blended learning, English reading tests through the blended learning and a set of questionnaire of students' satisfaction toward English reading through blended learning model.

The classroom lessons were conducted by the researcher as follows: 1) How Global Warming Changes Our World; 2) Nelson Mandela; 3) Snow White : A Classic Fairy Tale; 4) Titanic, the Film; and 5) All about Britain. This study was conducted in the first semester of academic year 2016 for 20 periods described as follows: 1) 20 periods for learning reading comprehension through blended learning model, five lessons, 60 minutes for each period; 2) periods for orientation, doing pre-test; 3) periods for doing post-test and questionnaire about students' satisfaction toward reading comprehension after learning through blended learning model. The findings of this study were as follows:

1. The efficiency of the lesson plans on Blended learning model for grade 11 students, which were conducted by the researcher, is 77.46/85.04 which was higher than the criterion set at 75/75.



2. The students' reading comprehension toward blended learning model post-test mean score was higher than the pre-test mean score with statistically significant difference at .05 level.

3. The student's satisfaction toward reading comprehension after learning through blended learning model was at the most satisfied level ( $\bar{x} = 4.78$ , S.D. = 0.39).

## **5.2 Discussion of the Findings**

The researcher discusses the results of using blended learning model to develop reading comprehension of grade 11 students as follows:

### **5.2.1 Efficiency of Blended Learning Utilization to Develop Reading Comprehension for Grade 11 Students**

The findings presented that the efficiency of blended learning utilization to develop comprehension for grade 11 students was 77.46/85.04, which was higher than the criterion set at 75/75. Moreover, the results explained that the first efficiency of the process (E1) was higher than the second efficiency of the outcomes (E2). Students did very well in their post-test because they had studied all five lessons and drilled all exercises. Moreover, they had more time to discuss with their classmates and had new knowledge about language in each lesson.

Furthermore, this study pointed out that the researcher reviewed the related literature theories namely theories of reading comprehension, blended learning, satisfaction, efficiency and previous studies. Then the lessons were conducted and developed appropriately. In addition, the thesis advisors and the experts gave

comments and evaluated the research instruments. Finally, the lessons were tried out before being employed with the samples. These factors created high quality lessons. Moreover, the lessons consisted of many components namely some handouts, various activities, pre-test, post-test as well as answer keys. Students were able to learn, to do activities affectively, to get feedback from teacher, their classmates and themselves in reading comprehension through blended learning model. The findings above confirm that the lessons of reading comprehension toward blended learning model were useful and effective to develop grade 11 students' reading comprehension.

The result confirmed the hypothesis in chapter 1 and is in accordance with the past research works, namely Kim (2014) who investigated effects of using mobile devices in blended learning for English reading comprehension. The result illustrated that the students in the experimental group considered its' useful and helpful to use mobile phone for English learning. In addition, Alruwaih (2015) who investigate the effect of blended learning on students' satisfaction and the results presented that the significant differences in mean rating of students' satisfaction. Moreover, Zahedi and Tabatabaei (2015) who investigated the effect of blended teaching on reading strategy. The results showed that blended learning on reading strategy helped EFL teachers and syllabus designers gain insights into the process leaning go through when reading.

### **5.2.2 Comparison of the Students' Reading Comprehension through Blended Learning Model between Post-test and Pre-test Mean Scores**

The result disclosed that the students' reading comprehension through blended learning model post-test mean scores was higher than the pre-test mean scores with statistically significant difference at .05 level. This is because the researcher reviewed

the related literature, for instance, the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), reading comprehension strategy, blended learning, and a syllabus for secondary level of English subject and contents of reading comprehension for grade 11 students before construction the test. Afterwards, the tests were edited and revised by the thesis advisors. Then, the researcher enhanced the tests based on their suggestions. In addition, the tests were examined and evaluated by the experts to find out the validity. Again, the researcher enhanced the tests following to their suggestions. Furthermore, the researcher followed the steps of learning English reading comprehension through blended learning model proposed by Muangman & Weahama (2012). The model consisted of face-to-face framework in 70 percent in teaching in the classroom and 30 percent in learning through network-based in addition, the researcher used synchronous and asynchronous class to improve English reading comprehension. Moreover, the lessons were tried out and found the efficiency before used with the samples. For this reason, students who learned English reading comprehension through blended learning model had higher scores of reading comprehension.

The result confirmed the hypothesis in chapter 1 and is in accordance with the past research works, namely Zahra (2015) who investigated the effect of blended teaching on reading strategy use by Iranian EFL learners. The result illustrated that t-test between pre and post-test showed that there was a significant difference between the experimental group and the control group in using the reading strategy. In addition, Hind (2016) who investigated a blended learning program to improve the oral reading skills of the middle-stage pupils in Iraq republic, and the results showed that there was a statistically significant at .05 level. This indicated that there was a

statistically significant difference between the experimental and control groups on the post-test in favor of experimental group.

### **5.2.3 The Student's Satisfaction toward Reading Comprehension after Learning through Blended Learning Model**

The result illustrated that students' satisfaction toward reading comprehension after learning reading comprehension through blended learning as a whole were at "the most satisfactory". This could be explained that learning reading comprehension through blended learning model the students had more satisfactory with learning the lessons. This could be summarized that the lessons were evaluated the quality by the experts therefore the lessons have high quality, appropriate contents, and are suitable for students' level. The students gave the three highest mean score, no. 10 "I have a positive attitude through learning English reading after learning the lesson plans based on blended learning model.", followed by no. 1 "I enjoy the activities provided in the lesson plans of English reading based on blended learning model.", and no. 9 "I feel motivated when learning English reading by doing and practicing all lessons." that showed learning English reading comprehension through blended learning model can develop students' reading comprehension. Moreover, the opinion from open-ended questions showed that most students stated that learning English reading comprehension through blended learning model made them learn various topics, enjoy the lessons, activities and exercises a lot, satisfied with this teaching method, feel more confident and motivated in English reading. Similarly, Ibrahim (2013) who investigated effects of a blended learning module on EFL students' attitudes in an introductory reading course in AL-QUDS open university setting, and the results showed that a statistically significant improvement in the students' attitudes and

motivations toward learning English and employing computer-based activities.

In addition, Alruwaih (2015) who investigate the effect of blended learning on students' satisfaction and the results presented that the significant differences in mean rating of students' satisfaction between the three teaching groups for the blended lecture instruction group.

The findings of this study could be considered the researcher reviewed the related literature of satisfaction. Then, the researcher gathered and arranged the statements related students' satisfaction into a list. After that, the researcher proposed the statements to the thesis advisors to examine and give some suggestions for the correctness and appropriation. Next, the researcher improved the questionnaire based on their suggestions. In addition, the questionnaire were examined and evaluated by the experts about correctness and appropriation. Again, the researcher enhanced the questionnaire following their suggestions. Finally, the questionnaire was tried out with grade 11 students who were not the samples to find out the reliability before using with the samples.

In conclusion, the results in this study have shown that not only is there development in reading comprehension and fluency of students, but there are satisfaction toward blended learning as well. These findings were generally not predicted. There are three major findings discussed exposed suggestions for future research and for practitioners focusing on utilization these thesis findings.

The suggestions for future research and for practice provided by this thesis are revisited in order to allow other researchers to add to the body of research concerning students with blended learning and to allow practitioners to better serve their students.

### **5.3 Pedagogical Implications**

There are several pedagogical implications suggested in order to use blended learning to develop reading comprehension in the appropriate way.

As a result of the finding from this study, the researcher made useful pedagogical implications as follows:

5.3.1 Blended learning sustained students' reading comprehension.

Accordingly, administrators, teachers, and related person in learning management should apply the lessons of English reading for grade 11 students to develop reading comprehension of students in other contents, or classes.

5.3.2 Teaching English reading comprehension, teacher should investigate the students' satisfaction toward reading before starting teaching English reading comprehension in order to know their satisfaction and their problems of English reading.

5.3.3 Teacher should spend more time to prepare the lessons and for students to practice their English reading comprehension.

5.3.4 Teachers concerned with learning management should hold workshop in conducting education innovation and supervise to solve writing problems. Moreover, they should support teacher to use blended learning to develop students' reading comprehension in order to make them achieve in learning English reading.

### **5.4 Suggestions for Future Research**

According to the result discussed earlier, some suggestions are raised here for the future studies as follows:

5.4.1 The future research should be compared English reading comprehension

and satisfaction toward English reading between learning through blended learning and other reading techniques.

5.4.2 The future research should be employed blended learning with other classes in secondary schools.

5.4.3 The future research should be compared the retention of students' English reading comprehension between learning reading comprehension through blended learning and other reading techniques.

In conclusion, the findings will be as a guideline for teachers and students in developing and improving their English reading comprehension by employing blended learning in the EFL setting.

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**APPENDICES**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University



## APPENDIX A

### The Evaluation Form of Content Validity of Lesson Plans of Reading Comprehension on Blended Learning Model for Grade 11 Students (For Experts)

.....

**Directions:** Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick ( ✓ ) in the table which is your opinion. There are five alternatives as follows:

5 means the most appropriate                      4 means more appropriate  
3 means moderate appropriate                      2 means less appropriate  
1 means the least appropriate

Statements	Opinion Level				
	5	4	3	2	1
<b>1. Core Concept</b>					
1.1 Correspond with learning objectives					
1.2 Useful for daily life					
1.3 Suitable for students					
1.4 Clear and easy to understand					
<b>2. Learning Objectives</b>					
2.1 Correspond with contents					
2.2 Clear and easy to understand					
2.3 Suitable for students' age					

Statements	Opinion Level				
	5	4	3	2	1
<b>3. Contents</b>					
3.1 Clear and easy to understand and interesting					
3.2 Correspond with learning objectives					
3.3 Suitable for students' level					
<b>4. Learning Activities</b>					
4.1 Enhance learning					
4.2 Correspond with contents					
4.3 Correspond with learning objectives					
4.4 Appropriate with duration					
4.5 Suitable for students' age					
4.6 Learning activities beginning from easy to difficult					
<b>5. Assessment and Evaluation</b>					
5.1 Correspond with learning objectives					
5.2 Assess by covering all contents which consist of activities, pre-test, and post-test					

Signature..... Evaluator

(.....)

## APPENDIX B

### The Evaluation Form of Content Validity of Lesson Plans of Reading Comprehension on Blended Learning Model for Grade 11 Students

(By Experts)

**Directions:** Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick ( ✓ ) in the table which is your opinion. There are five alternatives as follows:

5 means the most appropriate                      4 means more appropriate  
3 means moderate appropriate                      2 means less appropriate

Statements	Opinion Level			$\bar{x}$	S.D.	Meaning of Opinion Level (Appropriation)
	1	2	3			
	<b>1. Core Concept</b>					
1.1 Correspond with learning objectives	5	5	5	5.00	0.00	The Most Appropriate
1.2 Useful for daily life	4	5	5	4.67	0.58	The Most Appropriate
1.3 Suitable for students	5	4	4	4.33	0.58	More Appropriate
1.4 Clear and easy to understand	4	4	5	4.33	0.58	More Appropriate
<b>Total</b>				<b>4.58</b>	<b>0.29</b>	<b>The Most Appropriate</b>
<b>2. Learning Objectives</b>						
2.1 Correspond with contents	4	4	5	4.33	0.58	The Most Appropriate

Statements	Opinion			$\bar{x}$	S.D.	Meaning of Opinion Level (Appropriation)
	Level					
	1	2	3			
2.2 Clear and easy to understand	4	4	5	4.33	0.58	More Appropriate
2.3 Suitable for students' age	5	5	5	5.00	0.00	The Most Appropriate
<b>Total</b>				<b>4.56</b>	<b>0.33</b>	<b>The Most Appropriate</b>
<b>3. Contents</b>						
3.1 Clear and easy to understand and interesting	3	5	5	4.33	1.15	More Appropriate
3.2 Correspond with learning objectives	3	5	5	4.33	1.15	More Appropriate
3.3 Suitable for students' level	5	5	5	5.00	0.00	The Most Appropriate
<b>Total</b>				<b>4.44</b>	<b>0.33</b>	<b>More Appropriate</b>
<b>4. Learning Activities</b>						
4.1 Enhance learning	5	4	5	4.67	0.00	The Most Appropriate
4.2 Correspond with contents	4	4	5	4.33	0.58	More Appropriate
4.3 Correspond with learning objectives	4	4	5	4.33	0.58	More Appropriate
4.4 Appropriate with duration	4	4	5	4.33	0.58	More Appropriate
4.5 Suitable for students' age	5	5	5	5.00	0.00	The Most Appropriate
4.6 Learning activities beginning from easy to difficult	5	5	5	5.00	0.00	The Most Appropriate
<b>Total</b>				<b>4.61</b>	<b>0.30</b>	<b>The Most Appropriate</b>

Statements

Opinion

 $\bar{x}$ 

S.D.

Meaning of Opinion

	Level			5.00	0.00	Level (Appropriation)
	1	2	3			
<b>5. Assessment and Evaluation</b>						
5.1 Correspond with learning objectives	5	5	5	5.00	0.00	The Most Appropriate
5.2 Assess by covering all contents which consist of activities, pre-test, and post-test	5	5	5	5.00	0.00	The Most Appropriate
<b>Total</b>				<b>5.00</b>	<b>0.00</b>	<b>The Most Appropriate</b>
<b>Total</b>				<b>4.61</b>	<b>0.37</b>	<b>The Most Appropriate</b>

## APPENDIX C

### The Evaluation of Efficiency of Lesson Plans of Reading Comprehension on Blended Learning Model for Grade 11 Students

The individual trail for effectiveness evaluation of lesson plans of reading  
comprehension on blended learning model for grade 11 students

Student Number	Pre-test Scores (30)	Exercise Scores (100)	Post-test Scores (30)	E1	E2
1	12.00	22.00	80.00		
2	14.00	23.00	84.00		
3	15.00	24.00	87.00		
<b>Total Scores</b>	<b>41.00</b>	<b>69.00</b>	<b>251.00</b>		
<b>Mean Scores</b>	<b>13.67</b>	<b>23.00</b>	<b>83.67</b>		
<b>Percentages</b>	<b>45.56</b>	<b>76.67</b>	<b>83.67</b>	<b>83.67</b>	<b>76.67</b>

The small group trail for effectiveness evaluation of lesson plans of reading comprehension on blended learning model for grade 11 students

<b>Student Number</b>	<b>Pre-test Scores (30)</b>	<b>Exercise Scores (100)</b>	<b>Post-test Scores (30)</b>	<b>E1</b>	<b>E2</b>
1	12.00	85.00	25.00		
2	12.00	87.00	23.00		
3	11.00	90.00	22.00		
4	15.00	84.00	26.00		
5	14.00	84.00	24.00		
6	13.00	83.00	22.00		
7	14.00	81.00	25.00		
8	14.00	80.00	23.00		
9	13.00	80.00	22.00		
<b>Total Scores</b>	<b>118.00</b>	<b>754.00</b>	<b>212.00</b>		
<b>Mean Scores</b>	<b>13.11</b>	<b>83.78</b>	<b>23.56</b>		
<b>Percentages</b>	<b>43.70</b>	<b>83.78</b>	<b>78.52</b>	<b>83.78</b>	<b>76.85</b>

The field trial for effectiveness evaluation of lesson plans of reading comprehension on blended learning model for grade 11 students

<b>Student Number</b>	<b>Pre-test Scores (30)</b>	<b>Exercise Scores (100)</b>	<b>Post-test Scores (30)</b>	<b>E1</b>	<b>E2</b>
1	11.00	83.00	22.00		
2	13.00	86.00	23.00		
3	12.00	85.00	23.00		
4	11.00	87.00	23.00		
5	13.00	87.00	24.00		
6	14.00	86.00	26.00		
7	10.00	84.00	22.00		
8	12.00	88.00	23.00		
9	11.00	83.00	24.00		
10	13.00	89.00	25.00		
11	15.00	86.00	24.00		
12	16.00	85.00	25.00		
13	13.00	84.00	25.00		
14	14.00	85.00	23.00		
15	15.00	86.00	24.00		
16	11.00	84.00	23.00		
17	10.00	80.00	21.00		
18	12.00	86.00	23.00		
19	13.00	86.00	23.00		
20	11.00	84.00	22.00		



<b>Student Number</b>	<b>Pre-test Scores (30)</b>	<b>Exercise Scores (100)</b>	<b>Post-test Scores (30)</b>	<b>E1</b>	<b>E2</b>
21	11.00	88.00	23.00		
22	11.00	85.00	23.00		
23	10.00	88.00	22.00		
24	12.00	86.00	25.00		
25	14.00	85.00	24.00		
26	12.00	87.00	25.00		
27	11.00	83.00	22.00		
28	13.00	85.00	23.00		
29	11.00	82.00	20.00		
30	10.00	85.00	22.00		
31	10.00	83.00	21.00		
32	14.00	85.00	24.00		
33	15.00	83.00	25.00		
34	16.00	84.00	24.00		
35	12.00	83.00	23.00		
36	11.00	85.00	23.00		
37	10.00	80.00	21.00		
38	12.00	84.00	23.00		
39	11.00	83.00	22.00		

<b>Student Number</b>	<b>Pre-test Scores (30)</b>	<b>Exercise Scores (100)</b>	<b>Post-test Scores (30)</b>	<b>E1</b>	<b>E2</b>
<b>Total Scores</b>	<b>476.00</b>	<b>3308.00</b>	<b>903.00</b>		
<b>Mean Scores</b>	<b>12.21</b>	<b>84.82</b>	<b>23.15</b>		
<b>Percentages</b>	<b>40.68</b>	<b>84.82</b>	<b>77.18</b>	<b>84.82</b>	<b>77.18</b>

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**APPENDIX D****Lesson Plans**

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## Lesson Plan 1

**Course : Fundamental English (E32102)**

**Grade Level : Grade 11**

**Theme : Reading**

**Topic : Orientation**

**Semester 2/2016**

**Time Allocation : 4 periods**

### 1. Core Concept

The aim of orientation is to accommodate learning process.

