

EFFECTS OF USING MULTIPLE INTELLIGENCE THEORY BASED ACTIVITIES ON
ENGLISH READING COMPREHENSION AND STUDENTS' INTEREST IN LEARNING
ENGLISH OF MATTHAYOMSUKSA III STUDENTS AT Taweethapisek School



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English a Foreign Language
at Srinakharinwirot University

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The purpose of the study was to investigate the effects of using multiple intelligences theory based activities on reading comprehension and students' interest of Matthayomsuksa III at Taweethapisek School.

The sample of this study was 49 students at Taweethapisek School, Bangkok in the second semester of the academic year 2011. They were recruited by convenience sampling. They were the experimental group which was taught through the multiple intelligences based activities. This study was used with One Group Pretest-Posttest Design.

The instruments used in this study were eight lesson plans, reading comprehension test and students' interest questionnaire. The data were statistically analyzed by percentage, mean and t-test for Dependent Sample.

The result of this study indicated that

- 1.) The students' reading comprehension significantly increased at level of .001 after learning English through multiple intelligences theory based activities.
- 2.) The students' interest significantly increased at level of .001 after learning English through multiple intelligences theory based activities.

ผลการใช้กิจกรรมตามแนวทฤษฎีพหุปัญญาต่อความเข้าใจในการอ่านและความสนใจในการเรียน
ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนทวีธาภิเศก



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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ความสนใจในการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนทวีธาภิเศก.

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การวิจัยครั้งนี้ มีจุดมุ่งหมายเพื่อศึกษาผลการใช้กิจกรรมตามแนวทฤษฎีพหุปัญญาต่อความเข้าใจ
ในการอ่านและความสนใจในการเรียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนทวีธาภิเศก

กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 3 ภาคเรียนที่ 2 ปีการศึกษา 2554 โรงเรียน
ทวีธาภิเศก จำนวน 49 คน ที่ได้มาจากการสุ่มตัวอย่างโดยใช้ความสะดวก (Convenience Sampling) ที่
ได้รับการจัดการเรียนรู้ด้วยกิจกรรมตามแนวทฤษฎีพหุปัญญา ใช้แผนการวิจัยแบบ One Group
Pretest- Posttest Design.

เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แผนการจัดการเรียนรู้จำนวน 8 แผน แบบทดสอบความ
เข้าใจในการอ่านจำนวน 30 ข้อ และแบบวัดความสนใจในการเรียนภาษาอังกฤษของนักเรียน สถิติที่ใช้ใน
การวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย และ t-test for Dependent Samples

ผลการวิจัยสรุปได้ ดังนี้

1. นักเรียนที่ได้รับการจัดการเรียนรู้ด้วยกิจกรรมตามแนวทฤษฎีพหุปัญญา มีความเข้าใจใน
การอ่านสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .001
2. นักเรียนที่ได้รับการจัดการเรียนรู้ด้วยกิจกรรมตามแนวทฤษฎีพหุปัญญา มีความสนใจใน
การเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .001

The thesis titled
“Effects of Using Multiple Intelligences Theory Based Activities on English Reading
Comprehension and Students’ Interest in Learning English of Matthayomsuksa III Students
at Taweethapisek School”

by
Taweesak Sukeemok

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CHAPTER I

INTRODUCTION

Background

Reading is an essential skill in daily life. It is the key tool to the knowledge of all academic areas. Good readers will usually progress and succeed in their lives. Addition to Andreasson and Braten (2011) states that reading skill is an important equipment for teachers' knowledge, experiences and abilities. Besides, it helps people develop thinking and quality of life, too. Nowadays, most people are exposed to media printed in English. Because of the fact that reading is the most important skill of all four, if the students can develop their reading ability, they will be able to search for the information they need from textbooks or multimedia : internet or other medias more effectively. There is no reason why English is the most important foreign language in Thailand. In addition, the Ministry of Education has provided English subjects in the curriculum at the elementary and high school levels. To be successful in studying English, students should practice and try to use the language continually (Kanpanich et al., 1999)Therefore, English reading ability is a tool and skill that helps people access information that can be applied in their daily lives.

However, the quality of students' English reading abilities is still questionable. According to research on reading English in Thai schools students' proficiency does not meet standards Thongwisut (1998). English abilities of the students in secondary schools were found to be insufficient. The major concern regarding this problem would be reading instruction. Teachers should develop teaching methods in order to deliver their effective instruction to develop students' reading abilities. A recommended theory accepted to improve student learning and reading is the application of Multiple Intelligences into teaching.

The theory of multiple intelligences accounts for individual differences. It helps teachers organize the lessons that uniquely empower every child in the class. The theory suggests that children learn, process information, and express knowledge in different ways (Hickey, 2004). The Multiple Intelligences activities have been developed from a core concept of an individual's different intelligence and the way to integrate activities that link the contents and student learning. The theory of Multiple Intelligence was introduced by Howard Gardner (1983). He presented 8 human separate intelligences as follow : Linguistic Intelligence , Logical-Mathematical Intelligence , Visual/Spatial Intelligence , Bodily - Kinesthetic Intelligence , Musical/Rhythmic Intelligence , Interpersonal Intelligence, Intrapersonal Intelligence, and Naturalist Intelligence. The Multiple Intelligence theory emphasizes multiple brands of human intelligences. A number of studies showed the effective results of using multiple intelligence activities in teaching English and various settings (Kraiwatnussorn & Komsan, 2001; Pathomworachat, 2003) Therefore, teaching and learning activities should support each student's intelligences. In the language class, the teacher can integrate multiple- intelligences-based activities to develop reading skill and provide the learners with more chances to be engaged in their learning (Sanhachawee, 2009).

There are many ways to develop the reading abilities of the students. The teachers can use the teaching approaches: mind mapping, 4 mat, creative thinking, six hats, and multiple intelligences. The researcher chooses the multiple intelligences theory uses for teaching activities to develop reading ability. According to Aunwattana and Muangchoo (2009) who studied the relationship among Multiple Intelligences and the ability in English language reading of the first year students in Rajamangala University of Technology Phra Nakhon, results revealed that the ability in English language reading of the first year students was related to Multiple Intelligences. Rattanawijit et al. (2001) states that learners have the different abilities, and the insisted that teachers should analyze each student's strength and

how he/she learns in order to arrange teaching and learning activities that are suitable for them to learn.

Interest in English is the one in the important part of teaching English because it is the beginning point of perception from reading. If the students feel happy to study English, they are active to learn. As Phetweera (2007, p.74) states that interest is the pleasure of individuals shown during doing activities and they want to participate in the activities willingly. They see the importance of something, and perceive, and respond to it. When they respond to perception, they accept it. Moreover, they comprehend the reading because they have the positive opinions and attitudes supported by Roller (1992: 4276-A) who stated that the interest in reading English of students grade III, IV and V in the government school, Arkansas, USA. Moreover, she was to study the development of college students twenty years ago to see whether they have had a change in their interest in reading English or not. The sample was taken from students at Arkansas School and was to survey the interest in reading from fourteenth categories. "It was up to sex, class level, ability, sex and class level and sex and ability". The results showed that the students still studied by self access learning continuously although they graduated from the college a long time ago. In contrast, if the students are not happy to study English, they are not interested in English and do not get the benefits from it. They could result in having negative feelings toward the subject by feeling upset, bored, so in other words, interest is still a key basis of learning. Students' interest in English is one major variable that affects teaching and learning English reading. If students feel happy to study English, they are active to study and learn. Phetweera (2007) stated that interest is the pleasure of individuals shown during doing activities because they want to participate with interest, students see the importance of something and perceive and respond to it.

According to the interconnectedness of English reading comprehension, teaching activities based on the Multiple Intelligence Theory, and students' interest in learning English, this research aimed to study the effects of using multiple intelligence theory-based activities on English reading ability of Matthayomsuksa III students and the results provided additional alternatives of how to employ instructional interest activities.

Purpose of the Study

This study was conducted with purposes as follows:

1. To study the effects of using multiple intelligences theory- based activities on English for reading comprehension of Matthayomsuksa III students at Taweethapisek School.
2. To study the effects of using multiple intelligences theory based -activities on English for students' interest in learning English of Matthayomsuksa III students at Taweethapisek School.

Significance of the Study

The findings in Multiple Intelligence study provide additional alternatives to teaching activities for EFL students at Taweethapisek School. This study can uncover the effects of using multiple intelligence theory- based activities on English reading comprehension and students' interest in learning English. The findings process based on the multiple intelligences theory can be applied in EFL reading classes for other levels. Moreover, this study can provide teachers who are interested in teaching reading English with a practical activities.

Scope of the Study

Population and sample.

The participants of this study included 49 Matthayomsuksa III students. They were recruited from the population of 603 students studying at Taweethapisek School during the second semester of the academic year 2011 convenience sampling was a technique for sample recruitment. This study was carried out from January to February, 2012 with a total number of 16 hours of teaching and learning.

The variables.

The independent variable in the study was the use of the multiple intelligences theory based activities. The dependent variables in the study were as follows:

- 2.1 The reading comprehension in learning English of Matthayomsuksa III students.
- 2.2 The students' interest in learning English of Matthayomsuksa III students.

Definition of Terms

1. English Reading Skills refers to the ability to comprehend the overall meaning of texts including words, phrase, sequencing the stories, forecasting situations, reading online, reading between the lines, reading beyond the line, finding the details, main ideas, interpretation and conclusion of the reading materials.

2. Multiple Intelligences Theory refers to the eight intelligences of learning as follows :

1. Linguistic Intelligence (“word smart”)
2. Logical-Mathematical Intelligence (“number/reasoning smart”)
3. Visual-Spatial Intelligence (“picture smart”)
4. Bodily-Kinesthetic Intelligence (“body smart”)
5. Musical Intelligence (“music-smart”)

6. Interpersonal Intelligence (“people smart”)

7. Intrapersonal Intelligence (“self smart”)

8. Naturalist Intelligence (“nature smart”)

3. Students’ interest in Learning English refers to the combination of the positive feeling, pleasure, active participation and paying attention through the practicing while learning English.

4. Multiple Intelligence- based activities refers to the integrated activities to develop reading comprehension suitably by using games, songs, mind mapping, etc.

In conclusion, the main purpose of this research is to study the effects of using multiple intelligence based activities on development ability of reading comprehension as well as a student’s interest in learning English. Providing multiple Intelligence activities help the learners improve reading comprehension, this technique should be applicable to reading classrooms at intermediate and advanced levels.