Pre-test is constructed to verify the students' prior knowledge.

### 2. Standard Performance Indicators

**Standard F1.1:** Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

**Indicator 1:** Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.

**Indicator 4:** Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

**Standard F1.2:** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

**Indicator 4:** Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.

**Standard F 4.1** Ability to use foreign languages in various situations in school, community and society.

**Indicator 1:** Use language for communication in real situations/simulated situations in the classroom, school, community and society.

### **3. Learning Outcomes**

#### **3.1 Terminal Objective**

Students will develop reading skill through comprehension of the article and define the meaning of the words in the article.

#### **3.2 Enabling Objectives**

By the time this lesson is completed, student will be able to:

3.2.1 read the story “Snow White: A Classic Fairy Tale” silently.

3.2.2 define the meaning of words in the story.

3.2.3 comprehend the story's events through answering the questions.

3.2.4 share ideas and participate in a classroom discussion.

### **4. Enduring Understanding**

4.1 Students will increase their ability in reading skill.

4.2 Reinforcing students' comprehension level through reading skill.

### **5. Expected Characteristics**

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students are punctual.

### **6. Content Areas/ Learning Strands**

Students will find the lesson beneficial since they will practice skimming and scanning skills which they need in their proficiency exam.

## 7. Learners' Key Competencies

7.1 Communication Capacity

7.2 Thinking Capacity

## 8. Subject Area Involved

Social studies, religion and culture, Career and Technology

## 9. Evaluation

9.1 How to evaluate:

- Check the students' answering the questions.

9.2 Instruments of evaluation

- Students will gain one mark for each correct answer.

## 10. Learning Activities/ Procedures:

### Period 1

#### Warm up

- 1) Teacher and students greet each other.
- 2) Teacher informs students about learning objectives and the topic.
- 3) Teacher informs that pre-test is developed to check students'

background knowledge before learning through the blended learning model in order to be prepared and pay attention to learn.

#### Presentation

- 1) Teacher gives the pre-test (achievement test), and a piece of answer sheet to all student.
- 2) Teacher explains how to do the test. There are 30 items and 30 points, choose the best for each item.

### **Practice**

- 1) Students do the pre-test (achievement test).
- 2) Students submit a piece of paper to the teacher.
- 3) Teacher tells students about blended learning model which the teacher will use to improve reading ability of students. Then, teacher explains more about blended learning model is and the steps of teaching reading comprehension through blended learning model. The students will learn 6 passages respectively, Snow White A Classic Fairy Tales, The old man and the sea, Unusual festival, Tips for travelers, Excuses and Who can you trust? It will take 3 hours for each passage, two hours study in the class and another study online. All the study texts teacher will post through teacher's Facebook, they can download, print out and study the text before studying in the classroom.

### **Period 2**

#### **Warm up**

- 1) Teacher and students greet each other.
- 2) Teacher shows a picture of Snow White on the screen and asks students to guess the topic of the reading that they are going to read.
- 3) Teacher gets the answers from students.
- 4) Teacher projects the topic of the reading text on the screen.
- 5) Teacher tells students about learning objectives and lesson's today.
- 6) Students do the pretest exercise about the story of Snow White.

#### **Presentation**

- 1) Teacher distributes the reading text (only who don't print out from teacher's Facebook) and asks students to read it quickly and silently then teacher

presents the power point entitled “Snow White, A classic fairy tale” and lets the students give the information from the presentation.

- 2) Students brainstorm about vocabulary and structure used.
- 3) Teacher and students discuss about vocabulary and structure used together.
- 4) Teacher presents new vocabulary and structure on the board and lets students to read, spell, and give the meaning.
- 5) Teacher teaches new vocabulary and explains the structure.
- 6) Teacher tells the students to read, spell, and tell the meaning of new vocabulary and structure.
- 7) Students write down new vocabulary and structure used in their notebooks.
- 8) Students do exercise on student worksheet 1 True or False.

### **Period 3**

#### **Practice**

- 1) Teacher monitors the students’ understanding by summarizing the story together then distributes an activity sheet on which there different types of questions including “matching, fill in the bank and multiple choices” and asks students to answer them.
- 2) After finishing answering the questions, students submit their answers to the teacher.
- 3) Students work in group of ten, plan the role play “Snow White” , then submit through teacher’s Facebook.
- 4) Teacher and students make an appointment to do the posttest online.



## **Period 4**

### **Production**

1) Teacher posts posttest exercise through classroom group line and students respond the line immediately after they read the questions.

2) Teacher posts the questions from no.1 to no.10 respectively, then checks the answer and announce to students later.

### **Wrap up**

1) Teacher posts students' score and concludes the vocabulary and structure used in the story. Students check their score and download the conclusion to storage in their mobile phone.

2) Teacher records the scores from doing activities on the score record form.

## **11. Materials/ Teaching Aids**

11.1 Power point

11.2 Reading text

11.3 Activities

11.4 Answer key

11.5 Pieces of paper

11.6 Score record form

11.7 Pretest/Posttest

**12. Suggestion Activities/Other Comments**

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**13. Department Head's Comments**

.....

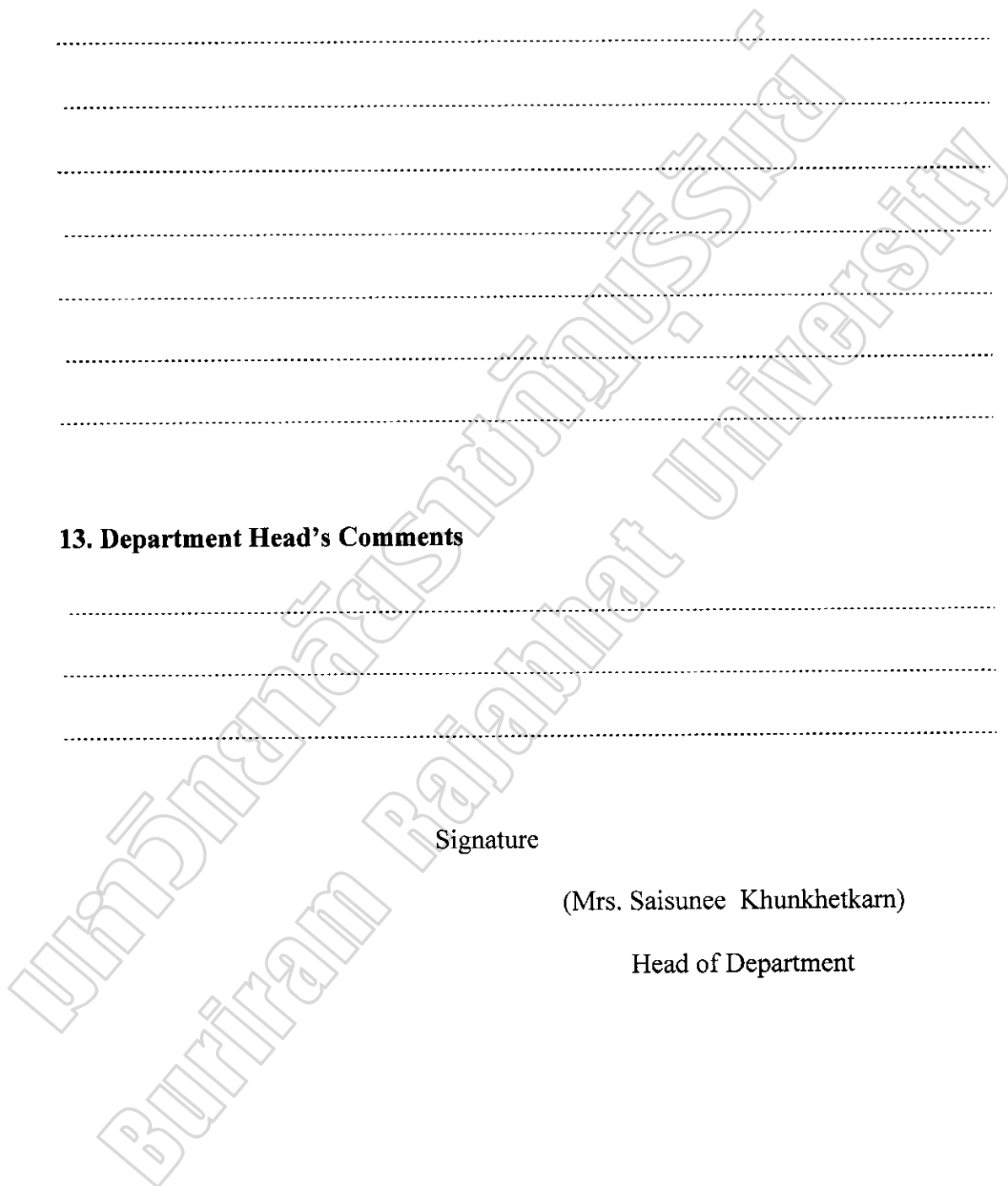
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Signature

(Mrs. Saisunee Khunkhetkarn)

Head of Department



**14. School Vice Director's Comments**

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.....  
.....

Signature

(Mrs.Rungjit Suwannathada)

Vice Director of Satuek School

**School Director's Comments**

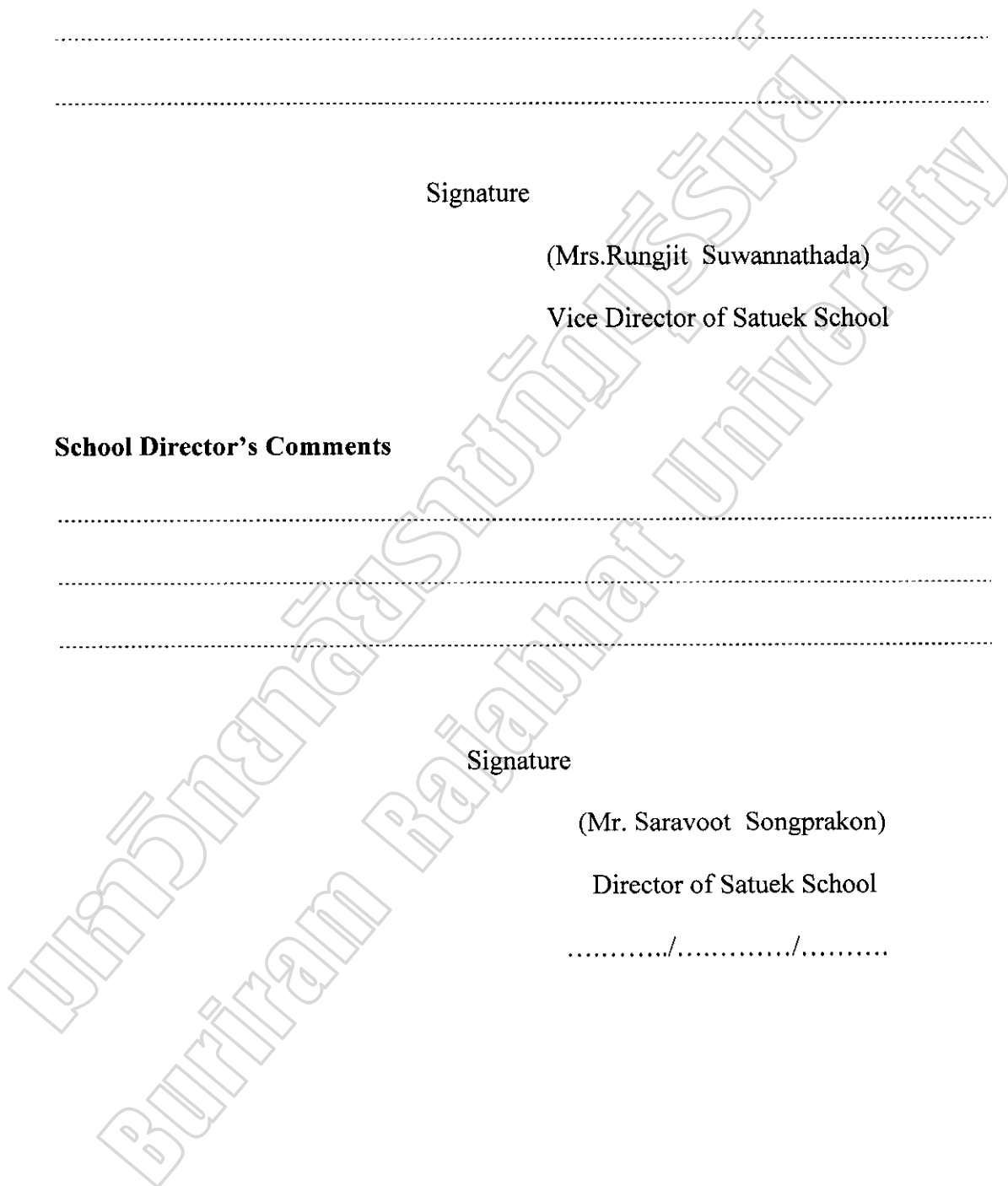
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Signature

(Mr. Saravoot Songprakon)

Director of Satuek School

...../...../.....



**15. Remark**

15.1 Result of the Learning

.....  
.....  
.....  
.....

15.2 Problems/Obstacles

.....  
.....  
.....  
.....

15.3 Other Suggestions

.....  
.....  
.....  
.....

Signature

(Mrs. Papatsarin Netisomboonyot)

Teacher

...../...../.....

**Appendix**

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## Reading Comprehension

Directions: Read the passage carefully and choose the correct answer to each question. You will gain one mark for each correct answer.

### *Snow White: A Classic Fairy Tale*



*The Brothers Grimm wrote down many popular tales in the seventeenth and eighteenth centuries. These include tales such as Sleeping Beauty, Cinderella, and Rapunzel. People had told versions of these tales for centuries. Here is the story of one of them:*

Once upon the time a king and queen ruled over a happy kingdom. The queen wished for a daughter that had skin as white as snow, lips as red as blood, and hair as black as ebony.

Her wish came true, and the baby was named Snow White. But the queen died after giving birth to the child, and the king married again.

The new queen was beautiful but also very cruel. She wanted to be the most beautiful woman in the kingdom. She often asked her magic mirror, "Mirror! Mirror on the wall! Who's the fairest of them all?" The mirror answered, "You are, your majesty." But one day the mirror replied,

"Snow White is fairer than you." The wicked queen was angry and jealous. So she ordered her huntsman to take Snow White to the forest and kill her. But the man felt sorry for Snow White and set her free.

Snow White ran as fast as she could into the forest, and she came upon a cottage. There was nobody there, but the table had been set for seven, and there were seven tiny beds in the bedroom. After she had cooked and eaten, Snow White cleaned the house and lay down to rest. At night, the seven dwarfs who lived in the cottage came home and found her there sleeping. When she woke up, she told them her story, and the dwarfs agreed to let her stay.

Every morning the dwarfs went off to the mountains looking for gold, and in the evening when they came back home, Snow White had a delicious meal ready for them.

One day the queen learned from her mirror that Snow White was alive and living with the dwarfs in the forest. She was furious. The queen was actually a witch, so she disguised herself as a beggar and went looking for Snow White. The dwarfs had told Snow White not to open the door to strangers, However, Snow White felt sorry for the old woman at the door and let her in. The queen gave her a shiny apple that she had poisoned. When Snow White bit the apple, she fell to the ground, motionless and apparently dead.

The dwarfs were overcome with grief and sadness when they found Snow White lying on the floor. They put her in a glass coffin and kept her in the cottage. One day a prince came past the cottage and saw Snow White in her coffin. He was enchanted by her beauty and kissed her. The kiss broke the spell, and Snow White came alive again!

The prince married her and they lived happily ever after.



### Achievement Test

**Directions:** Choose the best answer for each item.

**1. What type of story is Snow White?**

- |               |                    |
|---------------|--------------------|
| 1. Western    | 2. Crime           |
| 3. Fairy Tale | 4. Science Fiction |

**2. Snow White was a .....**

- |          |             |
|----------|-------------|
| 1. dwarf | 2. prince   |
| 3. queen | 4. princess |

**3. A dwarf is.....**

- |                |                 |
|----------------|-----------------|
| 1. a small man | 2. an old woman |
| 3. a huntsman  | 4. a king       |

**4. Snow White was saved by .....**

- |                     |                  |
|---------------------|------------------|
| 1. the seven dwarfs | 2. the prince    |
| 3. the huntsman     | 4. The new queen |

**5. The seven dwarfs lived in the .....**

- |            |           |
|------------|-----------|
| 1. palace  | 2. temple |
| 3. cottage | 4. Church |

**6. The old man and the sea is a .....**

- |                    |          |
|--------------------|----------|
| 1. tale            | 2. crime |
| 3. science fiction | 4. Story |

**7. What did Santiago do for a living?**

- |               |            |
|---------------|------------|
| 1. fisherman  | 2. postman |
| 3. technician | 4. Worker  |



**8. What kind of fish did Santiago caught?**

- |           |            |
|-----------|------------|
| 1. Salmon | 2. Tuna    |
| 3. Marlin | 4. Sardine |

**9. Who was Santiago's assistance?**

- |                      |                |
|----------------------|----------------|
| 1. Spencer Tracy     | 2. Manolin     |
| 3. Earnest Hemingway | 4. Marlin fish |

**10. Santiago lived in .....**

- |        |           |
|--------|-----------|
| 1. UK  | 2. Canada |
| 3. USA | 4. Cuba   |

**11. The world Swamp Soccer Championship is the .....festival.**

- |             |                  |
|-------------|------------------|
| 1. dirtiest | 2. coolest       |
| 3. mushiest | 4. most colorful |

**12. Songkran is the .....festival in Thailand.**

- |                  |             |
|------------------|-------------|
| 1. most colorful | 2. dirtiest |
| 3. coolest       | 4. mushiest |

**13. The .....festival is similar to Songkran, but instead of water, colorful powder are thrown.**

- |             |                  |
|-------------|------------------|
| 1. dirtiest | 2. Most colorful |
| 3. mushiest | 4. Coolest       |

**14. Thousands of people throwing tons of tomatoes at one another on the.....festival.**

- |                  |             |
|------------------|-------------|
| 1. most colorful | 2. Dirtiest |
| 3. coolest       | 4. Mushiest |

**15. Another name of the most colorful festival is the .....festival.**

- |         |           |
|---------|-----------|
| 1. Holi | 2. Tomato |
| 3. love | 4. mud    |

**16. How can you get information about your destination during the planning stages of your vacation?**

- |                        |                            |
|------------------------|----------------------------|
| 1. read guide book     | 2. Contact tourist bureaus |
| 3. search the internet | 4. All of the above        |

**17. What should you not learn about the countries you're visiting?**

- |           |                 |
|-----------|-----------------|
| 1. legal  | 2. Vacation     |
| 3. health | 4. Safety issue |

**18. What isn't a basic tip for travelers?**

- |            |             |
|------------|-------------|
| 1. packing | 2. Thieves  |
| 3. eating  | 4. Planning |

**19. What should you take with you when travel?**

- |                         |                                   |
|-------------------------|-----------------------------------|
| 1. Inexpensive clothing | 2. Jewelry                        |
| 3. Expensive clothes    | 4. Clothes that are hard to clean |

**20. Which piece of advice should you do?**

- |  |                             |
|--|-----------------------------|
| 1. use fanny packs                                   | 2. Don't use the hotel safe |
| 3. photocopy your visa                               |                             |
| 4. Don't keep copies of your airline tickets at home |                             |

**21. What kind of excuse is this?**

**“Sorry I’m late, honey. My boss called me into his office as I was leaving.**

**I had to work overtime”**

1. Being absent from school
2. Arriving home late
3. Arriving late for a date
4. Being late for work

**22. Who should say this excuse?**

**“The heel on my shoe broke on the way here, so I had to go back home to change shoes.”**

1. Parent to teacher
2. Husband to wife
3. Employee to boss
4. Young woman to boyfriend

**23. Who should say this excuse?**

**“Our team played very well and deserved to win. It’s not their fault that the other side cheated and the referee was on their side.”**

1. Coach to reporters
2. Student to teacher
3. Employee to boss
4. Husband to wife

**24. “Mrs. Jones, this is Cynthia. I’m afraid I’m going to be late for work this morning. There’s a bear between me and my car. Right now he’s sitting on my back porch. I’m going to take a photo to show you.”**

**What happen to Cynthia?**

1. She’s sitting on her back porch.
2. She has an accident.
3. She’s late for work.
4. She loves bear.

**25. Who should say this excuse?**

**“Officer, it’s an emergency. I need to get to a bathroom urgently. Please help me find one.”**

- |                       |                              |
|-----------------------|------------------------------|
| 1. Coach to reporters | 2. Driver to traffic officer |
| 3. Student to teacher | 4. Husband to wife           |

**26. According to a recent survey, what is the essential ingredient to make some countries happier places than others?**

- |                |                   |
|----------------|-------------------|
| 1. politicians | 2. Cost of living |
| 3. happiness   | 4. Trust          |

**27. What does we expect from the politicians?**

1. They will run the country well and make it prosper.
2. They will not corruption.
3. They will look after our money.
4. They will protect us.

**28. Who is the politician?**

- |                   |                            |
|-------------------|----------------------------|
| 1. Einstein       | 2. Robert Louise Stevenson |
| 3. Nelson Mandela | 4. Elton John              |

**29. Which one does people not need to trust?**

- |                        |                     |
|------------------------|---------------------|
| 1. neighbor            | 2. Military         |
| 3. social institutions | 4. Their government |

**30. What are the factors make politicians are at the bottom of citizens' trust list in most countries?**

1. corruption
2. Broken campaign promises
3. poor government service
4. All of them

\*\*\*\*\*

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### Exercise 1: True or False

Write **T** if the statement is true and write **F** if the statement is false, according to the fairy tale "Snow White"

Item	Questions	Answers	Check
1	Snow White, Sleeping Beauty, Cinderella and Rapunzel are stories.		
2	Snow White's mother died after giving birth.		
3	The magic mirror always answers the queen that she is the most beautiful woman in the kingdom.		
4	The wicked queen ordered her huntsman to kill Snow White because of anger and jealousy.		
5	The first time Snow White came upon a cottage, all seven dwarfs welcome her warmly.		
6	The dwarfs went off to the mountains looking for gold every day.		
7	The queen was angry when she learned from her mirror that Snow White was alive and living with the dwarfs.		
8	Snow White had told to open the door to the old woman only.		
9	After biting a poisoned shiny apple, Snow White still alive.		
10	The prince kissed Snow White because he was enchanted by her beauty.		
<b>Total</b>			

### Exercise 2 : Matching

Match column A with the most appropriate answer in column B.

No	A	B
1.....	The prince	A. An extremely small person who will never grow to a normal size because of a physical problem.
2.....	The queen	B. Ordered her huntsman to kill Snow White.
3.....	Hair	C. Was enchanted by Snow White's beauty and kiss her.
4.....	Skin	D. As red as blood.
5.....	A shiny poisoned apple	E. Made Snow White came alive again.
6.....	Lips	F. As white as snow.
7.....	The kiss	G. The dwarfs put Snow White's dead body.
8.....	Dwarf	H. Died after giving birth to the child.
9.....	A glass coffin	I. As black as ebony.
10.....	The wicked queen	J. Made Snow White died.

Name : ..... Class:..... No.....

### Exercise 3: Fill in the blank

Complete the sentence by filling in the blank with the most appropriate word given.

Tale	Jealous	overcome	apparently	cottage
furious	grief	mirror	disguised	enchanted

1. She .....herself as a boy.
2. She's ..... of my success.
3. He was .....to see her again after so long.
4. The Brothers Grimm wrote down many popular .....in the seventeenth and eighteenth centuries.
5. She was absolutely.....at having been deceived.
6. She .....injury to win the Olympic gold medal.
7. A charming country .....with roses around the door.
8. It was a .....to them that they had no children.
9. He looked at himself in the .....
10. He paused,.....lost in thought.

Name : .....Class:.....No.....



## Pretest/posttest

**Directions:** Choose the most appropriate answer.

**1. What type of story is this?**

- |            |                    |
|------------|--------------------|
| 1. Western | 2. Fairy tale      |
| 3. Crime   | 4. Science fiction |

**2. Which story did the Brothers Grimm not record?**

- |                    |               |
|--------------------|---------------|
| 1. Sleeping Beauty | 2. Cinderella |
| 3. Star Wars       | 4. Rapunzel   |

**3. Who was Snow White?**

- |                 |               |
|-----------------|---------------|
| 1. A bad person | 2. A huntsman |
| 3. A dwarf      | 4. A princess |

**4. A dwarf is \_\_\_\_\_.**

- |                   |                |
|-------------------|----------------|
| 1. an old woman   | 2. a king      |
| 3. a magic mirror | 4. a small man |

**5. Who lived in the cottage?**

- |                  |                     |
|------------------|---------------------|
| 1. The new queen | 2. The 7 dwarfs     |
| 3. The prince    | 4. The magic mirror |

**6. \_\_\_\_\_ means very angry.**

- |            |               |
|------------|---------------|
| 1. Furious | 2. Jealous    |
| 3. Sorry   | 4. Motionless |

**7. Who saved Snow White?**

- |                  |                 |
|------------------|-----------------|
| 1. The new queen | 2. The huntsman |
| 3. The 7 dwarfs  | 4. The prince   |

**8. Which one did the queen not wish for her daughter?**

- |                            |                           |
|----------------------------|---------------------------|
| 1. skin as white as snow   | 2. Lips as red as blood   |
| 3. teeth as yellow as corn | 4. Hair as black as ebony |

**9. How many queens did the king have?**

- |                          |                  |
|--------------------------|------------------|
| 1. two                   | 2. Three         |
| 3. he had only one queen | 4. He was single |

**10. Why did the princess kiss Snow White's dead body?**

Because he.....

1. knew that she will alive by his kiss
2. was sad to hear her story
3. was enchanted by her beauty
4. wanted to marry and live with her happily

\*\*\*\*\*

## Lesson Plan 2

**Course : Fundamental English (E32102)**

**Grade Level : Grade 11**

**Theme : Reading**

**Topic : The old man and the sea**

**Semester 2/2016**

**Time Allocation : 4 periods**

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### 1. Core Concept

Reading is a key part of learning English. Students will increase their ability in reading skill and will develop reading skill through comprehension of the story's events and define the meaning of the words in the story. Comprehension strategies are conscious plans sets of steps that good readers use to make sense of text.

Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. This reading is designed to encourage students both to develop reading skill through comprehension of story's events and to integrate story and Language Arts.

### 2. Standard Performance Indicators

**Standard F1.1:** Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

**Indicator 1:** Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.

**Indicator 4:** Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

**Standard F1.2:** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

**Indicator 4:** Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.

**Standard F 4.1** Ability to use foreign languages in various situations in school, community and society.

**Indicator 1:** Use language for communication in real situations/simulated situations in the classroom, school, community and society.

### **3. Learning Outcomes**

#### **3.1 Terminal Objective**

Students will develop reading skill through comprehension of the article and define the meaning of the words in the article.

#### **3.2 Enabling Objectives**

By the time this lesson is completed, student will be able to:

3.2.1 read the story :The old man and the sea” silently.

3.2.2 define the meaning of words in the story.

3.2.3 comprehend the story's events through answering the questions.

3.2.4 share ideas and participate in a classroom discussion.

### **4. Enduring Understanding**

4.1 Students will increase their ability in reading skill.

4.2 Reinforcing students’ comprehension level through reading skill.

## 5. Expected Characteristics

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

## 6. Content Areas/ Learning Strands

Students will find the lesson beneficial since they will practice skimming and scanning skills which they need in their proficiency exam.

## 7. Learners' Key Competencies

- 7.1 Communication Capacity
- 7.2 Thinking Capacity

## 8. Subject Area Involved

Social studies, religion and culture, Career and Technology

## 9. Evaluation

### 9.1 How to evaluate:

- Check the students' answering the questions.

### 9.2 Instruments of evaluation

- Students will gain one mark for each correct answer.

## 10. Learning Activities/ Procedures:

### Period 1

#### Warm up

- 1) Teacher and students greet each other.
- 2) Teacher informs students about learning objectives and the topic.

3) Teacher explains the pre-test is developed to check students' prior knowledge before learning the story "The old man and the sea" through the blended learning model in order to be prepared and pay attention to learn.

### **Presentation**

- 1) Teacher gives the pre-test and a piece of answer sheet to all students.
- 2) Teacher explains how to do the test. There are 10 items and 10 points, choose the best answer for each item.

### **Practice**

- 1) Students do the pre-test about the story "The old man and the sea".
- 2) Students submit a piece of paper to the teacher.
- 3) Teacher shows a picture of "The old man and the sea" on the screen and asks students to guess the topic of the reading that they are going to read.
- 3) Teacher gets the answers from students.
- 4) Teacher projects the topic of the reading text on the screen.
- 5) Teacher tells students about learning objectives and lesson's today.

### **Presentation**

- 1) Teacher distributes the reading text (only who don't print out from teacher's Facebook) and asks students to read it quickly and silently then teacher presents the data projector entitled "The old man and the sea" and lets the students give the information from the presentation.
- 2) Students brainstorm about vocabulary and structure used.
- 3) Teacher and students discuss about vocabulary and structure used together.

4) Teacher presents new vocabulary and structure on the board and lets students to read, spell, and give the meaning.

5) Teacher teaches new vocabulary and explains the structure.

6) Teacher tells the students to read, spell, and tell the meaning of new vocabulary and structure.

7) Students write down new vocabulary and structure used in their notebooks.

8) Students do exercise on student worksheet 1 True or False.

## **Period 2**

### **Practice**

1) Teacher monitors the students' understanding by summarizing the story together then distributes an activity sheet on which there different types of questions including "matching, fill in the bank and multiple choices" and asks students to answer them.

2) After finishing answering the questions, students submit their answers to the teacher.

3) Students work individually, create a learning log about the story, then submit through teacher's Facebook.

4) Teacher and students make an appointment to do the posttest online.

## **Period 3**

### **Production**

1) Teacher posts posttest exercise through classroom group line and students respond the line immediately after they read the questions.

2) Teacher posts the questions from no.1 to no.10 respectively, then checks the answer and announce to students later.

#### **Period 4**

#### **Wrap up**

1) Teacher posts students' score and concludes the vocabulary and structure used in the story. Students check their score and download the conclusion to storage in their mobile phone.

2) Teacher records the scores from doing activities on the score record form.