Statement of Hypotheses

At the completion of teaching English through Multiple Intelligence based activities,

1. The students’ reading comprehension was higher than before the experiment started.

2. The students’ interest in learning English was higher than before the experiment started.

CHAPTER II

REVIEW OF RELATED LITERATURE

The main purpose of the study was to investigate the effects of Multiple Intelligences Theory- based activities on English reading comprehension and interest of Matthayomsuksa III students. This chapter reviews literature related to multiple intelligences theory, English reading and students' interest as follows: Multiple Intelligences Theory, Reading Comprehension, Interest, Related Research

Multiple Intelligences Theory

The meaning.

In 1904, the French psychologist Alfred Binet and a group of colleagues developed a means of determining which primary grade students were “at risk” for failure, as a stepping stone to provide them with remedial attention. Out of their efforts came the first intelligence tests. Imported to the United States several years later, intelligence testing became generally accepted. The notion that there was something called “intelligence” has impact on learners. This could be objectively measured and reduced to a single number or “IQ” score.

(Armstrong, 2000, p. 1)

In 1983, a Harvard psychologist named Howard Gardner proposed the book “Frames of Mind” (Gardner, 1983) that explains at least seven basic intelligences. More recently, he has added the eighth, and discussed the possibility of a ninth (Gardner, 1999b). In his theory of multiple intelligences (MI theory), Gardner sought to broaden the scope of human potential beyond the confines of the IQ score. He seriously questioned the validity of determining an individual's intelligence through the practice of taking a person out of his natural learning environment and asking him to do isolated tasks he'd never done

before—and probably would never choose to do again. Instead, Gardner suggested that intelligence has more to do with the capacity for (1) solving problems and (2) fashioning products in a context-rich and naturalistic setting.

In terms of the application of Multiple Intelligences in teaching and learning, a number of similar definitions have been accepted. For example, Raijaroen. (2009 , p.11) referred to the multiple intelligences as human intelligences that were showed for solving problems and creating works or new effective knowledge. Besides,Rattanawichit et al. (2001) view Multiple Intelligences as means for the capacity of humans of both solving problems and creating works in natural situations.

In summary, the multiple intelligences, in short, means; the human intelligences and their potentials that function in many situations from different intelligences when solving problems, creating works, and other forms of learning.

The Categories of Multiple Intelligences.

In 1983, Gardner grouped the human intelligences into only seven intelligences and in 1997 he added an eighth Carolyn (2001, p.3) and the next two years , discussed the possibility of ninth Armstrong (2000, p.2) as follows :

1. Linguistic Intelligence means the capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, or the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using language to

inform), and metalanguage (using language to talk about itself).

2. Logical / Mathematical Intelligence is the capacity to use numbers effectively (e.g., as a mathematician, tax accountant, or statistician) and to reason well (e.g., as a scientist, computer programmer or logician). This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include: categorization, classification, inference, generalization, calculation, and hypothesis testing.

3. Visual/Spatial Intelligence is the ability to perceive the visual-spatial world accurately (e.g., as a hunter, scout, or guide) and to perform transformations on those perceptions (e.g., as an interior decorator, architect, artist, or inventor). This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas and to orient oneself appropriately in a spatial matrix.

4. Bodily/Kinesthetic Intelligence refers to expertise in using one whole body to express ideas and feelings (e.g., as an actor, mime, an athlete, or a dancer) and facility in using one's hands to produce or transform things (e.g., as a craftsperson, sculptor, mechanic, or surgeon). This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile, and haptic capacities.

5. Musical Intelligence refers to the capacity to perceive (e.g. as a music aficionado), discriminate (e.g., as a music critic), transform (e.g. as a composer), and express (e.g. as a performer) musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody, timbre or tone color of a musical piece. One can have a figural or "top-down"

understanding of music (global, intuitive), a formal or “bottom-up” understanding (analytic, technical), or both.

6. Interpersonal Intelligence is the ability to perceive and make distinctions, and feelings of other people. This can include sensitivity to facial expressions, voice, and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way (e.g., to influence a group of people to follow a certain line of action).

7. Intrapersonal Intelligence refers to self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one’s strengths, intentions, motivations, temperaments, and desires; and the capacity for self-discipline. Self-understanding, and self-esteem.

8. Naturalist Intelligence refers to expertise in the recognition and classification of the numerous species—the flora and fauna—of an individual’s environment. This also includes sensitivity to other natural phenomena (e.g., cloud formations and mountains) and, in the case of those growing up in an urban environment, the capacity to discriminate among nonliving forms such as cars, sneakers, and music CD covers.

Methods of Multiple Intelligences Teaching.

In the multiple-intelligences-based classroom the teacher continually shifts their teaching method to serve different intelligences often by combining intelligences in creative ways. (Armstrong, 2000, pp. 39-41)

The MI teacher may spend part of the time lecturing and writing on the blackboard at the front of the room. There is a number of teaching tools in MI theory that go far beyond the traditional of teacher-as-lecturer mode of instruction. Figure 1 provides a quick summary of MI teaching methods. (Armstrong, 2000, pp. 39-41)

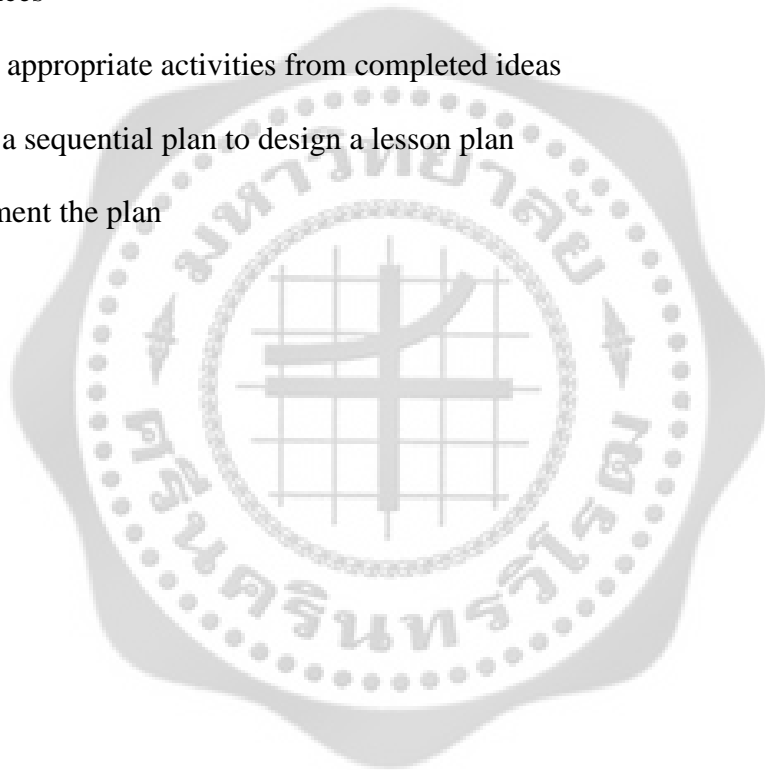
How to create MI lesson Plans.

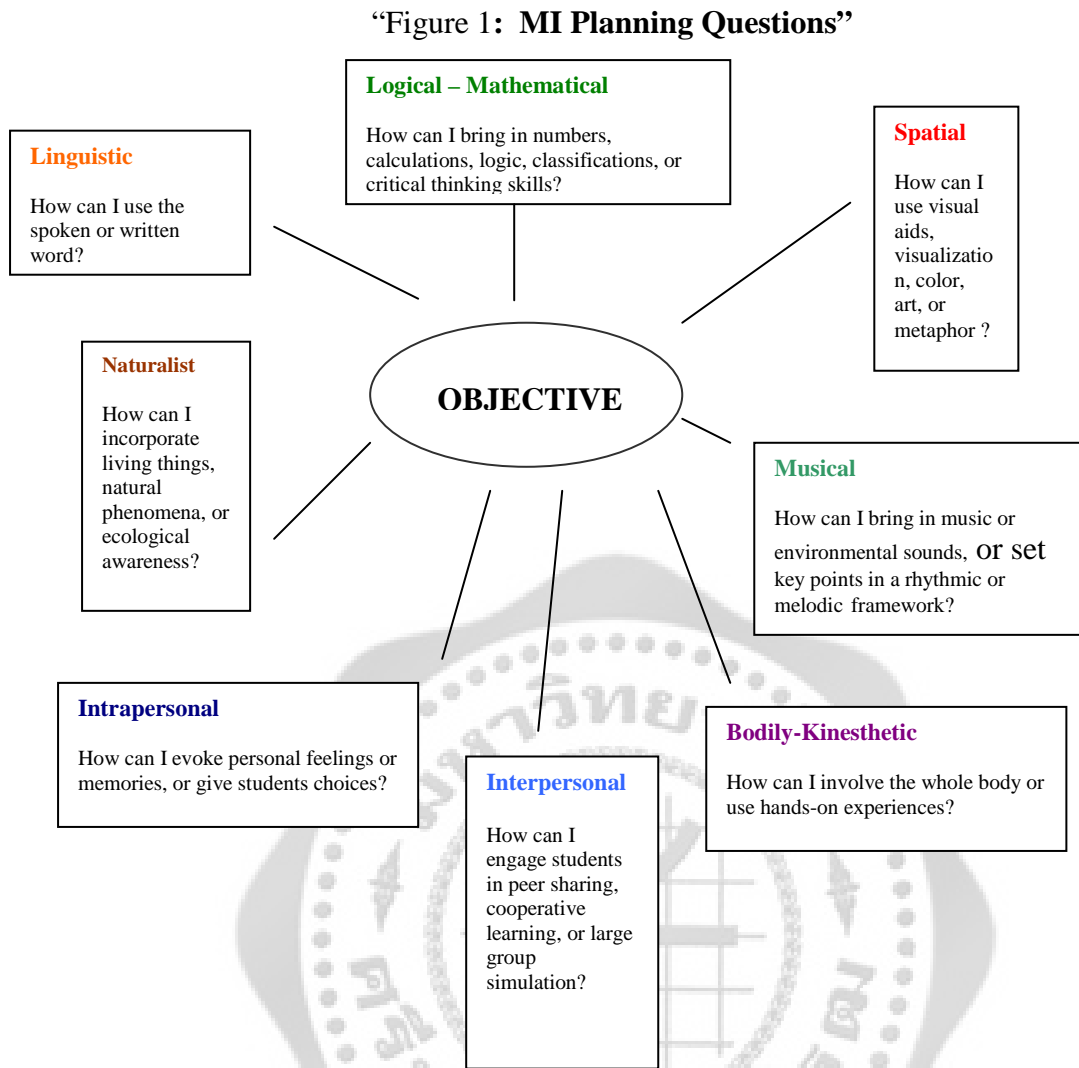
Armstrong (2000) suggested a seven-step procedures to create lesson plans or curriculum units based on MI theory:

1. Focus on specific instructional objectives
2. Ask Key MI Questions as shown in. Figure 1
3. Consider other possibilities that can be included
4. Brainstorm and list as many ideas and activities as possible to cover each

type of intelligences

5. Select appropriate activities from completed ideas
6. Set up a sequential plan to design a lesson plan
7. Implement the plan





“Figure 1. MI Planning Questions, Multiple Intelligences in The Classroom, by Armstrong. (2000, p.45).”