#### **11. Materials/ Teaching Aids**

11.1 Computer and data projector

11.2 Reading text

11.3 Activities

11.4 Answer key

11.5 Pieces of paper

11.6 Score record form

11.7 Pretest/Posttest



**12. Suggestion Activities/Other Comments**

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**13. Department Head's Comments**

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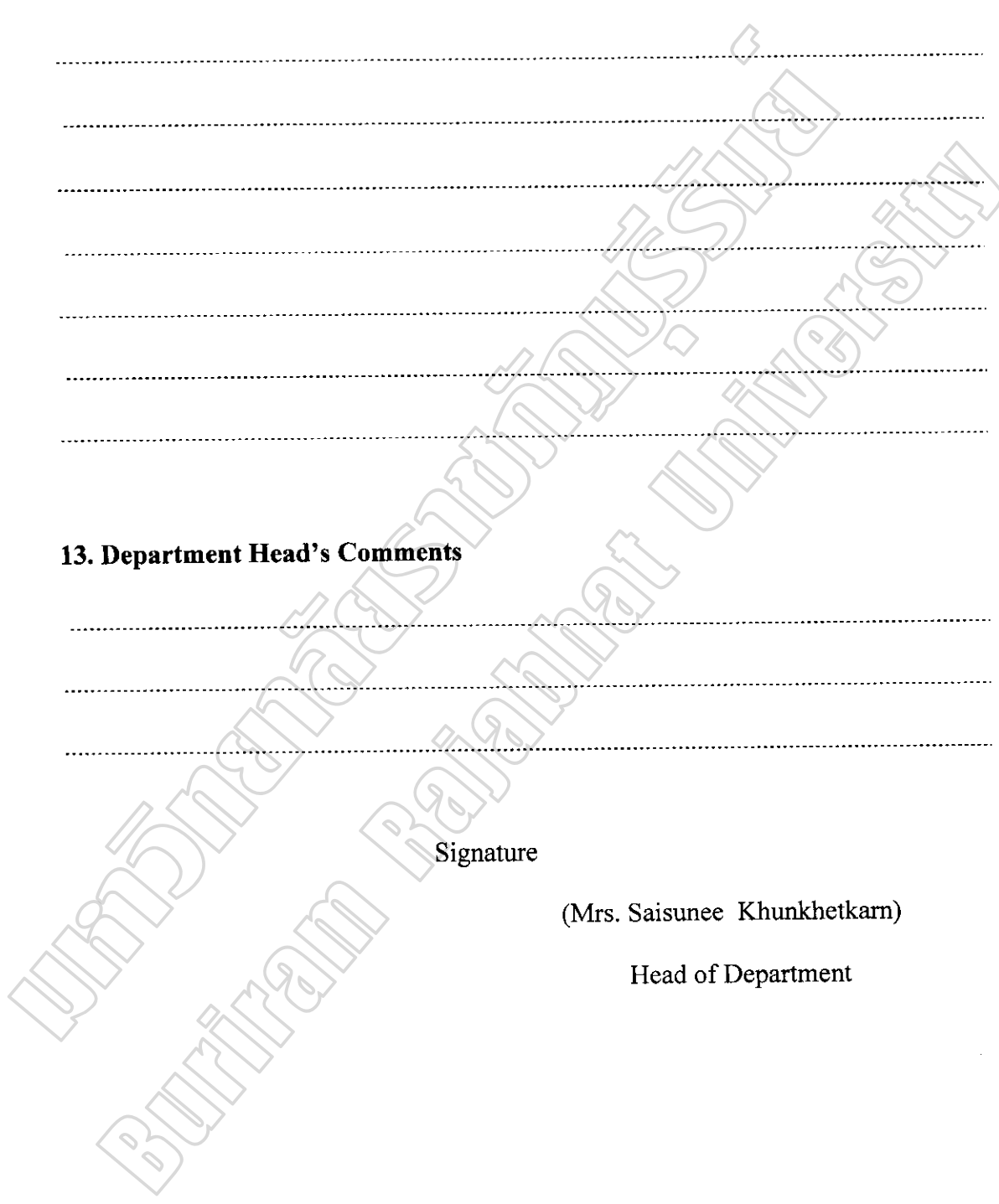
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Signature

(Mrs. Saisunee Khunkhetkarn)

Head of Department



**14. School Vice Director's Comments**

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(Mrs.Rungjit Suwannathada)

Vice Director of Satuek School

**School Director's Comments**

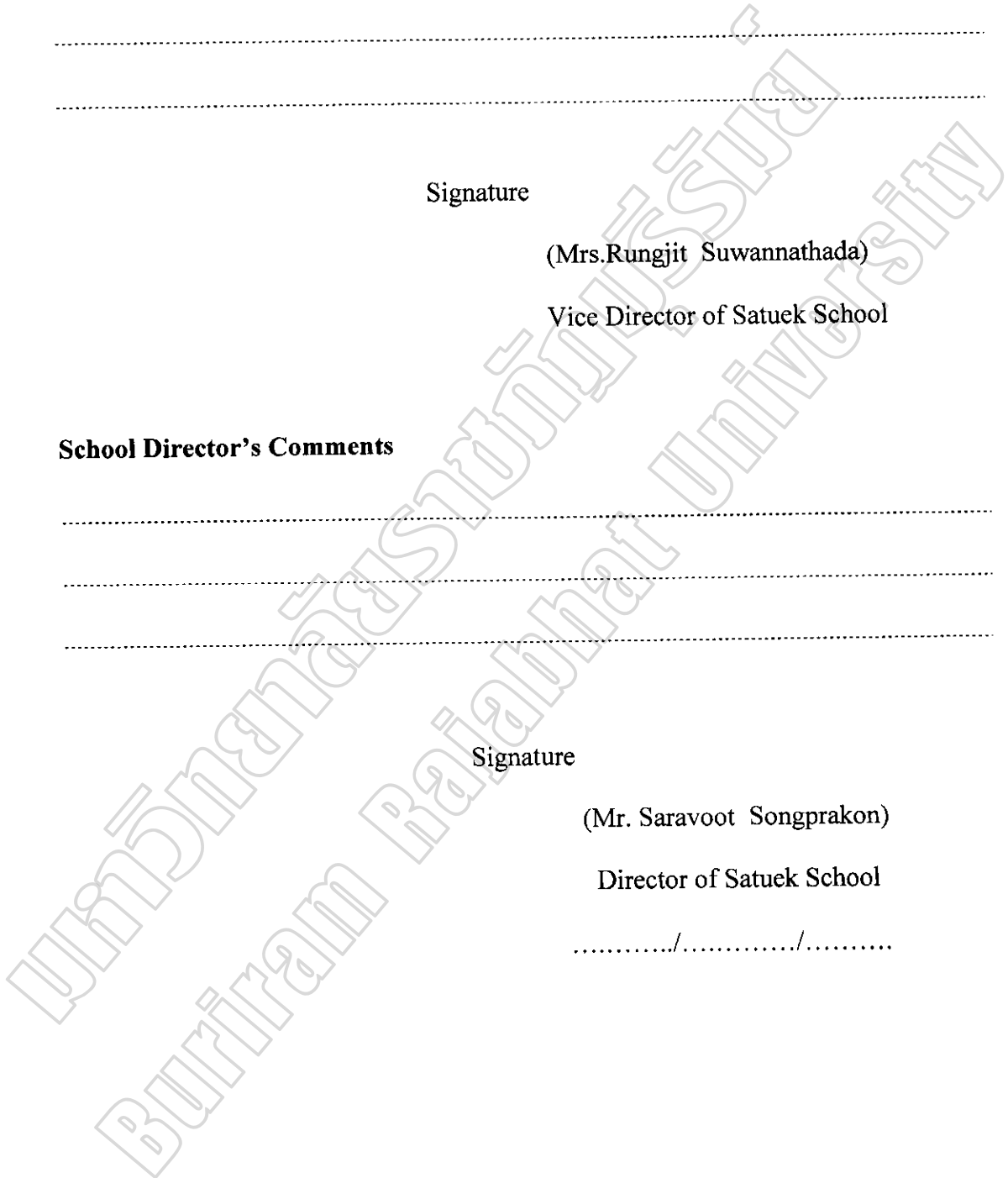
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(Mr. Saravoot Songprakon)

Director of Satuek School

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**15. Remark**

15.1 Result of the Learning

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15.2 Problems/Obstacles

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15.3 Other Suggestions

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Signature

(Mrs. Papatsarin Netisomboonyot)

Teacher

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**Appendix**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

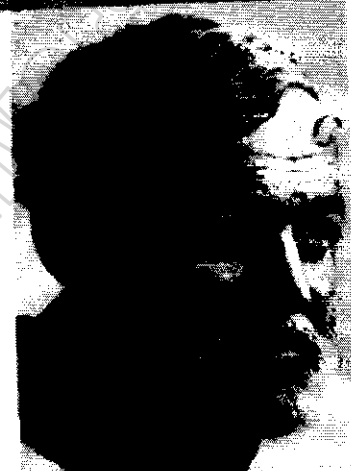
## Reading Comprehension

Directions: Read each passage carefully and choose the correct answer to each

question. You will gain one mark for each correct answer.

# Old Man and the Sea

Santiago was an old and experienced Cuban fisherman, but his luck had run out. He had gone 84 days without catching a single fish. In fact, he was so unlucky that his young apprentice, Manolin, had been forbidden by his parents to sail with the old man. However, the boy still visited Santiago's shack. The boy helped him carry back his fishing gear, gave him food, and discussed American baseball with him.



▲ Ernest Hemingway, writer of *The Old Man and the Sea*

Santiago continued to go out onto the Gulf to fish. He threw his lines and, by noon, a big fish had taken his bait. Santiago was unable to pull in the large marlin, and instead the fish pulled his boat out to sea. For two days and two nights, Santiago fought with the marlin and held on to the line. Santiago felt compassion and admiration for his great opponent.



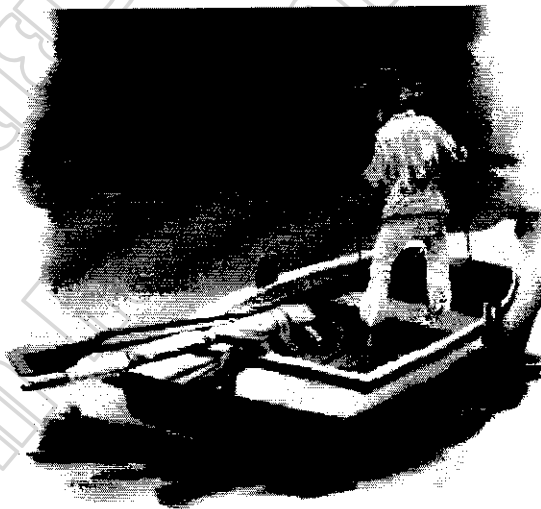
▲ Spencer Tracy in a scene from the film *The Old Man and the Sea*

On the third day, the fish began to circle the boat and showed signs of being tired. Santiago used all the strength he has left in him to pull the fish close to the boat. With a harpoon, he killed the marlin. In this way, the struggle between the old man and the fish ended. Santiago tied the marlin to the

side of his boat and headed home. He was thinking about the high price the fish will bring him at the market.

While Santiago was sailing back to the shore, sharks were attracted to the blood left by the marlin in the water. The sharks began attacking and eating the dead fish. Santiago tried to protect his catch, but the sharks kept coming. When the old man finally reached the shore, he had only a skeleton of the big fish: its head, backbone, and tail. The sharks had eaten the rest. An exhausted Santiago made his way to his shack and sank onto his bed.

The next day a group of fishermen gathered around his boat to admire the fish's huge skeleton. It measured 5.5 meters from nose to tail. Manolin ran to the shack in tears when he learned the old man was safe. When Santiago woke up, the two promised to fish together once again.



### Pretest / Posttest

**Directions:** Choose the best answer for each item.

1. **What is this passage about?**

1. The sea

2. A story

3. Manolin

4. Ernest Hemingway

2. **Who wrote the story, “Old Man and the Sea”?**

1. Ernest Hemingway
2. Santiago
3. Manolin
4. Spencer Tracy

**3. Where did Santiago and Manolin live?**

1. In Florida
2. In US
3. In Cuba
4. In a fishing village

**4. Why did Manolin's parents not want him to sail with Sanitago?**

1. Santiago was a bad man.
2. Santiago was unlucky.
3. Santiago was a fisherman.
4. Santiago talked about American baseball.

**5. How many days did it take Santiago to bring the fish back to shore?**

1. 84
2. 2
3. 3
4. 25

**6. What happened to the fish that Santiago caught?**

1. Someone stole it.
2. Sharks had eaten it.
3. Santiago sold it in the market.
4. Santiago let it go.

**7. How did the story end?**

1. Santiago did not return home.
2. Manolin searched for Santiago in the sea.
3. Santiago died.
4. Santiago decided to go fishing again.

**8. Which one did Manolin not do with Santiago?**

1. Visited his shack
2. Gave him food
3. discussed American football with him
4. Sailed with him

**9. What is a great opponent for Santiago?**

- |                       |                     |
|-----------------------|---------------------|
| 1. The marlin         | 2. Manolin          |
| 3. group of fishermen | 4. Young apprentice |

**10. Which one is the best to describe marlin?**

- |                     |                    |
|---------------------|--------------------|
| 1. large and strong | 2. Strong and wise |
| 3. small but strong | 4. Large but weak  |

\*\*\*\*\*



### Exercise 1: True or False

Write **T** if the statement is true and write **F** if the statement is false, according to the story of "The old man and the sea."

Item	Questions	Answers	Check
1	The struggle between the old man and the fish ended when marlin was killed with Santiago's harpoon.		
2	Santiago was so lucky to catch a lot of fish after he had sailed to the sea for 84 days.		
3	The marlin was killed by the sharks.		
4	Although Manolin's parents had forbidden him to sail with Santiago, they still be good friends for each other.		
5	The marlin not only large, but also pulled the boat out to the sea.		
6	Manolin never discussed American baseball with Santiago.		
7	The sharks had eaten the dead fish because its blood attracted them.		
8	Santiago made a big amount of money from selling the fish's huge skeleton.		
9	The old man was so exhausted but finally he was safe.		
10	Santiago and Manolin will never fish together once again.		
<b>Total</b>			

### Exercise 2 : Matching

Match column A with the most appropriate answer in column B.

No	A	B
1.....	Santiago	A. gather around the old man's boat to admire the fish's huge skeleton.
2.....	Manolin	B. He had only a skeleton of the big fish.
3.....	The marlin	C. The two promised to fish together once again.
4.....	A group of fishermen	D. the high price the fish will bring him at the market.
5.....	Santiago & Manolin	E. A young apprentice who had been forbidden by his parents to sail with the old man.
6.....	The struggle between the old man and the fish ended.	F. Had eaten the dead fish.
7.....	The sharks	G. was an old and experienced Cuban fisherman.
8.....	A skeleton of the big fish, _____	H. A large fish that strong enough to pull the boat out to the sea, but finally was killed by the old man.
9.....	The old man was thinking about _____	I. The marlin was killed with the old man's harpoon .
10.....	When the old man finally reached the shore,.....	J. Its head, backbone and tail..

Name : ..... Class: ..... No.....

### Exercise 3: Fill in the blank

Complete the sentence by filling in the blank with the most appropriate word given.

Skeleton	promise	opponents	forbidden	fisherman
compassion	shark	harpoon	admiration	struggle

1. Your father will lose face if you don't keep your .....
2. The team had advantage over their .....
3. Smoking in the restaurant was .....
4. The ..... casts his line into the water.
5. Nothing is as important as .....
6. The human ..... consists of 206 bones.
7. A ..... snapped the man's leg off.
8. A ..... is used for catching large fish.
9. His skill at skiing is the ..... of us.
10. You should ..... so hard to make this program work.

Name : ..... Class: ..... No.....

### Lesson Plan 3

**Course : Fundamental English (E32102)**

**Grade Level : Grade 11**

**Theme : Reading**

**Topic : Unusual Festivals**

**Semester 2/2016**

**Time Allocation : 4 periods**

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#### 1. Core Concept

Reading is a key part of learning English. Students will increase their ability in reading skill and will develop reading skill through comprehension of the story's events and define the meaning of the words in the story. Comprehension strategies are conscious plans sets of steps that good readers use to make sense of text.

Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. This reading is designed to encourage students both to develop reading skill through comprehension of story's events and to integrate story and Language Arts.

#### 2. Standard Performance Indicators

**Standard F1.1:** Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

**Indicator 1:** Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.

**Indicator 4:** Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

**Standard F1.2:** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

**Indicator 4:** Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.

**Standard F 2.2** Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language.

**Indicator 1:** Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

**Standard F 4.1** Ability to use foreign languages in various situations in school, community and society.

**Indicator 1:** Use language for communication in real situations/simulated situations in the classroom, school, community and society.

**Standard F4.2:** Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community.

**Indicator 1:** Use foreign languages in conducting research, collecting, analysing and summarising knowledge/various data from the media and different learning sources for further education and livelihood.

### **3. Learning Outcomes**

#### **3.1 Terminal Objective**

Students will develop reading skill through comprehension of the article and define the meaning of the words in the article.

### **3.2 Enabling Objectives**

By the time this lesson is completed, student will be able to:

- 3.2.1 read the article “Unusual Festival” silently.
- 3.2.2 define the meaning of words in the article.
- 3.2.3 comprehend the article through answering the questions.
- 3.2.4 share ideas and participate in a classroom discussion.

### **4. Enduring Understanding**

- 4.1 Students will increase their ability in reading skill.
- 4.2 Reinforcing students’ comprehension level through reading skill.

### **5. Expected Characteristics**

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

### **6. Content Areas/ Learning Strands**

Students will find the lesson beneficial since they will practice skimming and scanning skills which they need in their proficiency exam.

### **7. Learners’ Key Competencies**

- 7.1 Communication Capacity
- 7.2 Thinking Capacity

### **8. Subject Area Involved**

Social studies, religion and culture, Career and Technology

### **9. Evaluation**

- 9.1 How to evaluate:

- Check the students' answering the questions.

#### 9.2 Instruments of evaluation

- Students will gain one mark for each correct answer.

### 10. Learning Activities/ Procedures:

#### Period 1

##### Warm up

- 1) Teacher and students greet each other.
- 2) Teacher informs students about learning objectives and the topic.
- 3) Teacher explains the pre-test is developed to check students' prior knowledge before learning the article "Unusual Festival" through the blended learning model in order to be prepared and pay attention to learn.

##### Presentation

- 1) Teacher gives the pre-test and a piece of answer sheet to all students.
- 2) Teacher explains how to do the test. There are 10 items and 10 points, choose the best answer for each item.

##### Practice

- 1) Students do the pre-test about the article "Unusual Festival".
- 2) Students submit a piece of paper to the teacher.
- 3) Teacher shows a picture of "Unusual Festival" on the screen and asks students to guess the topic of the reading that they are going to read.
- 3) Teacher gets the answers from students.
- 4) Teacher projects the topic of the reading text on the screen.
- 5) Teacher tells students about learning objectives and lesson's today.

### **Presentation**

- 1) Teacher distributes the reading text (only who don't print out from teacher's Facebook) and asks students to read it quickly and silently then teacher presents the data projector entitled "Unusual Festival" and lets the students give the information from the presentation.
- 2) Students brainstorm about vocabulary and structure used.
- 3) Teacher and students discuss about vocabulary and structure used together.
- 4) Teacher presents new vocabulary and structure on the board and lets students to read, spell, and give the meaning.
- 5) Teacher teaches new vocabulary and explains the structure.
- 6) Teacher tells the students to read, spell, and tell the meaning of new vocabulary and structure.
- 7) Students write down new vocabulary and structure used in their notebooks.
- 8) Students do exercise on student worksheet 1 True or False.

### **Period 2**

#### **Practice**

- 1) Teacher monitors the students' understanding by summarizing the story together then distributes an activity sheet on which there different types of questions including "matching, fill in the bank and multiple choices" and asks students to answer them.
- 2) After finishing answering the questions, students submit their answers to the teacher.



3) Students work individually, create a brochure about their favorite festival, and hand in next period.

4) Teacher and students make an appointment to do the posttest online.

### **Period 3**

#### **Production**

1) Teacher posts posttest exercise through classroom group line and students respond the line immediately after they read the questions.

2) Teacher posts the questions from no.1 to no.10 respectively, then checks the answer and announce to students later.

### **Period 4 : Wrap up**

1) Teacher posts students' score and concludes the vocabulary and structure used in the story. Students check their score and download the conclusion to storage in their mobile phone. Students hand in the brochures about their favorite festival.

2) Teacher records the scores from doing activities on the score record form.

## **11. Materials/ Teaching Aids**

11.1 Computer and data projector

11.2 Reading text

11.3 Activities

11.4 Answer key

11.5 Pieces of paper

11.6 Score record form

11.7 Pretest/Posttest

**12. Suggestion Activities/Other Comments**

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**13. Department Head's Comments**

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Signature

(Mrs. Saisunee Khunkhetkarn)

Head of Department

**14. School Vice Director's Comments**

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Signature

(Mrs.Rungjit Suwannathada)

Vice Director of Satuek School

**School Director's Comments**

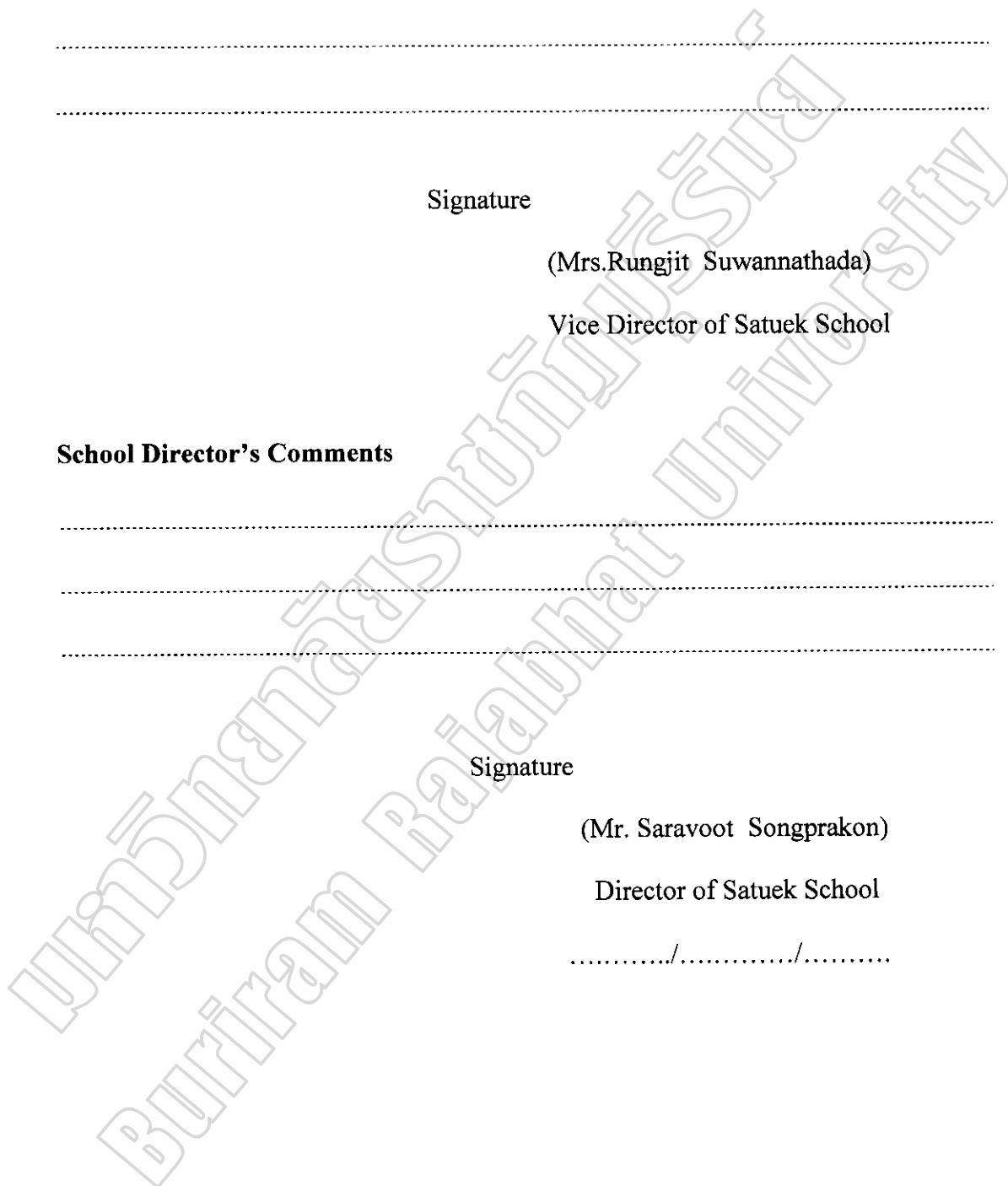
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Signature

(Mr. Saravoot Songprakon)

Director of Satuek School

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**15. Remark**

## 15.1 Result of the Learning

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## 15.2 Problems/Obstacles

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## 15.3 Other Suggestions

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Signature

(Mrs. Papatsarin Netisomboonyot)

Teacher

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Buriram Rajabhat University

**Appendix**

## Reading Comprehension

**Directions:** Read each passage carefully and choose the correct answer to each question.

You will gain one mark for each correct answer.

# Unusual Festivals

All around the world people celebrate by throwing things around or at each other.

## The Dirtiest

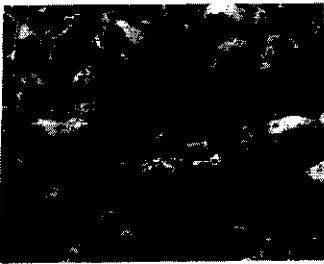
Finland is known for snowy winters, reindeers, forests, and swamps. Swamps stretch across the countryside as far as the eye can see. Once a year, the town of Hyrnsalmi, about 650 kilometers north of Helsinki, hosts a very unusual sports event: the World Swamp Soccer Championship. This major spectacle attracts some 5,000 participants from a number of countries. The players play soccer in the knee-deep mud, and often there is more wading and crawling than actual kicking of the ball. The game lasts for two periods of 25 minutes each in a marked soccer field that looks more like a pig pen. After kickoff, the participants' brightly colored team shirts soon become dirty rags.



## The Coolest

Songkran is the most important of Thai festivals and holidays, and it marks the start of the astrological New Year. The festival is celebrated in April over a period of four days. Songkran is closely associated with water. Traditionally, people pour water on elders and family members to bring good fortune. In the home, people clean images of Buddha with scented water. Nowadays Songkran has become a festival in which people splash strangers on the streets using a water gun, a bucket, or a hose. Fortunately it takes place during the hottest time of the year, so a cool shower is a welcome relief. Everyone gets drenched in water, all in the spirit of good fun, except for monks, who are spared from the showers.

**The Most Colorful** \* The Holi festival in India is definitely the most colorful. It is similar to Songkran, but instead of water, colorful powders are thrown. The festival is hugely popular in the villages around Mathura, the birthplace of Krishna, the central figure of Hinduism. The festival is supposed to celebrate the love between Krishna and Radha. People throw powders to commemorate such love, and the mixture of bright colors symbolizes energy, life, and joy.



**The Mushiest** Can you imagine the result of thousands of people throwing tons of tomatoes at one another? Each year, on the last Wednesday of August, over 30,000 people come to Buñol, a small town near Valencia, Spain, to take part in the *Tomatina*. It all started when unhappy citizens threw tomatoes at council members.

Today it is actually the city council that organizes this messy battle. Trucks unload their cargo of ripe tomatoes in the center of town. Excited crowds grab the tomatoes, and the fight begins. Soon the walls of houses are covered in red, and participants are knee-deep in tomato juice. The fight lasts for one hour, after which people head for the river to wash.

มหาวิทยาลัยราชภัฏวไลยอลงกรณ์  
Buriram Rajabhat

### Pretest / Posttest

**1. What is this passage about?**

- |   |                                   |
|---|-----------------------------------|
| 1. It is about holidays in different countries. | 2. It is about strange festivals. |
| 3. It is about getting muddy.                   | 4. It is about sports.            |

**2. The World Swamp Soccer Championship takes place in \_\_\_\_\_.**

- |            |             |
|------------|-------------|
| 1. Finland | 2. Thailand |
| 3. India   | 4. Spain    |

**3. Which festival lasts for 50 minutes?**

- |                                    |             |
|------------------------------------|-------------|
| 1. World Swamp Soccer Championship | 2. Songkran |
| 3. The Holi Festival               | 4. Tomatina |

**4. Which festival takes place in Hyrynsalmi?**

- |             |                      |
|-------------|----------------------|
| 1. Songkran | 2. The Holi Festival |
| 3. Tomatina | 4. None of the above |

**5. What do people do after having a “tomato fight” in Spain?**

- |                              |                      |
|------------------------------|----------------------|
| 1. Put colored powder on     | 2. Go to a river     |
| 3. Throw water on each other | 4. None of the above |

**6. Which festival celebrates the love between Krishna and Radha?**

- |             |                      |
|-------------|----------------------|
| 1. Songkran | 2. The Holi Festival |
| 3. Tomatina | 4. All of the above  |

**7. Where is Valencia?**

- |                |                |
|----------------|----------------|
| 1. In Thailand | 2. In Mathura  |
| 3. In Spain    | 4. In Helsinki |



**8. What does the word “splash” mean?**

- |                   |                    |
|-------------------|--------------------|
| 1. Upset          | 2. Get wet         |
| 3. Throw water on | 4. Dry someone off |

**9. What does “it” in “It all started when unhappy citizens threw tomatoes at council members.” refer to?**

- |                      |                                       |
|----------------------|---------------------------------------|
| 1. Songkran          | 2. Tomatina                           |
| 3. The Holi Festival | 4. World Swamp Soccer<br>Championship |

**10. What does “unload” mean?**

- |                      |                       |
|----------------------|-----------------------|
| 1. To buy something  | 2. Take something off |
| 3. To sell something | 4. To distribute      |

\*\*\*\*\*

### Exercise 1: True or False

Write **T** if the statement is true and write **F** if the statement is false, according to the article of "Unusual Festival"

Item	Questions	Answers	Check
1	The dirtiest festival is held in Finland.		
2	The dirtiest game lasts for two periods of 30 minutes each in a marked soccer field		
3	Songkran festival, everyone gets drenched in water also monks.		
4	The coolest festival is Songkran Festival in Thailand.		
5	The most colorful festival in India is similar to Songkran Festival in Thailand.		
6	The most colorful festival is supposed to celebrate the relationship between Krishna and Radha.		
7	The mushiest festival started when unhappy citizens threw tomatoes at council members.		
8	The fight at the mushiest festival lasts 6 hours in the morning, after that people head for the river to wash.		
9	The mushiest festival takes place in Spain.		
10	The world Swamp Soccer Championship is a usual sport event of Helsinki.		
<b>Total</b>			

### Exercise 2 : Matching

Match the festival with its event according to the article read.

- A. The dirtiest festival
- B. The coolest festival
- C. The most colorful festival
- D. The mushiest festival

No	event	Check
1.....	The participants are knee – deep in tomato juice.	
2.....	The World Swamp Soccer Championship.	
3.....	It is similar to Songkran, but instead of water, colorful powders are thrown.	
4.....	This festival traditionally, people pour water on elders and family members to bring good fortune.	
5.....	It marks the start of the astrological New Year in Thailand.	
6.....	It is the Holi festival in India.	
7.....	Thousands of people throwing tons of tomatoes at one another.	
8.....	The players play soccer in the knee - deep mud.	
9.....	The most important of Thai festival, takes place during the hottest time of the year.	
10.....	This festival is on the last Wednesday of August.	

Name : .....Class:.....No.....

### Exercise 3: Fill in the blank

Complete the sentence by filling in the blank with the most appropriate word given.

celebrate	festival	drenched	hose	countryside
bucket	organize	crawling	cargo	participant

1. Tell me the reason why you want to live in the .....
2. He was watering his garden with a .....
3. We hope to .....a tennis club.
4. On February 14 Americans .....St.Valentine's Day.
5. The list of .....is as follow.
6. He came ..... to me to ask for a loan.
7. The .....will be held next week.
8. I was .....to the skin because of the heavy rain.
9. The ship discharged its .....in Panama.
10. Please fill this ..... with water.

Name : .....Class:.....No.....

## Lesson Plan 4

**Course : Fundamental English (E32102)**

**Grade Level : Grade 11**

**Theme : Reading**

**Topic : Tips for Travelers**

**Semester 2/2016**

**Time Allocation : 4 periods**

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### 1. Core Concept

Reading is a key part of learning English. Students will increase their ability in reading skill and will develop reading skill through comprehension of the story's events and define the meaning of the words in the story. Comprehension strategies are conscious plans sets of steps that good readers use to make sense of text.

Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. This reading is designed to encourage students both to develop reading skill through comprehension of story's events and to integrate story and Language Arts.

### 2. Standard Performance Indicators

**Standard F1.1:** Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

**Indicator 1:** Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.

**Indicator 4:** Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

**Standard F1.2:** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

**Indicator 4:** Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.

**Standard F 2.2** Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language.

**Indicator 1:** Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

**Standard F 4.1** Ability to use foreign languages in various situations in school, community and society.

**Indicator 1:** Use language for communication in real situations/simulated situations in the classroom, school, community and society.

**Standard F4.2:** Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community.

**Indicator 1:** Use foreign languages in conducting research, collecting, analysing and summarising knowledge/various data from the media and different learning sources for further education and livelihood.

### **3. Learning Outcomes**

#### **3.1 Terminal Objective**

Students will develop reading skill through comprehension of the article and define the meaning of the words in the article.

### **3.2 Enabling Objectives**

By the time this lesson is completed, student will be able to:

- 3.2.1 read the article “Tips for Travelers” silently.
- 3.2.2 define the meaning of words in the article.
- 3.2.3 comprehend the article through answering the questions.
- 3.2.4 share ideas and participate in a classroom discussion.

### **4. Enduring Understanding**

- 4.1 Students will increase their ability in reading skill.
- 4.2 Reinforcing students’ comprehension level through reading skill.

### **5. Expected Characteristics**

- 5.1 Students have disciplines.
- 5.2 Students are diligent.
- 5.3 Students pay attention in learning.
- 5.4 Students are punctual.

### **6. Content Areas/ Learning Strands**

Students will find the lesson beneficial since they will practice skimming and scanning skills which they need in their proficiency exam.

### **7. Learners’ Key Competencies**

- 7.1 Communication Capacity
- 7.2 Thinking Capacity

### **8. Subject Area Involved**

Social studies, religion and culture, Career and Technology

## 9. Evaluation

9.1 How to evaluate:

- Check the students' answering the questions.

9.2 Instruments of evaluation

- Students will gain one mark for each correct answer.

## 10. Learning Activities/ Procedures:

### Period 1

#### Warm up

- 1) Teacher and students greet each other.
- 2) Teacher informs students about learning objectives and the topic.
- 3) Teacher explains the pre-test is developed to check students' prior

knowledge before learning the article "Tips for Travelers" through the blended learning model in order to be prepared and pay attention to learn.

#### Presentation

- 1) Teacher gives the pre-test and a piece of answer sheet to all students.
- 2) Teacher explains how to do the test. There are 10 items and 10 points, choose the best answer for each item.

#### Practice

- 1) Students do the pre-test about the article "Tips for Travelers".
- 2) Students submit a piece of paper to the teacher.
- 3) Teacher shows a picture of "Tips for Travelers" on the screen and asks students to guess the topic of the reading that they are going to read.
- 3) Teacher gets the answers from students.
- 4) Teacher projects the topic of the reading text on the screen.



- 5) Teacher tells students about learning objectives and lesson's today.

### **Presentation**

- 1) Teacher distributes the reading text (only who don't print out from teacher's Facebook) and asks students to read it quickly and silently then teacher presents the data projector entitled "Tips for Travelers" and lets the students give the information from the presentation.

- 2) Students brainstorm about vocabulary and structure used.

- 3) Teacher and students discuss about vocabulary and structure used together.