Related Research to Multiple Intelligence.

Multiple Intelligence theory has been employed in the classroom around the world for many years. However, few studies have examined the effects of multiple intelligences. Among them, Chan (2001) studied the evaluation giftedness of Chinese secondary students who were taught by multiple intelligences theory in Hong Kong’s secondary education. The experimental group is the 192 Chinese secondary students who were taught by multiple intelligences theory. And the results showed that the achievement in Chinese, English and math were higher than pre-test and the multiple intelligences based activities were much

improved. He then recommended that in the future, the multiple intelligence' evaluation form for students and giftedness students be accurate.

Sweeney (as cited in Santisak Phaphai, 2003, p.32. inferred Sweeney. 1998, p.1909) studied "Multiple Intelligences Profiles : Enhancing Self-Esteem and Improving Academic Achievement" in order to study the students' encouragement and performance in Florida the Multiple Intelligences theory with 19 kindergarten students. They were taught for 18 weeks, and the instruments were Teele Inventory of Multiple Intelligences (TIMI) and Slosson Oral Reading test-Revised(SORT-R). Their performance became increased and higher than before plus the problem of discipline in the classroom decreased significantly at .05

In summary, the Multiple Intelligences Theory can help the students develop special abilities better. Moreover, they still develop their abilities when they are encouraged by the multiple intelligences activities.

Kraiwatnussorn and Komsan (2001) studied the results of learning and teaching English for the higher secondary school students based on multiple intelligences theory under the jurisdiction of general education department region. The results of the research found that the English Language achievements were significantly higher than pretest scores at the .05 level, both for the whole class, and for each level.

Phuthornlert (2008) studied the study of early childhood children's multiple intelligence abilities, obtained through drama, enhancing the Multiple Intelligences Model for Learning. The results of this study revealed that during the treatment phases the children's multiple intelligence abilities obtained through drama, enhancing the Multiple Intelligences Model for Learning, had increased significantly at .05 level in all aspects.

In summary, the Multiple Intelligences Theory can help the students develop special abilities better. Moreover, they still develop their abilities when they are encouraged by the multiple intelligences activities.

Reading Comprehension

Meanings.

Educators provide the definitions of reading.

Scribner (2010) defines reading as a means of thinking with another person's mind and that it forces you to stretch your own. Similarly, Jordan (1997), reading, as a skill, is normally linked with writing. It is a fundamental characteristic of the situation in which students are reading books and journals, noting, summarizing, paraphrasing and then writing essays. Moreover the students will be concerned with the content of what they read and the language in which it is expressed. Students will have different purposes in their reading. These will include: to obtain information, understand ideas or theories, to discover authors' viewpoints, and to seek evidence for their own point of view. Kennedy (1981) says that reading is the ability of an individual to recognize a visual form, associate the form with a sound or meaning acquired in the past, and, on the basis of past experience, understand, and interpret its meanings. According to Hittleman (1978) reading is a verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page the ideas and information intended by the author.

Goodman (1971, p.5) states that reading is a guessing game in psychological linguistics cue the interaction between thoughts and languages. The efficient reading is from language cue in the context. Moreover, the benefit for guessing meanings and past experiences makes readers understand the information quickly. With a focus on comprehension, Morris and Stewart (1984 : 4) refer reading to the process that readers can get the information sent by the writers. Readers often get the information and make meanings from past experiences

Page and Pinnell (1979) define reading comprehension as the reconstruction, interpretation and evaluation of what the author of written context means by using knowledge gained from life experience. While Johnston (1983) says that reading comprehension is considered to be a complex behavior which involves conscious and unconscious minds to build a model of the meanings which the writer is assumed to have intended. Text can never be fully explicit and, in general, very little of it is explicit because even the appropriate intentional meanings of words must be inferred from their contexts.

In short, reading is a verbal and active process. The readers read in order to know, to do things or to get pleasure. It is connected with communication abilities between writers and readers. Moreover, there is an interaction among three factors when the readers read: conceptual ability, background knowledge and process strategies. Also reading comprehension is the ability for finding the details, main ideas, interpretation and conclusion in order to comprehend the texts or contents.

The Factors of Reading Comprehension.

A lot of factors play important roles in reading.

Centchawanich (2006, p.74) stated that there are 6 factors that influence the degree of comprehension.

1. Remember the story very well.
2. Keep the main ideas.
3. Interpret the stories.
4. Conclude the stories correctly.
5. Consider the conclusion systematically.
6. Transfer the information and other experiences suitably.

With a focus on factors of reading comprehension, Rattanawich (1993) emphasized the roles of schema or past experiences, meta-cognition or the ability of readers in the thinking process for interpretation and solving problems, and text structure or the structure and content of the messages.

In conclusion, the factors that help readers be easy to read consisting of the past experiences, the ability to interpret the text, and through the writers' goals.

The Level of Reading Comprehension.

The comprehension in reading of individuals depends on the level of intelligences, language knowledge and learning experiences. For reading teachers have a knowledge intermediate level to manage teaching suitable for learners. There are the educators give the level of understanding Harris and Smith (as cited in Rattawanich, 1988, p.85) in their seminal work, states that comprehension can be classified into 3 levels as follows:

1.1 Literal Comprehension is the importance for teachers for learning activities suitably and group the level of comprehension writers directly.

1.2 Interpretation means readers interpret deeper than the first level. Readers decide what say writers indirectly.

1.3 Critical Reading means the readers comprehend the meanings effectively and analyze through thinking and evaluating.

Miller (1990, p.4-7) states that reading comprehension can be categorized 4 levels as follows:

1. Textually explicit comprehension is comprehending main idea and details of the text directly stated in the text.

2. Textually implicit comprehension refers to an ability to background and knowledge for making deep meaning of the text.

3. Critical reading refers to reading that requires readers to analyze, interpret, and evaluate the contents. They can separate the difference of details and information in the lesson and compare between the contents and the information from other resources. Moreover, they can tell what the writers' attitude for the stories.

4. Scriptually implicit comprehension relates to advanced comprehension that the readers can comprehend the content beyond what is stated in the text. They must use experiences and relevant knowledge to synthesize information.

Approaches of Teaching Reading Comprehension.

Teaching reading is unavoidably related for 2 major types of reading There are work-study type reading and recreatory reading. As Centchaowanich (1997) states that there are 2 types of reading and these readings have the different speed reading :work-study type reading is the reading wants high speed reading. The purpose of reading wants to cover the most contents, keep the most details and importance. Therefore, while readers read books, they should consider vocabularies and meanings carefully. Besides, readers should know the specific words and direct meanings to understand the message clearly; recreatory reading is the reading for recreation or relaxation such as reading novels, short stories, newspapers. These readings don't want to understand deeply.

In addition to the levels of reading comprehension, educators suggested practices for teaching reading. For example, Aksaranukroh (1989) summarized the teaching process into steps of teaching reading and learning activities as follows: setting the goals, teaching reading in contexts, encouraging and organizing information and arranging activities for students to transfer information.

Setting the goals.

Aksaranukroh (1986) also started that teaching and learning activity in reading class consist of pre-reading ,during-reading and post reading.

Ur (1995, p. 138-140) states that steps of reading as follows :

1. Preliminary thinking It begins from the statements was shown for the opinions. And think about or discuss these statements and perhaps note down the responses.
2. Short experimental readings Now try reading some short texts, and see whether the results make any difference to, or confirm, the answers.
3. Drawing conclusions To conclude or revise the original responses to the statements.

Related Research to Reading Comprehension.

Werojananan (2004) used a communicative approach to develop Mattayomsuksa IV students' English reading ability the results of the research revealed that the students' ability in reading English was significantly increased at .01 after using a communicative approach.

Harirhabpairee (2005) used authentic texts to develop Mattayomsuksa II students reading abilities from 27 students in grade V of bilingual program at Thewphaingarm School, Bangplad, Bangkok in the first semester of the 2004 academic year. Students were divided, by using simple random sampling, into two groups; the experimental group and the control group with 14 and 13 students. The experimental group was taught through the assigned reading texts while the experimental group used authentic. Each group was taught for twenty 50-minute periods. The results of the study indicated that the students' abilities in reading English in the experimental group significantly increased at the level of .01 and the students' abilities in reading English in the experimental group after using authentic texts were significantly higher than those of the control group at the level of .01

Michaelson-Ezell (1996, p.2621) studied the effects of using a communicative approach to level 1 students revealed that the achievement and reading English ability of experimental group and control group differed significantly. The students' achievement and English reading ability for the experimental group after using a communicative approach turned out to be higher than the control group.

Jones (1998, pp.404-407) states the study into the effects of the authentic texts to the Institute of Educational Technology students in China. Each student chose the text from their interests such as from magazines, journals or English newspapers, then wrote and exchanged their opinions about the story that they read with their classmates. This revealed that the lessons from authentic texts can attract and instill a higher interest than before the experiment.

In addition to the research, teaching reading by using the activities such as communicative approach, games, music or other activities that are the factors of new techniques and teaching process. It has advantages for the learners and the important thing is the teachers take the new techniques to develop teaching and can help the students develop their reading abilities more than some of the older teaching methods.

The Interest in Learning

The Meanings of Interest.

Educators and psychologists give the meanings of the interests as follows :

Dewey (1959) states that interest is feelings or pleasure towards only one thing, way of thinking, or activity. It is the positive feelings that encourage them to participate in the activities willingly. And they give the importance of something and perceive and response it. When they response to perceive, they accept it.

Nunnally (1970) summarized that interest is the feeling in only one activity that a person likes and wants to participate in those activities at that time. In the end, it appears to depend on the needs and response of individuals through experiences.

Good (1973) refers that interest is the feelings that people like only one thing, and feel at that time or permanently. It depends on the needs of individuals influenced by experiences.

Lasuwong. (1985, p.233) states that interest is similar to attitude. And it is the part of the attitude that refers to the interests and feelings for only one thing and means that the positive attitude and the individuals' interests will be different because of these factors. And they are the needs, the aptitude and surroundings in the different society.

Phetweera (2007, p.74) states that interests is the pleasure of individuals who show something through being active and they want to participate in the activities willingly. They see the importance of something and perceive and respond it. When they response to perceive, they accept it.

In conclusion, it can be summarized that interests are the positive feelings or the pleasure towards something acts as a prompt to encourage participation and accept it.

The Importance of the Interest.

Powell (1963, p.330) states that the learners are interested in learning, they will pay attention in the classroom. They will have the concentration and it will have the good effects to learners' achievement.

Bloom (as cited in Noppalai, 1984, p.12; referred Bloom, 1976, p. 13-15) confirmed that if the learners learned actively , they will be easy to understand and , fast. It will have the results to the higher achievement than the ones who lacks of the active.

Jongpayuha. (1973, p.258) states that managing the class for the subjects will the good result , it depends on the interests. Moreover, the interests will make the learners have the pay attention in the lessons , they will understand the lessons, too.

In conclusion, the learners are interested in learning, feel happy and pay attention in the classroom and the lessons, and easy to understand.

The Characteristics of the Interest.

Powell (1963, p.330) states that the learners who are interested in the study will pay attention and concentrate in study. And they follow the lessons suddenly. Besides it will have the results to the achievement.

Banjong. (1973, p.330) states that the characteristics as follows :

1. The interest is the feelings or the attitude in the narrow because the persons will be interested in only the special thing.
2. The interest is the right of the individuals who are interested in the things but the others may not be interested in the things.
3. The interest makes the individuals be interested in the things that they like.
4. When the learners are interested in one thing, they concentrated to the thing that we want to know more better.
5. The learners have the attention and will succeed the goal if the ones are interested in that things.

The Factors of the Interest.

Jan-aim (1973, p.73) states that the factors of the interest as follows:

1. The interest comes from the prompt, the needs and the influence of the environment.

2. The interest is the right of individuals. It is not essential to be interest in the same thing.
3. The interest has the relationship with the health. The short or long interests depends on the complete body.
4. The interest may change from the age and time of individuals.
5. The interest has the high relationship with the mind and the intelligences.
6. The interest has the high relationship with the learners' experiences. The learners who have the high intelligences will be interested in many things at the same time and more complex than the ones who have the low intelligences.

The Cause of the Interest.

Saksri (1987, pp. 216-217) explained the cause of the interest as follows:

1. The Association such as reading, the contaction or the benefit of the things.
2. The stimulation
3. The knowledge
4. The success
5. The needs
6. The surroundings
7. Training
8. The praising from society
9. The helps from the persons who used to be interested in past thing.

Sakulthavorn (as cited in Phatpirom, 1995 ,p. 44-45; inferred Sakulthaworn, Not published, p.61-62) states that the interest occurs from:

1. The needs such as the learners want to be the genius, they must pay attention.
2. The popular will make the interests.
3. The reading such as read the autobiobiography of the famous inventors.
4. The education or training
5. The surprise from the new things

How to Support Students' Interest.

Maslow (1970, p.109) stated that making the interests, the teachers should think of the things as follows:

1. Try to response the needs
2. Stimulate to develop abilities
3. Manage the learning experiences to help the students' success. It stimulate them to know the hope for the truth.
4. Give the helps for the learners
5. Think of the damage of the competition
6. The learners was stimulated to learn because they want to learn by themselves.
7. Stimulate to pay attention from the new things

Saksri (1983, pp.219-220) stated that the making the interest in learning that it the teachers' responsibility, and they should do as follows:

1. Before teaching, teachers should bring to the lessons to link the contents and the past knowledge of learners.
2. Make the lessons with the learners' abilities. If they are difficult the learners will be bored.

3. Encourage the learners' success in activities.
4. Explain to the learners' progress to be the motivation. Besides, the interests makes them want to learn and be interested in the works.
5. Teachers should suggest to the lessons' interests and the usage of the interesting things.
6. Manage the classroom to be comfortable and has the good atmosphere.
7. Teachers have the good attitude for the subject because when teachers have a good attitude, the learners are interested in the subject better.
8. Use the suitable equipments because they are easy to understand but the teachers should use them suitably.
9. Students should participate in the classroom and the lessons, they can show the opinions such as the discussion.
10. Manage the lessons suitably for learners because they are important to the learners and they can be applied for the daily lives.
11. Use the techniques and psychology in teaching.
12. Teach the basic knowledge before teaching to link the new lessons.
13. Attempt to make the good attitude for the subject and teaching.
14. Learn by doing.
15. Teach by the needs of learners because the instinct is the roots of interest.
16. Teach joyfully such as action, telling story, tones, postures and manners.
17. Teach the lessons in verbal more than non-verbal by using multimedia , teaching outside ,etc.
18. Do the lessons easy to understand and suitable for learners' abilities and ages.

In conclusion, the teachers prepare to teach very well, the learners understand the lessons and enjoy to learn. Moreover, the learners will get knowledge inside and outside the classroom and be happy.

Related Research to Interest.

According to, Jones (1998, pp.404-407) states that the study the effects of the authentic texts to The institute of educational technology students in China. Each student choose the text from their interests from magazines, journals or English newspapers wrote and exchanged the opinions about the story that they read with their classmates revealed that the lessons from authentic texts can attract and have the interest higher than before experiment.

Roller (1992, p. 4276-A) stated that the interest in reading English of students grade III, IV and V in the government school, Arkansas, USA. Moreover, she was to study the development of college students in twenty years ago whether they still had a change the interest in reading English or not. The sample was the students from Arkansas School and was to survey the interest in reading from fourteenth categories. It was up to sex, class level, ability, sex and class level and sex and ability. The results that the students still studied self access learning continuously although they graduated from the college for a long time.

Watpanich (2000) compared reading comprehension and interest learning English of Mattayomsuksa III students. The experimental group was taught through the instruction based on genre-based approach using newspapers: whereas the control group was 40 students of Sacred Heart Convent School, Klongteoy, Bangkok and the control group was 40 students of Sacred Heart Convent School, too. The results of the study indicated that the English reading comprehension between the experimental and control groups was significantly different at the .01 level. The interest in learning English between the experimental groups

was significantly different at the .01 level. The English reading comprehension of the significantly different at the .01 level. And the English reading interest of the experimental and control group between the pretest and posttest experimentation was significantly different at the .01 level.

Similarly, Phetweera (2007) designed an English lesson plan for 30 students for each group. Her purpose was to compare English language concept, retention, and in learning English through the instruction based on constructivism and the traditional approach. It was found that the English language concept, retention and interest in learning English of the experimental and control groups was significantly different at the .05 level. The English language concept of the experimental and control groups, between the pretest and the posttest were significantly different at the .05 level.

In conclusion, effects of using multiple intelligence theory activities based on English reading skill of Matthayomsuksa II students found that multiple intelligences theory activities help students improve learning English in reading, interests' students and other skills because multiple intelligences can activate, respond and the important part of learning in the present. Besides, the activities still respond the needs' students and activate them to participate in learning English. So, the researcher wants to take the multiple intelligences activities for language classroom in primary school.

CHAPTER III

RESEARCH METHODOLOGY

The aim of this study was to investigate whether multiple intelligences theory based activities can enhance students' English reading comprehension. This chapter includes the research procedure includes: research design, participants, variables, research instruments, data collection, and data analysis

Research Procedure

Research Design.

This study was an experimental study with one group pretest-posttest design aiming at investigating the effects of using Multiple Intelligence Theory-based Activities on students' reading comprehension and interest in learning English of grade 9 (Matthayomsuksa III) students

Context of The Study.

The study was conducted with 49 grade 9 (Matthayomsuksa III) students in Taweethapisek School, the general background of Taweethapisek School, the location is on 505/5, Issaraphap Road, Wat-arun Sub-district, Bangkok Yai District, Bangkok, 10600. Taweethapisek School is under The Secondary Educational Service Area Education 1 Office of The Basic Education Commission, Ministry of Education. Taweethapisek School was established on 19th July, 1898. The areas of the school are about 12 Rais. There were 3,052 students in academic year 2011. There were grade 9 (Matthayomsuksa III) 603 students in academic year 2011.

Participants

The steps of selecting the participants as follows:

The participants of this study were Matthayomsuksa III students and were recruited from the population of 603 students at Taweethapisek School during the second semester of the academic year 2011. There were 49-54 students for each classroom. The convenience sampling was a technique for sample recruitment. The researcher taught the students in Matthayomsuksa III only 5 classrooms. The 49 participants from one classroom of this study were from 5 of 12 classrooms that the researcher taught. The researcher selected only one of five classrooms because the researcher was the advisor and taught them. This study was carried out from January to February, 2012 with a total number of 16 hours of teaching and learning.

Research Instruments

The instruments of this research project consisted of:

Pre- Test and Post-Test.

1. Pre –test

Before the experiment started, the students took the pre-test to determine their reading English and did the questionnaires about interest in learning.

2. Post-test

At the completion of the experiment that lasted 8 weeks, the students took the posttest to determine their reading English. They also did questionnaires to express their interest in reading English.

The Reading Comprehension Test.

The reading comprehension test was used to examine EFL Matthayomsuksa III students from Taweethapisek School. To construct the reading comprehension test 60 multiple choices items were constructed. Literature regarding the reading comprehension were revised

as discussed in chapter two. The reading comprehension test was revised by three experts and pilot tested with a different class of EFL students.

The 60 items were tested with a pilot classroom of EFL students with varying levels of knowledge regarding reading comprehension in order to conduct item analysis and its reliability. Items with difficulty index ranging from 0.2 to 0.8 and registering on the discriminant index higher than 0.2 were selected for inclusion in the test. As a result, a set of 30 multiple choices items were finally selected for inclusion on the pre-test and post-test. The test carried a verified reliability of 0.8104 and the IOC values of the test items ranged from 0.6 to 1. The test consisted of 30 items divided into :

Table 1 : *Table of Specification*

Item Specification	No. of Items
1. Finding The Main idea	5 : 1, 2, 3, 4, 11
2.Using Pronoun references	11 : 5, 12, 13, 14-19, 26, 27
3. Vocabulary Skills	5 : 22-23, 25, 29-30
4. Reading for Details	9 : 6-10, 20-21, 24, 28

Lesson Plan.

There are 8 lesson plans. The researcher designed the lesson plans based on the following procedures:

- a. Analyzing foreign language curriculum issues by Office of The Basic Education Commission.
- b. Analyzing curriculum of Taweethapisek School in foreign language subject.
- c. Choose the contents for the lesson plans.
- d. Writing the lesson plans by using a Multiple Intelligence based

lesson plan designed by Professor Dr. Aree Sanhachawee (1992) from Applied Multiple Intelligence book.

e. Having the lesson plans examined by three experts: the supervisor, a colleague and the head of English Department at Taweethapisek School. The accuracy of language use and the practicality was the key aspects of this stage.