- 4) Teacher presents new vocabulary and structure on the board and lets students to read, spell, and give the meaning.

- 5) Teacher teaches new vocabulary and explains the structure.

- 6) Teacher tells the students to read, spell, and tell the meaning of new vocabulary and structure.

- 7) Students write down new vocabulary and structure used in their notebooks.

- 8) Students do exercise on student worksheet 1 True or False.

### **Period 2**

#### **Practice**

- 1) Teacher monitors the students' understanding by summarizing the text together then distributes an activity sheet on which there different types of questions including "matching, fill in the bank and multiple choices" and asks students to answer them.

2) After finishing answering the questions, students submit their answers to the teacher.

3) Students work in pair, write a conversation about their plan to take a trip somewhere, and take a video then post to the teacher's Facebook.

4) Teacher and students make an appointment to do the posttest online.

### **Period 3**

#### **Production**

1) Teacher posts posttest exercise through classroom group line and students respond the line immediately after they read the questions.

2) Teacher posts the questions from no.1 to no.10 respectively, then checks the answer and announce to students later.

### **Period 4**

#### **Wrap up**

1) Teacher posts students' score and concludes the vocabulary and structure used in the article. Students check their score and download the conclusion to storage in their mobile phone.

2) Teacher records the scores from doing activities on the score record form.

## **11. Materials/ Teaching Aids**

11.1 Computer and data projector

11.2 Reading text

11.3 Activities

11.4 Answer key

11.5 Pieces of paper

11.6 Score record form

11.7 Pretest/Posttest

**12. Suggestion Activities/Other Comments**

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**13. Department Head's Comments**

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Signature

(Mrs. Saisunee Khunkhetkarn)

Head of Department

**14. School Vice Director's Comments**

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Signature

(Mrs.Rungjit Suwannathada)

Vice Director of Satuek School

**School Director's Comments**

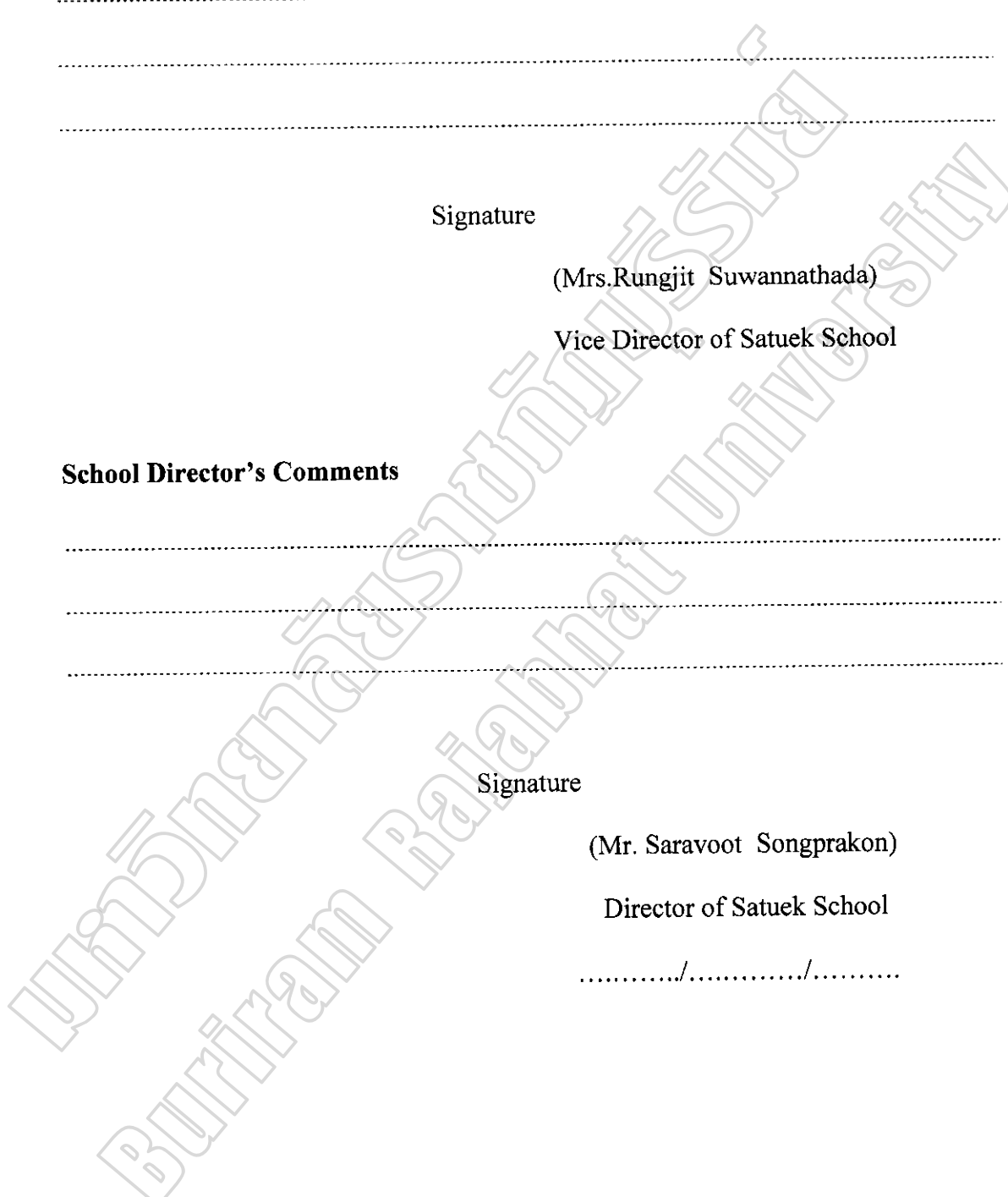
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(Mr. Saravoot Songprakon)

Director of Satuek School

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**15. Remark**

15.1 Result of the Learning

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15.2 Problems/Obstacles

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15.3 Other Suggestions

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Signature

(Mrs. Papatsarin Netisomboonyot)

Teacher

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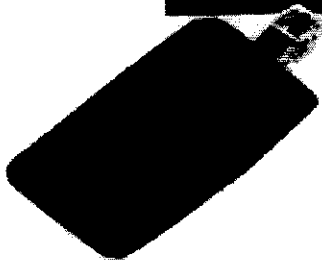
มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

## Appendix

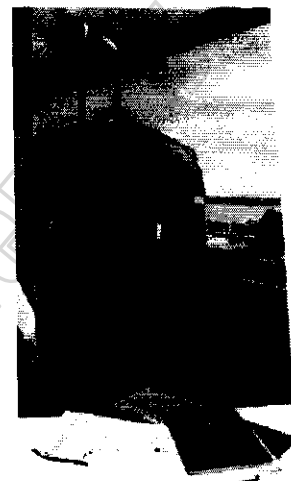
## Reading Comprehension

Directions: Read each passage carefully and choose the correct answer to each question. You will gain one mark for each correct answer.

### TIPS FOR TRAVELERS



Before you travel, you must take the necessary precautions to ensure your own personal safety and the security of your belongings. You should do this to make sure that your trip is pleasurable and without major problems. The following are some basic tips for travelers.



**Planning.** During the planning stages of your vacation, you should contact consulates or tourist bureaus, read guidebooks, and search the Internet to get information about your destination. For a trip without unpleasant surprises, you had better learn about legal, health, and safety issues for the countries you're visiting: these include visa requirements, recommendations for vaccinations, health conditions, and crime. Arrange your itinerary beforehand.

**Packing.** Travel light. Take clothes that you can clean and wear again. Carry the minimum amount of valuables necessary for your trip, and plan a place or places to hide them. Avoid wearing clothing that marks you as a tourist. Wear little or no jewelry, and take nothing you could not replace.

**Documents, cash, and credit cards.** Valuables are best kept in the hotel's safe. Avoid using fanny packs, handbags, and putting your wallet in the rear pocket, which is often referred to as the "fool's pocket."

You should always photocopy important documents such as passports, visas, airline tickets, and credit cards. Keep copies at home and take ones with you. As a precaution, don't keep everything in the same place when traveling.

**Baggage.** Never leave baggage unattended. Secure and identify your luggage. Make sure your name, address, and telephone number are inside and outside of each piece of luggage, using covered luggage tags.

**Health insurance.** It's advisable to carry emergency medicine for medical problems. If your health insurance doesn't cover you abroad, you should consider purchasing a short-term health and emergency assistance policy designed for travelers.

**Hotels.** Lock the door whenever you are in your room and use the safety devices provided. You shouldn't open your room door without verifying who is outside.

**Thieves.** In order to protect yourself, be alert at all times. The most common areas for robberies are markets, train and bus stations, on subway trains, or any other crowded place. So extra caution should be taken in these places.

**Don't panic.** You can plan every detail, but something may still go wrong. If you miss a flight or even have something stolen or didn't make it to the Great Wall of China, don't panic, things will work out in the end.



### Pretest / Posttest

**1. Which actions are NOT part of the planning stage?**

- |                                   |                     |
|-----------------------------------|---------------------|
| 1. Get visas                      | 2. Get vaccinations |
| 3. Don't leave baggage unattended | 4. Read guidebooks  |

**2. What should you take with you?**

- |                                   |                         |
|-----------------------------------|-------------------------|
| 1. Expensive clothes              | 2. Jewelry              |
| 3. Clothes that are hard to clean | 4. Inexpensive clothing |

**3. Which piece of advice should you do?**

1. Photocopy your visa.
2. Don't keep copies of your airline tickets at home.
3. Use fanny packs.
4. Don't use the hotel safe.

**4. Match the advice with the category: put your phone number on your luggage.**

- |                     |            |
|---------------------|------------|
| 1. Health insurance | 2. Thieves |
| 3. Hotels           | 4. Baggage |

**5. Match the advice with the category: lock the door in your room.**

- |                     |            |
|---------------------|------------|
| 1. Health insurance | 2. Thieves |
| 3. Hotels           | 4. Baggage |

**6. You should \_\_\_\_\_ in case you get in an accident.**

- |                        |                         |
|------------------------|-------------------------|
| 1. buy baggage         | 2. get a visa           |
| 3. get airline tickets | 4. buy health insurance |

**7. You are likely to get robbed \_\_\_\_\_.**

- |                      |                     |
|----------------------|---------------------|
| 1. in a market       | 2. on a train       |
| 3. in crowded places | 4. all of the above |

**8. What are the purposes of some basic tips for travelers?**

- |  |                                  |
|--|----------------------------------|
| 1. To ensure your own personal safety. | 2. To secure of your belongings. |
| 3. Both 1 and 2                        | 4. None of them                  |

**9. How can you get information about your destination?**

- |  |                     |
|--|---------------------|
| 1. contact consulates or tourist bureaus | 2. read guidebooks  |
| 3. search the internet                   | 4. All of the above |

**10. What should you do with your important documents before traveling?**

- |                              |                     |
|------------------------------|---------------------|
| 1. photocopy them two copies | 2. Keep one at home |
| 3. take one with you         | 4. All of the above |

\*\*\*\*\*

### Exercise 1: True or False

Write **T** if the statement is true and write **F** if the statement is false, according to the story of "The old man and the sea."

Item	Questions	Answers	Check
1	While traveling you should wear some pieces of jewelry to match your outfit.		
2	You had better learn about legal, health and safety issues for the countries you're visiting.		
3	It isn't necessary to use covered luggage tags.		
4	Travel light means carry the minimum amount of valuables necessary for your trip.		
5	When you travel you should wear clothing that marks you as a tourist.		
6	Before you travel, you must take the necessary precautions to ensure your own personal safety and the security of your belongings.		
7	You shouldn't keep everything in the same place when traveling.		
8	When you are in the hotel room, you should open your room door without verifying who is outside.		
9	When traveling abroad, health insurance is useless, other words it causes you spend more money.		
10	The most common areas for robberies are markets, train and bus stations, on subway trains, or any other crowded place.		
<b>Total</b>			

### Exercise 2 : Matching

Match column A with the most appropriate answer in column B.

No	A	B
1.....	Planning	A. You can plan every detail, but something may still go wrong,....., things will work out in the end.
2.....	Packing	B. Lock the door whenever you are in your room and use the safety devices provided.
3.....	Documents	C. ensure your own personal safety and the security of your belongings.
4.....	Baggage	D. you should contact consulates or tourist bureaus, read guidebooks, and search the Internet to get information about your destination.
5.....	Health insurance	E. Planning, Packing, Documents, Baggage, Health insurance, Hotels, Thieves are .....
6.....	Hotel	F. Be alert at all times. The most common areas for robberies are markets, train and bus stations, on subway trains, or any other crowded place. So extra caution should be taken in these places.
7.....	Thieves	G. You should always photocopy important documents such as passports, visas, airline tickets, and credit cards. Keep copies at home and take ones with you. As a precaution, don't keep everything in the same place when traveling.
8.....	Don't panic	H. Make sure your name, address, and telephone number are inside and outside of each piece of luggage, using covered luggage tags.
9.....	Precautions	I. you should consider purchasing a short-term health and emergency assistance policy designed for travelers.
10.....	Some basic tips for travelers	J. Carry the minimum amount of valuables necessary for your trip.

Name : .....Class:.....No.....

### Exercise 3: Fill in the blank

Complete the sentence by filling in the blank with the most appropriate word given.

destination   beforehand   bureaus   ensure   recommendation  
 guidebooks   belongings   luggage   traveler   valuable

1. The beautiful scenery fascinates every .....
2. That was a .....experience.
3. This medicine will .....you a good night's sleep.
4. As soon as I arrived at the .....I called him.
5. We'd better make a reservation .....
6. Do you have any other .....about Thailand.
7. Let's get some brochures from the travel.....
8. Be sure to take all your .....with you.
9. My teacher wrote a .....for me.
10. Don't forget to tip the porter for carrying your .....

Name : .....Class: .....No.....

## Lesson Plan 5

**Course : Fundamental English (E32102)**

**Grade Level : Grade 11**

**Theme : Reading**

**Topic : Excuses : Post-test**

**Semester 2/2016**

**Time Allocation : 4 periods**

### 1. Core Concept

Reading is a key part of learning English. Students will increase their ability in reading skill and will develop reading skill through comprehension of the story's events and define the meaning of the words in the story. Comprehension strategies are conscious plans sets of steps that good readers use to make sense of text.

Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. This reading is designed to encourage students both to develop reading skill through comprehension of story's events and to integrate story and Language Arts.

Post-test is developed to check the students' learning achievement after learning toward the blended learning model

### 2. Standard Performance Indicators

**Standard F1.1:** Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

**Indicator 1:** Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.

**Indicator 4:** Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

**Standard F1.2:** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

**Indicator 4:** Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/ issues/news and situations heard and read.

**Standard F 2.2** Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language.

**Indicator 1:** Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

**Standard F 4.1** Ability to use foreign languages in various situations in school, community and society.

**Indicator 1:** Use language for communication in real situations/simulated situations in the classroom, school, community and society.

**Standard F4.2:** Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community.

**Indicator 1:** Use foreign languages in conducting research, collecting, analysing and summarising knowledge/various data from the media and different learning sources for further education and livelihood.

### **3. Learning Outcomes**

#### **3.1 Terminal Objective**

Students will develop reading skill through comprehension of the article and define the meaning of the words in the article.

#### **3.2 Enabling Objectives**

By the time this lesson is completed, student will be able to:

3.2.1 read the article “Excuses” silently.

3.2.2 define the meaning of words in the article.

3.2.3 comprehend the article through answering the questions.

3.2.4 share ideas and participate in a classroom discussion.

#### **4. Enduring Understanding**

4.1 Students will increase their ability in reading skill.

4.2 Reinforcing students’ comprehension level through reading skill.

#### **5. Expected Characteristics**

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students are punctual.

#### **6. Content Areas/ Learning Strands**

Students will find the lesson beneficial since they will practice skimming and scanning skills which they need in their proficiency exam.

#### **7. Learners’ Key Competencies**

7.1 Communication Capacity

7.2 Thinking Capacity



## 8. Subject Area Involved

Social studies, religion and culture, Career and Technology

## 9. Evaluation

9.1 How to evaluate:

- Check the students' answering the questions.

9.2 Instruments of evaluation

- Students will gain one mark for each correct answer.

## 10. Learning Activities/ Procedures:

### Period 1

#### Warm up

- 1) Teacher and students greet each other.
- 2) Teacher informs students about learning objectives and the topic.
- 3) Teacher explains the pre-test is developed to check students' prior knowledge before learning the article "Excuses" through the blended learning model in order to be prepared and pay attention to learn.

#### Presentation

- 1) Teacher gives the pre-test and a piece of answer sheet to all students.
- 2) Teacher explains how to do the test. There are 10 items and 10 points, choose the best answer for each item.

#### Practice

- 1) Students do the pre-test about the article "Excuses"
- 2) Students submit a piece of paper to the teacher.
- 3) Teacher shows a picture of "Excuses" on the screen and asks students to guess the topic of the reading that they are going to read.