Table 2: *Lesson Plan Specification*

<i>Plan</i>	<i>Objectives</i>	<i>Combination</i>	<i>MI Activities</i>
1.Forecasting news	1.Read the weather forecast and identify the meanings of symbols used in the text. 2.Answer questions based on the information in the text.	1. <u>Presentation</u> Present about weather and link to the lesson. 2. <u>Practice</u> Do activities about weather, symbols, and the exercises 3. <u>Production</u> Students selected the texts about the weather and present in front of the classroom.	1.Verbal/Linguistic Intelligence 2.Logical/Mathematical Intelligence 3.Spatial Intelligence 4.Interpersonal Intelligence, 5.Intrapersonal Intelligence, 6.Bodily/Kinesthetic Intelligence

Table 2 (continued)

<i>Plan</i>	<i>Objectives</i>	<i>Combination</i>	<i>MI Activities</i>
2. Reading for pleasure: Song lyrics (1)		<p>Pronounce the words (Match the meanings) Answer the questions from the song</p> <p>(information gap)</p> <p><u>3. Production</u></p> <p>Let the students do the activity (What do you think?)</p> <p>- Random the students to present the results of thinking and the others discuss about works.</p> <p>- The students choose the song that they like best and make the cloze-test forms that the teacher gave.</p>	

Table 2(continued)

Plan	Objectives	Combination	MI Activities
3. Reading for pleasure: Song lyrics (2)	1. Read the song lyrics and identify the meanings of vocabulary used in the text.	<p>1. <u>Presentation</u></p> <p>Show the opinions and the styles of the songs.</p> <p>2. <u>Practice</u></p> <p>Use song (Reach for The Star), Pronounce the words (Match the meanings) Answer the questions from the song (information gap)</p> <p>3. <u>Production</u></p> <p>Let the students do the activity (What do you think?)</p> <p>-Random the students to present the results of thinking and the others discuss</p>	<p>1. Interpersonal Intelligence</p> <p>2. Linguistic/Verbal Intelligence</p> <p>3. Musical Intelligence</p> <p>4. Logical/Mathematical Intelligence</p> <p>5. Bodily/Kinesthetic Intelligence</p> <p>6. Spatial Intelligence</p>

Table 2 (continued)

Plan	Objectives	Combination	MI Activities
3. Reading for pleasure: Song lyrics (2)		about works. - The students choose the song that they like best and make the cloze-test forms that the teacher gave.	
4. Thai Life: Makha Bucha Day	1. Read the story and identify the meanings of vocabulary used in the text. 2. Answer questions based on the information in the text.	1. <u>Presentation</u> - Talk about Thai festivals and traditions. - Let students give an example of Thai festivals and traditional that they know and ask some questions. - Let the students do the pre-test about the song (Multiple choices)	1. Linguistic/Verbal Intelligence 2. Logical/Mathematical Intelligence 3. Interpersonal Intelligence 4. Intrapersonal Intelligence 5. Bodily/Kinesthetic Intelligence 6. Spatial Intelligence

Table 2 (continued)

Plan	Objectives	Combination	MI Activities
<p>4.Thai Life: Makha Bucha Day</p>		<p>2. <u>Practice</u></p> <p>-Divide the students into groups of four</p> <p>-Assign students to share all information with the classmates by using these questions.</p> <p>-Each group choose the leaders and secretaries and do the activities from multimedia each set for each group.</p> <p>-Let each group study from the activities.</p> <p>3.<u>Production</u></p> <p>-Assign the students talk and</p>	

Table 2 (continued)

Plan	Objectives	Combination	MI Activities
4.Thai Life: Makha Bucha Day(Continued)		write from the story by using given simulation.	
5.The Flood	1. Read the story and identify the meanings of vocabulary used in the text. 2.Answer questions based on the information in the text.	1. <u>Presentation</u> -Talk about the flood , let students see the pictures about the flood and matching the exercise. 2. <u>Practice</u> - Divide the students into the group, assign students to read the story and write the words, and let the students do the activity(Vocabular y cloze), and teacher check the answers.	1.Linguistic/Verbal Intelligence 2.Logical/Mathematical Intelligence 3. Bodily/Kinesthetic Intelligence 4. Naturalist Intelligence

Table 2 (continued)

Plan	Objectives	Combination	MI Activities
5.The Flood (continued)		<u>3.Production</u> -Assign the students to write good and the bad things about the flood and tell “how do you live when the flood occur?”	
6.Reading non-text	1. Give the example and collect non-text.information. 2.Interpret non-text information	<u>1.Presentation</u> -Talk about the role of non-text information to the communication, the meanings of non-text information, situations and the importance of non-text information. <u>2.Practice</u> - Divide the students to collect	1. Linguistic/verbal Intelligence 2.Interpersonal Intelligence 3.Spatial Intelligence

Table 2 (continued)

Plan	Objectives	Combination	MI Activities
6. Reading non-text (continued)		Non-text information and tell the meanings, present their works, do the worksheets. <u>3. Presentation</u> -Let the group categorize the non-text information: traffic signs, travelling and places, packaging, and students present their works.	
7. Food	1. Read the story and identify the meanings of vocabulary used in the text. 2. Answer questions based	<u>1. Presentation</u> -Talk about the general food. <u>2. Practice</u> -Divide the students and let the students tell	1. Linguistic /Verbal Intelligence 2. Interpersonal Intelligence 3. Intrapersonal Intelligence

Table 2 (continued)

Plan	Objectives	Combination	MI Activities
7. Food (continued)	on the information in the text.	the recipe that they like, assign them do the worksheets (see the recipe and write the ingredients of food <u>3.Production</u> -Let the group think the recipe and present the categorize and tell the steps of cooking food.	4. Naturalist Intelligence 5.Logical/Mathematical Intelligence 6.Spatial Intelligence 7. Bodily-Kinesthetic Intelligence 8. Musical Intelligence
8.Story from the Internet	1. Explain the importance and the role of internet to learn in the present. 2.Search, choose and the information from internet.	<u>1.Presentation</u> -Talk about the role of the internet to the lifestyles, good and bad things of internet. <u>2.Practice</u> -Let the students	1. Linguistic/Verbal Intelligence 2.Interpersonal Intelligence 3. intrapersonal Intelligence 4.Bodily-Kinesthetic Intelligence

Table 2 (continued)

Plan	Objectives	Combination	MI Activities
8. Story from the Internet (continued)		<p>Surf the internet and search the information from internet and choose the article and students present the works.</p> <p><u>3. Production</u> - Each person search the information from the internet and let them present about the steps of surfing internet and searching the information or what they get from the internet.</p>	<p>5. Spatial Intelligence</p> <p>6. Logical /Mathematical Intelligence</p>

Table 3: Summary of The Eight Ways of Teaching

Teaching Strategies	Instructional Learning Activities	Intelligence	Rationale
Lectures, discussions, word games, storytelling, choral reading, journal writing	Read about it, write about it, talk about it, listen to it	Linguistic	Encourage the students to transparent the story and communicate to others very well.
Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking	Quantity it, think critically about it, put it in a logical framework, experiment with it	Logical-Mathematical	Analyze and sequence of the story to solve the problem in reading
Visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization	See it, draw it, visualize it, color it, mind-map it	Spatial	Image and draw the pictures, interpret and transparent from lessons to create the pictures

Table 3 (continued)

Teaching Strategies	Instructional Learning Activities	Intelligence	Rationale
Hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercise	Build it, act it out, touch it, get a “gut feeling” of it, dance it	Bodily-Kinesthetic	Image and move by gesture from simulation and role play.
Rhythmic learning, rapping, using songs that teach	Sing it, rap it, listen to it	Musical	Use songs and music for linking stories
Cooperative learning, peer tutoring, community involvement, social gatherings, simulations	Teach it, collaborate on it, interact with respect to it	Interpersonal	Use the stories for doing the cooperative reading and interact with other people.
Individualized instruction, independent study, options in course of study, self-esteem building	Connect it to your personal life, make choices with regard to it, reflect on it	Intrapersonal	Use the self-abilities and the potential effectively.
Nature study, ecological awareness, care of animals	Connect it to living things and natural phenomena	Naturalist	Encourage the students understand the surrounding environments .

Questionnaire for Students' Interest in Learning English.

The questionnaire consisted of rating scale statements. The items covered interest in learning English questionnaire by improving from Cheethanom (2010). There are 20 items for students' interest questionnaire both positive questions and negative questions. The scales are as follows:

Positive questions : 1,2,4,5,7,10-20

4 = Most satisfying

3 = Very satisfying

2 = A little satisfying

1 = The least satisfying

Negative questions : 3,6,8,9

1 = Most satisfying

2 = Very satisfying

3 = A little satisfying

4 = The least satisfying

The criteria for interpretation of the mean level were identified by midpoint as follows (Sriwangsue, 1993):

3.51 - 4.00 means most satisfying

2.51 - 3.50 means very satisfying

1.51 - 2.50 means a little satisfying

1.00 - 1.50 means the least satisfying

3. Data Collection

The data collection procedures include:

1. Having every participant do the questionnaires to express in English reading in order to investigate interest of each participant before the experiment started.
2. Having participants do pre-test.
3. Teaching the participants based on the lesson plans constructed by the researcher.

Each lesson plan was taught for 2 periods per week. (50 minutes per period).

4. Having participants do the same questionnaires and take post-test at the completion of the 16th period.

5. Analyzing all data.

4. Data Analysis

The data of this study included mean scores and dependent t-test:

1. Compare pre-test with post-test reading comprehension scores using t-test of dependent to analyze the score differences. (the score from pre and post test from the same sampling group).
2. Compare mean scores of gained in the pre-experiment with those of post-experiment questionnaires using t-test.
3. Conclude the data and answer research question.
4. The findings will be reported and discussed.

CHAPTER IV

RESULTS OF THE STUDY

This study aimed to investigate the effects of using the Multiple Intelligence Theory – based Activities on Matthayomsuksa III (grade 9) students’ English reading comprehension and students’ interest in learning English. This chapter presents the results of the study according to two main objectives. The first section presents the effects of using Multiple Intelligence Theory –based Activities on students’ English reading comprehension.

Effects of Using Multiple Intelligence Theory-based Activities on Students’ English Reading Comprehension and Students’ Interest in Learning English of matthayomsuksa III at Taweethapisek School.

The first research objective was to the effects of using multiple intelligence theory-based activities on reading comprehension of Matthayomsuksa III students at Taweethapisek School. The pretest and posttest scores were calculated and statistically compared to find if there was any improvement in reading comprehension and students’ interest.

The scores of the Pre Reading Comprehension Test and The Post Reading Comprehension Test were calculated using descriptive statistics to determine the means and standard deviation. The overall means of the pretest and the posttest were compared to find out whether there was significantly difference in the mean scores before and after the teaching using pointed t-test. The result revealed that the significant difference was found in the means of the Pre Reading Comprehension Test and the Post Reading Comprehension Test. Table 4 presents the comparison of the overall mean of the pretest and the posttest.

Table 4: A Comparison of pre-test and post- test mean scores of Matthayomsuksa III students' reading comprehension and interest in learning English before and after using multiple intelligences theory activities by t-test.

Test	Number of students	M	S.D.	t	P-value
Pre-test (1)	49	11.14	3.464	- 18.490	0.000**
Post-test(2)	49	15.47	3.215		

**P < .001

The researcher further compared the differences in the mean scores of each reading comprehension skills including main ideas, pronoun references, vocabulary, and details in accordance with the pretest and the posttest. The result revealed that the mean score of the post-test (15.47) was significantly higher than that of the pre-test (11.47). The t-test demonstrated a significant difference between pre-test and post-test mean scores at the .001 level (t = -18.490, p < .001). The results indicated that Matthayomsuksa III students improved their reading comprehension using Multiple intelligences theory based on activities.

Table 5 shows the differences in the mean scores of four reading comprehension test in the pretest and posttest of the students before and after learning through Multiple Intelligence theory- based activities.

Table 5 : The Differences in The Mean Scores of Reading Comprehension Skills

Reading Comprehension Skills	N	Pretest		Posttest		t	P-value
		M	S.D.	M	S.D.		
Finding the main ideas	49	.5102	.50508	.6939	.46566	-3.286	.000*
Using pronoun references	49	.7143	.45644	.8571	.35355	-2.828	.000*
Vocabulary Skills	49	.5918	.49659	.8163	.39123	-3.728	.000*
Reading for details	49	.6735	.47380	.8776	.33120	-3.508	.000*

*P< .001

The researcher further compared the differences in the mean scores of each reading comprehension skills including main ideas, pronoun references, vocabulary, and details in accordance with the pretest and the posttest as follows:

1.The result of finding the main ideas revealed that the mean score of the post-test (.6939) was significantly higher than that of the pre-test (.5102). The t-test demonstrated a significant difference between pre-test and post-test mean scores at the .001 level (t = -3.286, p < .001).

2. The result of using pronoun references revealed that the mean score of the post-test (.7143) was significantly higher than that of the pre-test (.8571). The t-test demonstrated a significant difference between pre-test and post-test mean scores at the .001 level ($t = -2.828, p < .001$).

3. The result of vocabulary skills revealed that the mean score of the post-test (.5918) was significantly higher than that of the pre-test (.8163). The t-test demonstrated a significant difference between pre-test and post-test mean scores at the .001 level ($t = -3.728, p < .001$).

4. The result of reading for details revealed that the mean score of the post-test (.6735) was significantly higher than that of the pre-test (.8776). The t-test demonstrated a significant difference between pre-test and post-test mean scores at the .001 level ($t = -3.508, p < .001$).

The results indicated that Matthayomsuksa III students improved their reading comprehension using Multiple intelligences theory based on activities.

Table 6 shows the differences in the mean scores of students' interest questionnaire in the pretest and posttest of the students before and after learning through Multiple Intelligence theory- based activities.

Table 6 : A Comparison of pretest and posttest of questionnaire results specific items.

ITEM	Pretest		Posttest		t
	M	S.D.	M	S.D.	
1.ข้าพเจ้าชอบเรียนภาษาอังกฤษ	2.81	.601	2.85	.577	-0.531
2.ข้าพเจ้าชอบยกมือตอบคำถามในชั่วโมงภาษาอังกฤษ	1.85	.612	2.28	.612	-4.899
3.ข้าพเจ้าไม่ต้องการให้อาจารย์เรียกให้ตอบคำถามในชั่วโมงภาษาอังกฤษ	2.44	.891	2.61	.671	-1.938
4.ข้าพเจ้าศึกษาเนื้อหาล่วงหน้าก่อนเข้าเรียนวิชาภาษาอังกฤษ	1.81	.754	2.24	.662	-4.899
5.ข้าพเจ้าชอบออกไปทำกิจกรรมหน้าชั้นเรียนในชั่วโมงภาษาอังกฤษ	2.10	.871	2.34	.723	-2.372
6.ข้าพเจ้าเมื่อการเรียนภาษาอังกฤษเพราะมีคำศัพท์ที่ต้องแปลมาก	2.87	.780	2.95	.610	-1.071
7.ข้าพเจ้าทบทวนบทเรียนภาษาอังกฤษทุกครั้งที่เรียนจบ	2.00	.790	2.40	.704	-4.974
8.ข้าพเจ้ารู้สึกดีใจเมื่ออาจารย์ภาษาอังกฤษไม่เข้าสอน	2.51	1.02	2.69	.741	-1.703
9.ข้าพเจ้าคุยกับเพื่อนเกี่ยวกับเรื่องอื่นในขณะที่อาจารย์ให้คำปรึกษา	2.73	.810	2.85	.677	-1.520
10.ข้าพเจ้าชอบให้อาจารย์สั่งการบ้านหลังเรียนจบวิชาภาษาอังกฤษ	1.87	.753	2.36	.782	-4.824

Table 6 (continued)

ITEM	Pretest		Posttest		t
	M	S.D.	M	S.D.	
11. ข้าพเจ้าชอบให้อาจารย์สอนโดยพูดเป็นภาษาอังกฤษตลอดชั่วโมง	1.81	.833	2.36	.755	-5.441
12. ข้าพเจ้าชอบซักถามปัญหาภาษาอังกฤษจากอาจารย์ผู้สอนเมื่อไม่เข้าใจ	1.87	.725	2.40	.704	-4.682
13. ข้าพเจ้าอยากให้อาจารย์สอนภาษาอังกฤษไว้ช่วงเช้าทุกวัน	2.89	1.02	3.06	.747	-1.662
14. ข้าพเจ้าเตรียมหนังสือตลอดจนอุปกรณ์ต่างๆไว้พร้อม เมื่อถึงชั่วโมงเรียนวิชาภาษาอังกฤษ	3.04	.815	3.12	.725	-0.893
15. ข้าพเจ้าต้องการให้ถึงเวลาเรียนวิชาภาษาอังกฤษเร็วๆ	2.32	.774	2.69	.741	-3.083
16. เมื่อพบคำศัพท์ยากในบทเรียนวิชาภาษาอังกฤษ ข้าพเจ้ารีบเปิดพจนานุกรมเพื่อหาความหมายของคำศัพท์นั้นๆ	2.06	.826	2.65	.723	-4.795
17. ข้าพเจ้าชอบที่อาจารย์ให้สนทนาเป็นภาษาอังกฤษในชั่วโมงเรียนวิชาภาษาอังกฤษ	1.97	.691	2.65	.630	-6.089
18. ข้าพเจ้าคิดว่าวิธีสอนของอาจารย์ทำให้ข้าพเจ้าเรียนภาษาอังกฤษได้ดี	2.69	.870	2.97	.749	-2.530
19. เมื่อข้าพเจ้าทำแบบฝึกหัดวิชาภาษาอังกฤษข้อไหนไม่ได้ มักค้นหาคำตอบที่ถูกต้องจากอาจารย์เสมอ	2.30	.741	2.46	.710	-1.741
20. ถ้าทำงานในวิชาภาษาอังกฤษผิด ข้าพเจ้ามักแก้ไขจนเรียบร้อย	2.87	.832	3.28	.707	-4.054

The results shows that Matthayomsuksa III students' interest in learning English after using the multiple intelligence theory based activities.

Table 7 :A Comparison of pre-test and post- test mean scores of Matthayomsuksa III students' interest questionnaire before and after using multiple intelligences theory activities by t-test.

Test	Number of students	M	S.D.	t	P-value
Pretest	49	30.50	4.434		
				-10.832	.000*
Posttest	49	39.75	4.031		

*P < .001

The result of students' interest questionnaire revealed that the mean score of the post-test (30.50) was significantly higher than that of the pre-test (39.75). The t-test demonstrated a significant difference between pre-test and post-test mean scores at the .001 level (t = -10.832, p < .001).

CHAPTER V

CONCLUSION AND DISCUSSION

In this chapter, the study and the research findings are summarized. Then, the application, the limitation of this study, and the further studies are discussed.

Summary of the study

The 49 participants in the second semester of the academic year 2011 at Taweethapisek School were asked to do a pre-test by reading comprehension test and did on students' interest questionnaires. This class was taught by using multiple intelligences theory based activities for 16 hours by using eight lesson plans, and the researcher was the teacher in the class. At the end of the course, the students assigned to do the post-test by reading comprehension test, again and put a check on students' interest questionnaires. Then t-test was applied to find the difference between the mean scores of the pre-test and post-test in order to study the effects of using multiple intelligences theory based activities on English reading comprehension and students' interest in learning English of Matthayomsuksa III students at Taweethapisek School. Finally, the percentage and the mean scores of students' interest were analyzed to study the students' interest.

Research Objectives and Findings

The research aimed at studying the following objectives. The first objective was to study the effects of using multiple intelligences theory based activities on English reading comprehension of Matthayomsuksa III students at Taweethapisek School.

The findings indicated there was a significant difference between the pre-test and the post-test mean scores at the .001 level. This findings showed that the teaching reading comprehension through multiple intelligences theory based activities was higher than before

using the multiple intelligences based activities. Because the students learned through the activities and reading process systematically by using communication, movement, imagination, music, logic and thinking, interpersonal, intrapersonal and observation the surroundings environments. These activities helped the students be interested in activities and learning moreover they comprehend the reading process better more, and helped them interpret, kept the main idea, free thinking, and conclude the story quickly. This finding was relevant to other studies. For example, Chan (2001) studied the evaluation giftedness of Chinese secondary students who were taught by multiple intelligences theory in secondary of Hong Kong. The experimental group is the Chinese secondary students 192 persons who were taught by multiple intelligences theory. And the results showed that the achievement in Chinese, English and Math were higher than pre-test and the multiple intelligences abilities were improved more. And he recommended that in the future, the multiple intelligences' evaluation form for students and giftedness students to accurate for multiple intelligences.