- 3) Teacher gets the answers from students.
- 4) Teacher projects the topic of the reading text on the screen.
- 5) Teacher tells students about learning objectives and lesson's today.

### **Presentation**

- 1) Teacher distributes the reading text (only who don't print out from teacher's Facebook) and asks students to read it quickly and silently then teacher presents the data projector entitled "Excuses" and lets the students give the information from the presentation.
- 2) Students brainstorm about vocabulary and structure used.
- 3) Teacher and students discuss about vocabulary and structure used together.
- 4) Teacher presents new vocabulary and structure on the board and lets students to read, spell, and give the meaning.
- 5) Teacher teaches new vocabulary and explains the structure.
- 6) Teacher tells the students to read, spell, and tell the meaning of new vocabulary and structure.
- 7) Students write down new vocabulary and structure used in their notebooks.
- 8) Students do exercise on student worksheet 1 True or False.

### **Period 2**

#### **Practice**

- 1) Teacher monitors the students' understanding by summarizing the text together then distributes an activity sheet on which there different types of questions

including “matching, fill in the bank and multiple choices” and asks students to answer them.

2) After finishing answering the questions, students submit their answers to the teacher.

3) Students work individual, gather excuses and categorize them in mind map model, and hand in the next period.

4) Teacher and students make an appointment to do the posttest online.

### **Period 3**

#### **Production**

1) Teacher posts posttest exercise through classroom group line and students respond the line immediately after they read the questions.

2) Teacher posts the questions from no.1 to no.10 respectively, then checks the answer and announce to students later.

### **Period 4**

#### **Wrap up**

1) Teacher and students greet each other.

2) Teacher informs that post-test is developed to check students' ability in reading skill.

3) Teacher gives the post-test (achievement test), and a piece of paper to all student, then teacher explains how to do the test, there are 30 items and 30 points, choose the best for each item.

4) Students do the post-test (achievement test).

5) Students submit a piece of paper to the teacher.

6) Teacher informs students' score online and concludes the vocabulary and structure used in the article. Students check their score and download the conclusion to storage in their mobile phone.

7) Teacher records the scores from doing activities and post-test (achievement test) on the score record form.

### **11. Materials/ Teaching Aids**

11.1 Computer and data projector

11.2 Reading text

11.3 Activities

11.4 Answer key

11.5 Pieces of paper

11.6 Score record form

11.7 Pretest/Posttest

**12. Suggestion Activities/Other Comments**

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**13. Department Head's Comments**

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Signature

(Mrs. Saisunee Khunkhetkarn)

Head of Department

**14. School Vice Director's Comments**

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Signature

(Mrs.Rungjit Suwannathada)

Vice Director of Satuek School

**School Director's Comments**

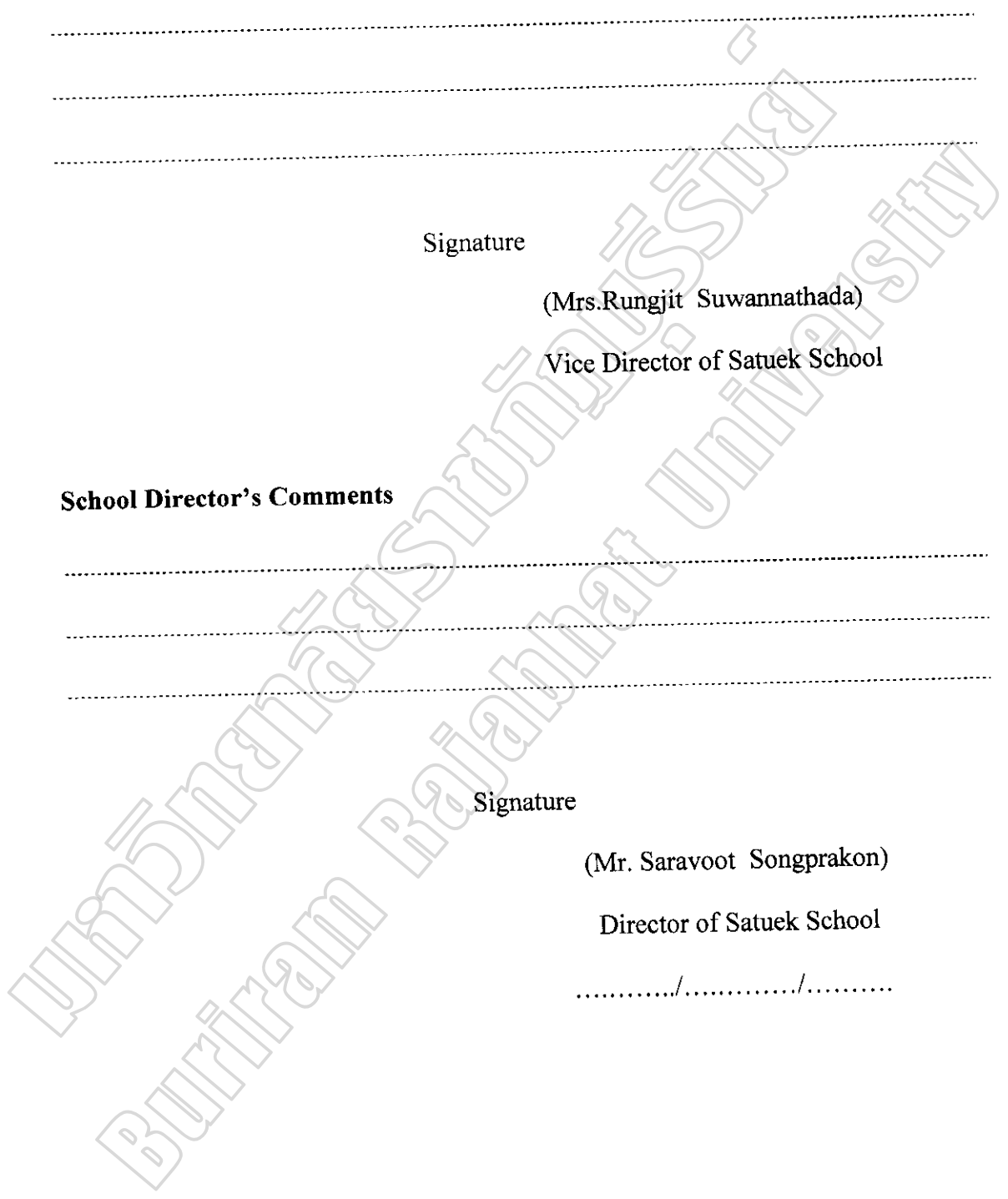
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Signature

(Mr. Saravoot Songprakon)

Director of Satuek School

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**15. Remark**

15.1 Result of the Learning

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15.2 Problems/Obstacles

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15.3 Other Suggestions

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Signature

(Mrs. Papatsarin Netisomboonyot)

Teacher

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**Appendix**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University



## Reading Comprehension

Directions: Read each passage carefully and choose the correct answer to each question. You will gain one mark for each correct answer.

### Excuses

#### Arriving Home Late

Sorry I'm late, honey. My boss called me into his office as I was leaving. I had to work overtime.

*Husband to wife*

#### For Being Absent from School

Dear Mr. Miller,

Please excuse Monica for being absent yesterday.

She had a fever, a headache, and an upset stomach.

There's a bug going around. Even her father caught it.

*Parent to teacher*

#### Arriving Late for a Date

The heel on my shoe broke on the way here, so I had to go back home to change shoes.

*Young woman to boyfriend*

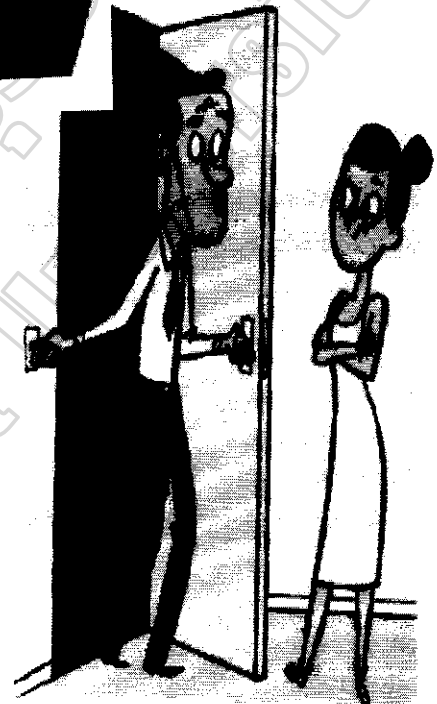
#### For Not Handing in Homework

I was getting off the train and the door closed on my backpack and the train took it away. I yelled at the conductor, but he didn't hear me and the train drove out of

the station.

*Student to teacher*

#### For Speeding



Officer, it's an emergency. I need to get to a bathroom urgently. Please help me find one.

*Driver to traffic officer*

For Losing a Game

Our team played very well and deserved to win. It's not their fault that the other side cheated and the referee was on their side.

*Coach to reporters*

Being Late for Work

Mrs. Jones, this is Cynthia. I'm afraid I'm going to be late for work this morning. There's a bear between me and my car. Right now he's sitting on my back porch. I'm going to take a photo to show you.

*Employee to boss*



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Buriram Rajabhat

### Pretest / Posttest

**1. What excuse did the husband use?**

- |                                  |                            |
|----------------------------------|----------------------------|
| 1. He had to change his shoes.   | 2. He had to work late.    |
| 3. He had to go to the bathroom. | 4. The other team cheated. |

**2. What excuse did the young woman use?**

- |                                   |                            |
|-----------------------------------|----------------------------|
| 1. She had to change her shoes.   | 2. She had to work late.   |
| 3. She had to go to the bathroom. | 4. The other team cheated. |

**3. What excuse did the coach use?**

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1. He had to change his shoes. | 2. He had to go to the bathroom. |
| 3. He had to work late.        | 4. The other team cheated.       |

**4. Who is the “officer” in “For Speeding”?**

- |              |                |
|--------------|----------------|
| 1. A husband | 2. A policeman |
| 3. A student | 4. A boss      |

**5. Who had a bear near her car?**

- |               |            |
|---------------|------------|
| 1. Mrs. Jones | 2. Driver  |
| 3. Student    | 4. Cynthia |

**6. Why did the student tell his teacher about the train?**

- |                                     |                            |
|-------------------------------------|----------------------------|
| 1. He did not hand in his homework. | 2. He was late for school. |
| 3. He drove too fast.               | 4. He lost a game.         |

**7. Who lost the game?**

- |                  |                  |
|------------------|------------------|
| 1. The reporters | 2. The students  |
| 3. The team      | 4. The policeman |

**8. Why Monica didn't go to school?**

1. her parents told the teacher
2. The teacher was sick
3. she had a fever, a headache, and an upset stomach.
4. there's a bug going around.

**9. What did the driver want the officer to look for?**

1. a bathroom
2. A gas station
3. a restaurant
4. A traffic light

**10. What is the empirical evidence for Cynthia to show her boss?**

1. a letter
2. A video
3. a photo
4. An e-mail

\*\*\*\*\*

### Exercise 1: True or False

Write **T** if the statement is true and write **F** if the statement is false, according to the story of "The old man and the sea."

Item	Questions	Answers	Check
1	Saying excuse is good manner for everyone to express.		
2	It isn't necessary for husband to excuse wife.		
3	The student didn't yell at the conductor while the door of the train closed on his backpack.		
4	Monica's parent ask Mr. Miller to excuse their daughter for being absent from school.		
5	The team played very well and deserved to win but the other side cheated and the referee was on their side.		
6	It's the players' fault for losing a game because they didn't play good enough.		
7	The student not handing in homework because the train took his backpack away.		
8	Young woman had to go back home to change pants.		
9	There's a bear sitting on the back porch, it makes Cynthia going to be late for work.		
10	The traffic officer needs to get to a bathroom urgently.		
<b>Total</b>			

### Exercise 2 : Matching

Match column A with the most appropriate answer in column B.

No	A	B
1.....	Husband to wife	A. Need to get to a bathroom urgently, it's an emergency for speeding.
2.....	Parent to teacher	B. Had to work overtime, arriving home late.
3.....	Young woman to boyfriend	C. The team played very well and deserved to win. It's not their fault that the other side cheated and the referee was on their side.
4.....	Student to teacher	D. Cynthia's boss
5.....	Driver to traffic officer	E. Being late for work, there's a bear sitting on the back porch.
6.....	Coach to reporters	F. For Not Handing in Homework, getting off the train and the door closed on the backpack and the train took it away.
7.....	Employee to boss	G. Arriving late for a date, the shoe's heel broke on the way.
8.....	Mr. Miller	H. Absent from school, not fine and there's a bug going around. Even her father caught it.
9.....	Mrs. Jones	I. For being absent from school, had a fever, a headache, and an upset stomach.
10.....	Monica	J. Monica's teacher

Name : ..... Class: ..... No.....

### Exercise 3: Fill in the blank

Complete the sentence by filling in the blank with the most appropriate word given.

overtime	heel	emergency	excuse	yelled
conductor	cheat	urgently	deserved	absent

1. She .....at the children to be quiet.
2. A stranger beat .....at the front door.
3. Quite a few students are .....today.
4. The journalist was calm even in an .....
5. I will not work .....today.
6. She got a run in her stocking when she broke the .....of her shoe.
7. You ought to be ashamed to .....on exams.
8. He said, "I will say nothing more, because I hate making ....."
9. I am sure your promotion was timely and well .....
10. The bus ..... told her to get off because she could not pay the fare.

Name : .....Class:.....No.....

## APPENDIX E

### The Table of IOC Index Analysis of Achievement Test

**Topic: The Implementation of Blended Learning to Enhance English**

**Reading Comprehension of Grade 11 Students**

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
1	+1	+1	+1	1.00	Coincide
2	+1	+1	+1	1.00	Coincide
3	+1	+1	+1	1.00	Coincide
4	+1	+1	+1	1.00	Coincide
5	+1	+1	+1	1.00	Coincide
6	+1	+1	+1	1.00	Coincide
7	+1	+1	+1	1.00	Coincide
8	+1	+1	+1	1.00	Coincide
9	+1	+1	+1	1.00	Coincide
10	+1	+1	+1	1.00	Coincide
11	+1	+1	+1	1.00	Coincide
12	+1	+1	+1	1.00	Coincide
13	+1	+1	+1	1.00	Coincide
14	+1	+1	+1	1.00	Coincide
15	+1	+1	+1	1.00	Coincide
16	+1	+1	+1	1.00	Coincide



### The Table of IOC Index Analysis of Achievement Test

**Topic: The Implementation of Blended Learning to Enhance English**

**Reading Comprehension of Grade 11 Students (Cont.)**

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
17	+1	+1	+1	1.00	Coincide
18	+1	+1	+1	1.00	Coincide
19	+1	+1	+1	1.00	Coincide
20	+1	+1	+1	1.00	Coincide
21	+1	+1	+1	1.00	Coincide
22	+1	+1	+1	1.00	Coincide
23	+1	+1	+1	1.00	Coincide
24	+1	+1	+1	1.00	Coincide
25	+1	+1	+1	1.00	Coincide
26	+1	+1	+1	1.00	Coincide
27	+1	+1	+1	1.00	Coincide
28	+1	+1	+1	1.00	Coincide
29	+1	+1	+1	1.00	Coincide
30	+1	+1	+1	1.00	Coincide

From the table, it shows that the Index Item Objective of Congruence (IOC) is 1.00

**Remark:**

- +1 = When it is sure that items of the test are coincident with objectives.
- 0 = When it is not sure that items of the test are coincident with objectives.
- 1 = When is sure that items of the test are not coincident with objectives.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

## APPENDIX F

**The Items Analysis Results Showing the Level of Difficulty (P), the  
Discrimination Power Index (B), and the Reliability (Rcc) of the  
Achievement Tests (Pre-test and Post-test) of Reading  
Comprehension on Blended Learning Model for Grade 11 Students**

Items	P	B	Items	P	B
1	0.51	0.60	16	0.64	0.45
2	0.56	0.50	17	0.64	0.55
3	0.54	0.65	18	0.64	0.45
4	0.49	0.55	19	0.56	0.60
5	0.64	0.75	20	0.62	0.50
6	0.44	0.55	21	0.62	0.70
7	0.51	0.60	22	0.62	0.50
8	0.62	0.65	23	0.62	0.60
9	0.64	0.65	24	0.62	0.50
10	0.62	0.50	25	0.62	0.70
11	0.51	0.40	26	0.62	0.60
12	0.56	0.40	27	0.62	0.60
13	0.64	0.65	28	0.51	0.60
14	0.62	0.60	29	0.54	0.55
15	0.51	0.40	30	0.62	0.70

**The Reliability of the achievement test (pre-test and post-test) is 0.93**

## APPENDIX G

### Achievement Tests

**Directions:** Choose the best answer for each item.

**1. What type of story is Snow White?**

- |               |                    |
|---------------|--------------------|
| 1. Western    | 2. Crime           |
| 3. Fairy Tale | 4. Science Fiction |