The second objective was to study the effects of using multiple intelligence intelligences theory based activities on the students' interest in learning English of Matthayomsuksa III students at Taweethapisek School. According to the students' opinions, it was found that students agreed that the multiple intelligences theory activities helped them be interested in learning English. Moreover, students agreed that the multiple intelligences activities were interesting, motivated them to learn English comprehend grammar, vocabulary and reading skill.

In conclusion, the findings indicated there was the students significantly improved their reading comprehension and students' interest in learning English. The results proved that the multiple intelligences theory activities could increase reading comprehension and students' interest. Furthermore, it was found that the students agreed with the benefits of

using multiple intelligences theory activities on reading comprehension and students' interest in learning English.

Discussion

There are two main research results to be discussed in this study, firstly, the students' improvement in reading comprehension in learning English after using multiple intelligences activities. Secondly, the students' interest in learning English after using multiple intelligences improve their learning English.

1. The students' improvement in reading comprehension in learning English after using multiple intelligences activities.

Firstly, students' reports for each lesson plan revealed that the lesson plans used in the research created a variety of activities for the students and were helpful in their learning. As Hickey (2004) states, the theory of multiple intelligences (MI) accounts for individual differences. It helps teachers organize lessons that uniquely empower every child in the class. The theory suggests that children learn, process information and express knowledge in different ways. Moreover, in prompting the English proficiency of Thai students, educators have recognized the importance of moving away from traditional teacher – centered approaches to learner centered ones. A learner- centered approach requires substantially more than merely asking students what they want to learn. Teachers must realize that each individual is unique. According to findings about the brain and how we learn Caine and Caine (1991), every brain is unique. We all possess the same set of brain systems that are integrated differently. In order to advocate learner –centered approach, learners should be exposed to diversified learning processes which enable them to achieve curriculum goals. This is confirmed by Gardner who argues that challenge of this millennium is whether we can make individual differences central to teaching rather

than treating everyone in uniform way (as cited in Berman, 2001).

Secondly, the results reading comprehension test show that the students' reading comprehension, their improvement is better after using multiple intelligences theory activities. This indicated that the students who did not interest and comprehend the reading comprehension well in the pre-test and when using the Multiple Intelligences (MI) theory activities. According to imply of MI in the New City School began in 1988. The teachers formed teams to read chapters in *The Frames of Minds* and discussed ways to apply MI theory in their classrooms. Horre (2004) reports that MI implementation allows students to practice solving real-life problems, performs well on standardized tests and strive toward excellence. As a positive side effect, the MI journey New City School also enhanced faculty collegiality (Interpersonal Intelligence).

2. The students' interest in learning English after using multiple intelligences was higher than before using the multiple intelligences theory based activities.

The findings of the questionnaire revealed that the students' interest in learning English after using multiple intelligences improve their learning English. The results indicated that the interest in learning English and the students are happy to learn English. The MI theory help them know their strong points and weak points and teachers help the students aware of the potential and the individual differences. According to Altan (2002), competent teachers must be aware of individual differences. In addition, the theory of multiple intelligences theory, students' success does not depend merely on mathematic and linguistic skills. Rather, focus should be on all of a child's intelligences. The theory helps students understand their abilities, recognize their strengths, work with their weaknesses and build their self- confidence (Greenhawk, 1997).

Another reason for the students' reading comprehension and interest in learning English although the multiple intelligences theory activities used in this learning English

focused on the students' reading comprehension, interest and experiential learning and did not rely on lectures, some participants because they would have preferred love to perform everything in the good ways. According to Kallenbach & Viens (2004), for some learners, a traditional teaching approach is still good fit based on the lack of exposure ways to other ways of learning. This preference may have resulted from negative learning experiences which incorrectly assume that learning cannot be enjoyable. Some students might be familiar with activities that relied heavily on lecture. Due to time constraints, activities based on lectures provided the opportunities for the students to reflect or analyze to the concepts they were learning. This may have caused some difficulties in adjusting to the participative activities used in learning process.

Limitations of The Study

1. The activities was conducted in the class which was limited 50 minutes (one period) and might have affected the students' motivation and the atmosphere in the classroom.
2. It was difficult to arrange for authentic classroom situation :walking students for government school, managing classroom, the atmosphere in the classroom for the activities. It is difficult to control and manage classroom.
3. The preparation of the students because there are no permanent classroom of each classroom, their basic knowledge because the students in each classroom have the individual differences such as intelligence, the abilities, etc.

Recommendation For Practice

The multiple intelligences theory based activities on reading comprehension and students' interest in learning English of Matthayomsuksa III at Taweethapisek School can be used to study for the other levels of students in order to raise their awareness of different intelligences. It can also help students' potential and the outstanding intelligences. It helps teachers plan their lessons in a way that takes individual differences into consideration and prepare their students for real world experiences.

Recommendations for Further Studies

Recommendations for further studies are presented as follows:

1. Researchers should study the effects of using multiple intelligences theory activities such as writing.
2. In order to be more specific regarding the integration of MI, the activities should be constructed for use at the other levels of education.
3. It is suggested for further studies to consider *time* (the periods/) as important factor when designing MI based on activities.
4. It is suggested for further studies to provide authentic classroom situations for the activities where the application of MI can be evaluated in real classroom context.

The findings and discussion of this research concluded this investigation. This research adds to the insufficient body regarding MI activities among the students. The references and appendices the follow provide background.



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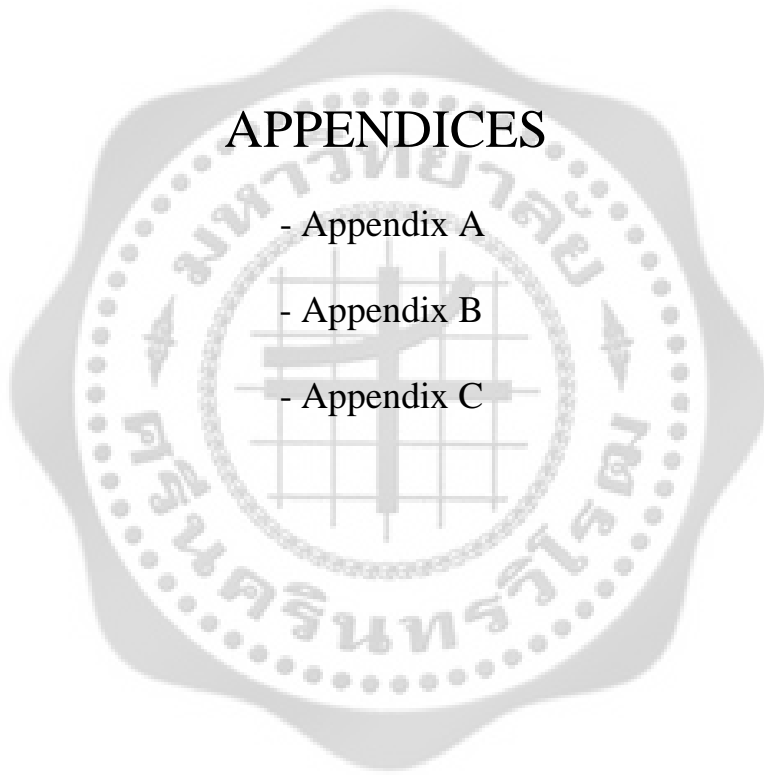
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APPENDICES

- Appendix A

- Appendix B

- Appendix C





APPENDIX A

- Lesson Plan

Lesson Plan

Title : Forecasting News

Level : M.3

Period : 2 periods (50 minutes/periods)

Objectives

By the end of this lesson, the students should be able to:

1. Read the weather forecast and identify the meanings of symbols used in the text.
2. Answer questions based on the information in the text.

Language focus

Contents : Weather Forecast Information

Vocabulary : weather, temperature, Min, Max, pressure, thundershower, dense, scattered

Procedures

STEPS	MI
<p><u>1. Presentation</u></p> <p>1.1 Talk about forecasting news in Thailand with a focus on the significant influences.</p> <p>1.2 Let students see an example of weather forecast publicized in English newspapers.</p> <p>1.3 Ask students, “What can you see in this text?”</p> <p><u>2. Practice</u></p> <p>2.1 Let students work in pair concluding the weather conditions</p> <p>2.2 Assign students to read details of the weather forecasts. Have them do a comprehension exercise (T/F).</p>	<p>- Linguistic Intelligence/ Logical – Mathematical Intelligence</p> <p>- Spatial Intelligence</p> <p>- Interpersonal Intelligence</p>

STEPS	MI
<p>2.3 Discuss the answers to questions in the exercise. Talk about key phrases and vocabulary used in weather forecast.</p> <p>2.4 Divide students into groups of 6.</p> <p>2.5 Have them do an exercise (Cloze)</p> <p>2.6 Let each group present their answers</p> <p>3. Production</p> <p>3.1 Let each group of students select one sentence in the texts that weather condition similar to today's weather. Have them explain their reasons.</p>	<p>-Logical intelligence</p> <p>-Intrapersonal Intelligence</p> <p>-Bodily-Kinesthetic Intelligence</p> <p>- Linguistic Intelligence</p> <p>-Logical –Mathematical Intelligence</p>

Materials

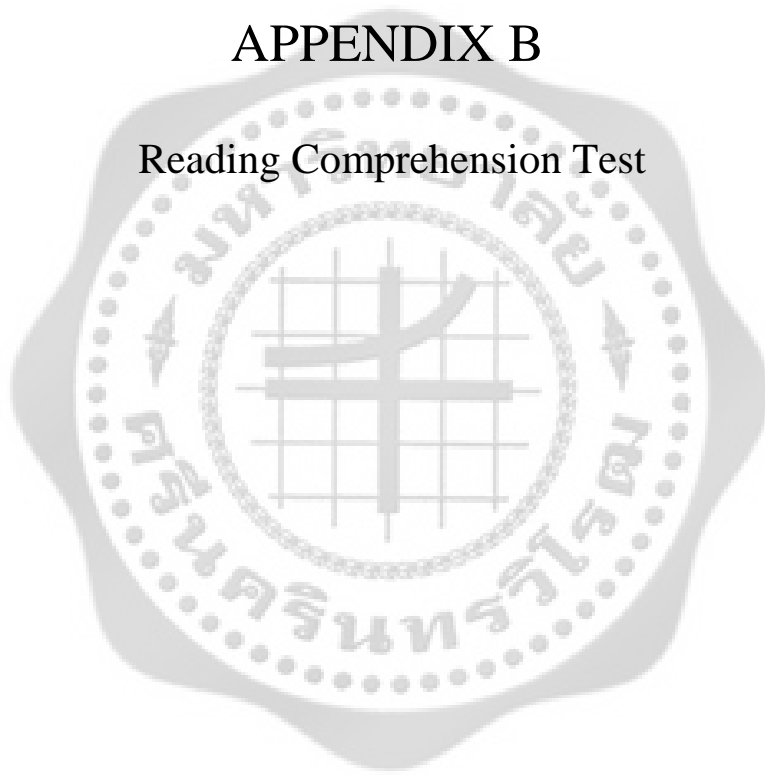
1. The example of Weather forecast information
2. Dictionary

Assessment

1. Activities, participation and asking the questions
2. Accuracy and the ability of reading news

APPENDIX B

Reading Comprehension Test



-Reading Comprehension Test-

แบบทดสอบวัดความเข้าใจในการอ่านภาษาอังกฤษ

ชั้นมัธยมศึกษาปีที่ 3

จำนวน 30 ข้อ

30 คะแนน

Susan was homesick. She thought of her mother and father and wished she was able to be with them. She missed all the the familiar activities, places and people she had known at home.

1. The best main idea is _____.

- a) Susan was homesick..
- b) Susan wished she was able to be with her mother and her father.
- c) Susan thought of her mother and her father.
- d) She missed all the familiar activities, places and people she had known at home.

It was backward day at school. The students had to do things backwards. Some of them wore their t-shirt backward. They took a test before they studied the lesson! Dessert was served first instead of last at lunch. They tried to walk home backward, but they kept bumping into each other and fell down.

2. What is the main idea in this paragraph?

- a) Students failed their test.
- b) Dessert is supposed to come last.
- c) It is hard to do things backwards.
- d) Students had a backwards day.

Please come home soon! I miss you so much Maria. I can't sleep when you are gone. I need to hear your soft sweet voice and see your quiet brown eyes. I miss the special way you like to eat your spaghetti with your fingers. Please come home soon!

3. What is the main idea in this paragraph?

- a) Maria, you have bad manners.
- b) Maria, I have lost my appetite.
- c) Maria, you need to clean your room.
- d) Maria, I miss you.

The first people to wear sunglasses were the Inuit (Eskimos) in North America. They needed sunglasses because the sun and the snow were too bright for their eyes. They made *them* out of the skin and bones of animals.

4. What is this passage mainly about?

- | | |
|------------------------------|--------------|
| a) The History of Sunglasses | b) Eskimos |
| c) Inuits | d) Islanders |

5. The word "*them*" refers to_____.

- | | |
|-----------|---------------|
| a) people | b) sunglasses |
| c) eyes | d) animals |

Tom has been worried all the week. Last Tuesday he received a letter from the local police. In the letter he was asked to call at the station. Tom wondered why he was wanted by the police, but he went to the station and he is worried any more. At the station, he was told by a smiling policeman that his bicycle has been found. Ten days ago, the policeman told him that the bicycle was picked up in a small village fifty kilometers away. Tom was most surprised when he heard the news. He was amused too, because he never expected the bicycle to be found. It was stolen five years ago when Tom was a boy of fifteen.

6. What was Tom asked to do last Tuesday?

- | | |
|--------------------------------|-----------------------------------|
| a) To go to school | b) To call at the railway station |
| c) To go to the police station | d) To call at the hospital |

7. How far is the small village from his house?

- | | |
|------------------|-----------------------|
| a) Fifty miles | b) Fifty kilometers |
| c) Fifteen miles | d) Fifteen kilometers |

8. What surprised Tom?

- | | |
|-------------------------------------|--------------------------------------|
| a) The policeman wanted to see him. | b) He received a letter from police. |
| c) His parents wanted to meet him. | d) His bicycle was found. |

9. What was Tom told about?

- | | |
|---------------|----------------|
| a) His school | b) His friend |
| c) His trip | d) His bicycle |

Passage Two

The workshop has many uses for electricity. Every workshop contains electrical equipment such as motors, lights, plugs and switches. Many machine tools and hand tools are operated by electricity. Several labour - saving devices are used in many workshops, for example, portable electric drills, portable grinders and electric soldering irons. It is important to take care of **these** devices because they help workmen to do their jobs more easily and quickly. Some of the devices are power tools, or tools **that** use electricity. When tools get out of order, parts must be replaced and the motor must be oiled and cared for.

We have learned electricity gives us power, heat and light. It gives us entertainment and carries messages. Under control electricity is our good friend and helper. Out of control it is our enemy. A basic understanding of electrical fundamentals and an understanding of electrical fundamentals and an understanding of their application is needed.

In some ways electricity is like the flow of water flowing through a pipe while electricity flows along solid wire. The flow of electricity is called a current. An electric current is a mass movement of electrons through a conductor or a wire. The amount of current flow is measured in amperes. The amount of electric power used is measured in WATTS. It was named in the honor of James Watt, the inventor of the steam engine.

26. What does the word “**these**” in line 4 refers to?
- a) workmen b) jobs c) machine tools d) electric soldering irons
27. The word “**that**” in line 5 refers to.....
- a) power b) motors c) tools d) devices
28. According to the story, how can the tools work?
- a) By hands b) By motors c) By electricity d) By portable devices
29. What kind of energy does the electricity produce?
- a) heat b) light c) power d)all in 1,2,3
30. What is the unit of electric power?
- a) Electricity b) Watts c) Amperes d) Conductors



แบบสอบถามวัดความสนใจในการเรียนวิชาภาษาอังกฤษ

ชื่อ.....เลขที่.....ชั้น.....

คำชี้แจง

1. แบบสอบถามวัดความสนใจในการเรียนวิชาภาษาอังกฤษฉบับนี้เป็นคำถามเกี่ยวกับความรู้สึกหรือสิ่งที่นักเรียนปฏิบัติ และเป็นเรื่องเกี่ยวกับการเรียนวิชาภาษาอังกฤษของนักเรียน
2. การตอบแบบสอบถามแต่ละข้อจะไม่มีคำตอบที่ถูกต้องหรือผิด และไม่มีผลต่อคะแนนการเรียนแต่ประการใด นักเรียนมีอิสระในการตอบอย่างเต็มที่ คำตอบของนักเรียนจะไม่มี的去ไปเปิดเผย และจะมีประโยชน์มากที่สุด ก็ต่อเมื่อนักเรียนตอบตรงกับความเป็นจริง
3. วิธีตอบแบบสอบถามวัดความสนใจ ในแต่ละข้อจะมีช่องว่างให้นักเรียนเลือกตอบ 4 ช่อง คือ “มากที่สุด”, “มาก”, “น้อย”, “น้อยที่สุด” ให้นักเรียนอ่านข้อความแต่ละข้อให้เข้าใจแล้วทำเครื่องหมาย / ลงในช่องว่างที่นักเรียนเห็นว่าตรงกับความรู้สึกหรือการปฏิบัติของนักเรียนมากที่สุดเพียงข้อเดียวเท่านั้น

ตัวอย่าง

ข้อ	ข้อความ	ความรู้สึกหรือการปฏิบัติ			
		มากที่สุด	มาก	น้อย	น้อยที่สุด
0	ข้าพเจ้าเข้าห้องเรียนก่อนอาจารย์ภาษาอังกฤษจะเข้าสอน	/			
00	ข้าพเจ้าชอบพูดทักทายเพื่อนในห้องเป็นภาษาอังกฤษ			/	

แบบสอบถามวัดความสนใจในการเรียนวิชาภาษาอังกฤษ

ข้อ	ข้อความ	ความรู้สึกหรือการปฏิบัติ			
		มากที่สุด	มาก	น้อย	น้อยที่สุด
1.	ข้าพเจ้าชอบเรียนวิชาภาษาอังกฤษ				
2.	ข้าพเจ้าชอบยกมือตอบคำถามในชั่วโมงภาษาอังกฤษ				
3.	ข้าพเจ้าไม่ยอมให้อาจารย์เรียกให้ตอบคำถามในชั่วโมงวิชาภาษาอังกฤษ				
4.	ข้าพเจ้าศึกษาเนื้อหาล่วงหน้าก่อนเข้าเรียนวิชาภาษาอังกฤษ				
5.	ข้าพเจ้าชอบออกไปทำกิจกรรมหน้าชั้นเรียนในชั่วโมงภาษาอังกฤษ				
6.	ข้าพเจ้าเบื่อการเรียนภาษาอังกฤษเพราะมีคำศัพท์ต้องแปลมาก				
7.	ข้าพเจ้าทบทวนบทเรียนภาษาอังกฤษทุกครั้งที่ยังเรียนจบ				
8.	ข้าพเจ้ารู้สึกดีใจเมื่ออาจารย์วิชาภาษาอังกฤษไม่เข้าสอน				
9.	ข้าพเจ้าคุยกับเพื่อนเกี่ยวกับเรื่องอื่นในขณะที่อาจารย์ให้คำปรึกษาในการทำกิจกรรมภาษาอังกฤษ				
10.	ข้าพเจ้าชอบให้อาจารย์สั่งการบ้านหลังเรียนจบวิชาภาษาอังกฤษ				
11.	ข้าพเจ้าชอบให้อาจารย์สอน โดยพูดเป็นภาษาอังกฤษตลอดชั่วโมง				
12.	ข้าพเจ้าชอบซักถามปัญหาภาษาอังกฤษจากอาจารย์ผู้สอน เมื่อไม่เข้าใจ				
13.	ข้าพเจ้าอยากให้อัดวิชาภาษาอังกฤษไว้เป็นช่วงเช้าทุกวัน				
14.	ข้าพเจ้าเตรียมหนังสือ ตลอดจนอุปกรณ์ต่างๆ ไว้พร้อมเมื่อถึงชั่วโมงเรียนวิชาภาษาอังกฤษ				
15.	ข้าพเจ้าต้องการให้ถึงเวลาเรียนวิชาภาษาอังกฤษเร็วๆ				
16.	เมื่อพบคำศัพท์ยากในบทเรียนวิชาภาษาอังกฤษ ข้าพเจ้ารีบเปิดพจนานุกรม เพื่อหาความหมายของคำศัพท์นั้น				
17.	ข้าพเจ้าชอบที่อาจารย์ให้สนทนาเป็นภาษาอังกฤษในชั่วโมงเรียนวิชาภาษาอังกฤษ				
18.	ข้าพเจ้าคิดว่าวิธีสอนของอาจารย์ทำให้ข้าพเจ้าเรียนภาษาอังกฤษได้ดีขึ้น				
19.	เมื่อข้าพเจ้าทำแบบฝึกหัดวิชาภาษาอังกฤษข้อไหนไม่ได้ มักค้นหาคำตอบที่ถูกต้องจากอาจารย์เสมอ				
20.	ถ้าทำงานในวิชาภาษาอังกฤษผิด ข้าพเจ้ามักแก้ไขจนเรียบร้อย				



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