**2. Snow White was a .....**

- |          |             |
|----------|-------------|
| 1. dwarf | 2. prince   |
| 3. queen | 4. princess |

**3. A dwarf is.....**

- |                |                 |
|----------------|-----------------|
| 1. a small man | 2. an old woman |
| 3. a huntsman  | 4. a king       |

**4. Snow White was saved by .....**

- |                     |                  |
|---------------------|------------------|
| 1. the seven dwarfs | 2. the prince    |
| 3. the huntsman     | 4. The new queen |

**5. The seven dwarfs lived in the .....**

- |            |           |
|------------|-----------|
| 1. palace  | 2. temple |
| 3. cottage | 4. Church |

**6. The old man and the sea is a .....**

- |                    |          |
|--------------------|----------|
| 1. tale            | 2. crime |
| 3. science fiction | 4. Story |

**7. What did Santiago do for a living?**

- |               |            |
|---------------|------------|
| 1. fisherman  | 2. postman |
| 3. technician | 4. Worker  |

**8. What kind of fish did Santiago caught?**

- |           |            |
|-----------|------------|
| 1. Salmon | 2. Tuna    |
| 3. Marlin | 4. Sardine |

**9. Who was Santiago's assistance?**

- |                      |                |
|----------------------|----------------|
| 1. Spencer Tracy     | 2. Manolin     |
| 3. Earnest Hemingway | 4. Marlin fish |

**10. Santiago lived in .....**

- |        |           |
|--------|-----------|
| 1. UK  | 2. Canada |
| 3. USA | 4. Cuba   |

**11. The world Swamp Soccer Championship is the .....festival.**

- |             |                  |
|-------------|------------------|
| 1. dirtiest | 2. coolest       |
| 3. mushiest | 4. most colorful |

**12. Songkran is the .....festival in Thailand.**

- |                  |             |
|------------------|-------------|
| 1. most colorful | 2. dirtiest |
| 3. coolest       | 4. mushiest |

**13. The .....festival is similar to Songkran, but instead of water, colorful powder are thrown.**

- |             |                  |
|-------------|------------------|
| 1. dirtiest | 2. Most colorful |
| 3. mushiest | 4. Coolest       |

**14. Thousands of people throwing tons of tomatoes at one another on the.....festival.**

- |                  |             |
|------------------|-------------|
| 1. most colorful | 2. Dirtiest |
| 3. coolest       | 4. Mushiest |

**15. Another name of the most colorful festival is the .....festival.**

- |         |           |
|---------|-----------|
| 1. Holi | 2. Tomato |
| 3. love | 4. mud    |

**16. How can you get information about your destination during the planning stages of your vacation?**

- |                        |                            |
|------------------------|----------------------------|
| 1. read guide book     | 2. Contact tourist bureaus |
| 3. search the internet | 4. All of the above        |

**17. What should you not learn about the countries you're visiting?**

- |           |                 |
|-----------|-----------------|
| 1. legal  | 2. Vacation     |
| 3. health | 4. Safety issue |

**18. What isn't a basic tip for travelers?**

- |            |             |
|------------|-------------|
| 1. packing | 2. Thieves  |
| 3. eating  | 4. Planning |

**19. What should you take with you when travel?**

- |                         |                                   |
|-------------------------|-----------------------------------|
| 1. Inexpensive clothing | 2. Jewelry                        |
| 3. Expensive clothes    | 4. Clothes that are hard to clean |

**20. Which piece of advice should you do?**

- |  |                             |
|--|-----------------------------|
| 1. use fanny packs                                   | 2. Don't use the hotel safe |
| 3. photocopy your visa                               |                             |
| 4. Don't keep copies of your airline tickets at home |                             |

**21. What kind of excuse is this?**

**“Sorry I’m late, honey. My boss called me into his office as I was leaving.**

**I had to work overtime”**

1. Being absent from school
2. Arriving home late
3. Arriving late for a date
4. Being late for work

**22. Who should say this excuse?**

**“The heel on my shoe broke on the way here, so I had to go back home to change shoes.”**

1. Parent to teacher
2. Husband to wife
3. Employee to boss
4. Young woman to boyfriend

**23. Who should say this excuse?**

**“Our team played very well and deserved to win. It’s not their fault that the other side cheated and the referee was on their side.”**

1. Coach to reporters
2. Student to teacher
3. Employee to boss
4. Husband to wife

**24. “Mrs. Jones, this is Cynthia. I’m afraid I’m going to be late for work this morning. There’s a bear between me and my car. Right now he’s sitting on my back porch. I’m going to take a photo to show you.”**

**What happen to Cynthia?**

1. She’s sitting on her back porch.
2. She has an accident.
3. She’s late for work.
4. She loves bear.

**25. Who should say this excuse?**

**“Officer, it’s an emergency. I need to get to a bathroom urgently. Please help me find one.”**

- |                       |                              |
|-----------------------|------------------------------|
| 1. Coach to reporters | 2. Driver to traffic officer |
| 3. Student to teacher | 4. Husband to wife           |

**26. According to a recent survey, what is the essential ingredient to make some countries happier places than others?**

- |                |                   |
|----------------|-------------------|
| 1. politicians | 2. Cost of living |
| 3. happiness   | 4. Trust          |

**27. What does we expect from the politicians?**

1. They will run the country well and make it prosper.
2. They will not corruption.
3. They will look after our money.
4. They will protect us.

**28. Who is the politician?**

- |                   |                            |
|-------------------|----------------------------|
| 1. Einstein       | 2. Robert Louise Stevenson |
| 3. Nelson Mandela | 4. Elton John              |

**29. Which one does people not need to trust?**

- |                        |                     |
|------------------------|---------------------|
| 1. neighbor            | 2. Military         |
| 3. social institutions | 4. Their government |

**30. What are the factors make politicians are at the bottom of citizens’ trust list in most countries?**

- |                            |                             |
|----------------------------|-----------------------------|
| 1. corruption              | 2. Broken campaign promises |
| 3. poor government service | 4. All of them              |



## APPENDIX H

### Questionnaire of Students' Satisfaction toward Reading Comprehension for Grade 11 Students Based on Blended Learning Model

This questionnaire is designed to gather the information of students' satisfaction toward reading comprehension for grade 11 students based on blended learning model. The questionnaire is divided into 3 parts.

#### Part1: The General Information of Participants

Sex:  Male  Female

English G.P.A. (1/2015):  0  1  1.5  2  
 2.5  3  3.5  4

#### Part2: Students' Satisfaction toward Writing for Grade 11 Students

**Directions:** Please answer the statements by putting a tick  in the box according to your satisfaction and data as follows:

5	means	The Most Satisfactory
4	means	More Satisfactory
3	means	Moderate Satisfactory
2	means	Less Satisfactory
1	means	The Least Satisfactory

#### Example

No.	Statements	Levels of Satisfaction				
		5	4	3	2	1
0	I enjoy the activities provided in the lesson plans of writing based on the genre-based approach.		✓			

No.	Statements	Level of Satisfaction				
		5	4	3	2	1
1.	I enjoy the activities provided in the lesson plans of English reading based on blended learning model.					
2.	Learning English reading through blended learning model is easy and useful in daily life.					
3.	Learning English reading through blended learning model is fun to learn and practice.					
4.	Learning English reading through blended learning model can improve my reading ability.					
5.	I am confident for reading after I have learned English reading through blended learning model.					
6.	The contents and activities for practicing English reading are relevant.					
7.	The topics and activities are suitable to my English level.					
8.	Activities and exercises of each lesson plan are suitable for my English background knowledge.					
9.	Learning English reading through blended learning model will enhance my learning.					
10.	I feel motivated when learning English reading by doing and practicing all lessons.					
11.	I think I can read English better in general topics					
12.	I have a positive attitude through learning English reading after learning the lesson plans based on blended learning model.					

**Part 3: The Open-ended Questions**

**Directions:** Express your ideas or make suggestions regarding learning reading comprehension through blended learning model.

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Thank you very much for your cooperation

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Buriram Rajabhat University

## APPENDIX I

### The Evaluation Form of Correctness and Appropriation of Statements in Questionnaire of Students' Satisfaction towards Reading Comprehension on Blended Learning Model for Grade 11 Students (By Experts)

Statements	Opinion Level			$\bar{x}$	S.D.	Level of Satisfaction
	1	2	3			
	1. I enjoy the activities provided in the lesson plans of English reading based on blended learning model.	5	5			
2. Learning English reading through blended learning model is easy and useful in daily life.	4	4	5	4.33	0.58	More Satisfied
3. Learning English reading through blended learning model is fun to learn and practice.	4	4	5	4.33	0.58	More Satisfied
4. Learning English reading through blended learning model can improve my reading ability.	4	4	5	4.33	0.58	More Satisfied
5. I am confident for reading after I have learned English reading through blended learning model.	4	4	4	4.33	0.58	More Satisfied
6. The contents and activities for practicing English reading are relevant.	4	5	5	4.67	0.58	The Most Satisfied

Statements	Opinion Level			$\bar{x}$	S.D.	Level of Satisfaction
	1	2	3			
	7. The topics and activities are suitable to my English level.	5	5			
8. Learning English reading through blended learning model will enhance my learning.	4	5	5	4.67	4.58	The Most Satisfied
9. I feel motivated when learning English reading by doing and practicing all lessons.	5	5	5	5.00	0.00	The Most Satisfied
10. I have a positive attitude through learning English reading after learning the lesson plans based on blended learning model.	5	5	5	5.00	0.00	The Most Satisfied
<b>Total</b>				<b>4.67</b>	<b>0.30</b>	<b>The Most Satisfied</b>

## APPENDIX J

### The Item-total Correlation for each Item of Five-Point Rating Scale

#### Questionnaire

Item No.	$R_{xy}$	Sig.	Remark
1	1.00	.05	
2	0.73	.05	
3	0.55	.05	
4	0.91	.05	
5	0.36	.05	
6	0.33	.05	
7	0.37	.05	
8	0.58	.05	
9	0.39	.05	
10	0.51	.05	

**Critical values for Pearson  $r \geq 0.2792$  (df= N-2=39-2=37)**

**The reliability coefficient (Coefficient Alpha of Cronbach)**

Numbers of Students = 39

Numbers of Items = 10

$\alpha$ - Coefficient = 0.88

## **APPENDIX K**

### **The Lists of Experts**

1. Assistant Professor Dr. Akkarapon Nuemaihom, Ph.D. (Linguistics), the English lecturer at Buriram Rajabhat University
2. Dr. Kampeeraphab Inthanoo, Ph.D. (English), the English lecturer at Buriram Rajabhat University
3. Dr. Khattiyant Nonthaisong, Ph.D. in Curriculum & Instruction, Secondary Education, the English teacher at Princess Chulabhorn, Buriram.

## APPENDIX L

**The Items Analysis Results Showing the Level of Difficulty (P), the  
Discrimination Power Index (B), and the Reliability (Rcc) of the  
Achievement Tests (Pre-test and Post-test) of Reading  
Comprehension on Blended Learning Model for Grade 11 Students**

<b>Items</b>	<b>P</b>	<b>B</b>	<b>Items</b>	<b>P</b>	<b>B</b>
<b>1</b>	0.51	0.60	<b>16</b>	0.64	0.45
<b>2</b>	0.56	0.50	<b>17</b>	0.64	0.55
<b>3</b>	0.54	0.65	<b>18</b>	0.64	0.45
<b>4</b>	0.49	0.55	<b>19</b>	0.56	0.60
<b>5</b>	0.64	0.75	<b>20</b>	0.62	0.50
<b>6</b>	0.44	0.55	<b>21</b>	0.62	0.70
<b>7</b>	0.51	0.60	<b>22</b>	0.62	0.50
<b>8</b>	0.62	0.65	<b>23</b>	0.62	0.60
<b>9</b>	0.64	0.65	<b>24</b>	0.62	0.50
<b>10</b>	0.62	0.50	<b>25</b>	0.62	0.70
<b>11</b>	0.51	0.40	<b>26</b>	0.62	0.60
<b>12</b>	0.56	0.40	<b>27</b>	0.62	0.60
<b>13</b>	0.64	0.65	<b>28</b>	0.51	0.60
<b>14</b>	0.62	0.60	<b>29</b>	0.54	0.55
<b>15</b>	0.51	0.40	<b>30</b>	0.62	0.70

**The Reliability of the achievement test (pre-test and post-test) is 0.**



## **APPENDIX M**

### **Letters for Experts**

#### **The Letters Requesting to be the Experts for the Research Instruments**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

No. 0545.11/C1315



Buriram Rajabhat University  
 Jira Road, Amphur Mueng,  
 Buriram 31000, THAILAND

February 2, 2017

Dear Assistant Professor Dr. Akkarapon Nuemaihom,

**Subject:** Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mrs. Papatsarin Netisomboonyot, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**The Implementation of Blended Learning Model to Enhance English Reading Comprehension of Grade 11 Students**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)  
 Dean of Graduate School  
 Buriram Rajabhat University

Office of Graduate School  
 Tel. 0 4461 1221, 0 446 1616 ext. 7401-2  
 Fax. 0 4461 2858

No. 0545.11/C1315



Buriram Rajabhat University  
 Jira Road, Amphur Mueng,  
 Buriram 31000, THAILAND

February 2, 2017

Dear Dr. Kampeeraphab Intanoo,

**Subject:** Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Mrs.Papatsarin Neuisomboonyot, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**The Implementation of Blended Learning Model to Enhance English Reading Comprehension of Grade 11 Students**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)  
 Dean of Graduate School  
 Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

No. 0545.11/C1315



Buriram Rajabhat University  
Jira Road, Amphur Mueng,  
Buriram 31000, THAILAND

February 2, 2017

Dear Dr. Khattiyant Nonthaisong,

**Subject:** Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mrs. Papatsarin Netisomboonyot, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled " **The Implementation of Blended Learning Model to Enhance English Reading Comprehension of Grade 11 Students**" under the supervision of Assistant Professor Dr. Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Narumon'.

(Assistant Professor Dr. Narumon Somkuna)  
Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School  
Tel. 0 4461 1221, 0 446 1616 ext. 7401-2  
Fax. 0 4461 2858

## **APPENDIX N**

### **Formal Letter**

#### **The Letter Asking Permission to Try out the Research Instruments**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University

No. 0545.11/12



Buriram Rajabhat University  
Jira Road, Amphur Mueng,  
Buriram 31000, THAILAND

March 10, 2017

Dear The Director of Satuek School,

Subject: Asking permission to tryout the research instrument

Buriram Rajabhat University (BRU) presents its complements to you, The Director of Satuek School, and asks your permission to allow Mrs. Papatsarin Netisomboonyot to tryout the research instrument. I wish to inform that Mrs. Papatsarin Netisomboonyot, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "The Implementation of Blended Learning Model to Enhance English Reading Comprehension of Grade 11 Students." under the supervision of Assistant Professor Dr. Nawamin Prachanant, a thesis chairperson. She would like to tryout the research instrument in order to find out its efficiency. The schedule of this process will be officially informed later.

Your kind acceptance and permission is highly appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Narumon'.

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

## **APPENDIX O**

### **Formal Letter**

**The Letter Asking Permission to**

**Collect the Research Data**

No. 0545.11/50



Buriram Rajabhat University  
Jira Road, Amphur Mueng,  
Buriram 31000, THAILAND

May 7, 2017

**Dear :** The Director of Satuek School

**Subject:** Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to you, The Director of Satuek School to ask permission to collect the research data. I wish to inform you that Mrs. Papatsarin Netisomboonyot, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **"The Implementation of Blended Learning Model to Enhance English Reading Comprehension of Grade 11 Students"** under the supervision of Assistant Professor Dr. Nawarin Prachanant, Chairperson of the thesis.

In this regard, BRU would like to ask permission from you to allow her to collect the research data from grade 11 Students students by responding to her research methodologies.

Please accept, The Director of Satuek School, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)  
Dean of Graduate School  
Buriram Rajabhat University

Office of Graduate School  
Tel. 0 4461 1221, 0 446 1616 ext. 7401-2  
Fax. 0 4461 2858



## CURRICULUM VITAE

**Name:** Papatsarin Netisomboonyot  
E – mail: sweetmom\_2008@hotmail.com

**Date of Birth:** July 28, 1968

**Place of Birth:** Nikom Subdistrict, Satuek District,  
Buriram Province, Kingdom of Thailand

**Address:** 462 M.19, Nikom Subdistrict, Satuek District,  
Buriram Province, Kingdom of Thailand

**Education:** 1987 – 1990 Bachelor of Education, English Major,  
Srinakarinwirot University Songkhla Campus,  
Songkhla Province, Kingdom of Thailand

2012 – 2014 Master of Education in Education Administration  
Buriram Rajabhat University, Buriram Province,  
Kingdom of Thailand

2015 – 2017 Master of Arts in English,  
Buriram Rajabhat University,  
Buriram Province, Kingdom of Thailand

**Working Place:** English Teacher at Satuek School,  
Buriram Province,  
Kingdom of Thailand