

THE EFFECTS OF MULTIMODAL TEXTS ON EFL STUDENTS

A THESIS

BY

PHATTEENAN SUWANCHAROEN

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University
December 2016

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AN ABSTRACT

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The purpose of this study was to examine the effects of multimodal texts on the reading comprehension skills of EFL students. Additionally, this study aimed to examine the attitudes of students toward the teaching reading by using multimodal texts and English reading. The participants of this study were fifty tenth-grade students studying English as a Foreign Language in Thailand. They were divided into two groups: an experimental group and a control group. The research instruments in this study included an English reading comprehension test, lesson plans to teach reading using multimodal texts, lesson plans to teach reading using traditional texts, questionnaires to examine the attitudes of students toward teaching reading using multimodal texts, questionnaires to examine the attitudes of students toward English reading, and a semi-structured interview. The data were analyzed with mean scores, standard deviations, and a t-test analysis.

The results of the study revealed that teaching reading using multimodal texts had a positive effect on the reading comprehension skills of the students. That is, the reading comprehension skills of students in the experimental group were found to be significantly higher than those of the control group. Additionally, students had positive attitudes towards the teaching method ($M = 4.05$). This suggests that students favored the teaching of reading using multimodal texts. Furthermore, it was found that the attitudes toward English reading of students in the experimental group ($M=3.82$) were significantly better than those of the control group ($M=3.11$). When looking at the interview responses, the findings supported the results from the questionnaires. In other words, they felt comfortable with and enjoyed classroom activities. This study confirmed the advantages of employing multimodal texts in English reading class and proposed an alternative to improve the English teaching of EFL instructors.

ผลของการใช้สื่อหลากหลายรูปแบบต่อผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

ปริญญานิพนธ์
ของ
ภักตร์ธินันท์ สุวรรณเจริญ

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ
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บทคัดย่อ

ของ

ภักธีรัตน์ สุวรรณเจริญ

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

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งานวิจัยนี้มีจุดประสงค์ เพื่อศึกษาผลของการใช้สื่อหลากหลายรูปแบบต่อความเข้าใจในการอ่านภาษาอังกฤษของผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ นอกจากนี้งานวิจัยชิ้นนี้ยังศึกษาทัศนคติของนักเรียนที่มีต่อการสอนโดยใช้สื่อหลากหลายรูปแบบและทัศนคติที่มีต่อการอ่านภาษาอังกฤษอีกด้วย กลุ่มตัวอย่างของงานวิจัยนี้คือ นักเรียนชั้นมัธยมศึกษาปีที่ 4 ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศในประเทศไทย จำนวน 50 คน กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ถูกแบ่งออกเป็น 2 กลุ่ม คือกลุ่มทดลองและกลุ่มควบคุม เครื่องมือที่ใช้ในการวิจัยประกอบไปด้วย แบบทดสอบวัดผลสัมฤทธิ์ทางการอ่านเพื่อความเข้าใจ แผนการสอนโดยใช้สื่อหลากหลายรูปแบบ แผนการสอนโดยใช้สื่อรูปแบบเดียว แบบสอบถามทัศนคติของนักเรียนที่มีต่อวิธีการสอนการอ่านโดยใช้สื่อหลากหลายรูปแบบ แบบสอบถามทัศนคติของนักเรียนที่มีต่อการอ่านภาษาอังกฤษ และการสัมภาษณ์กึ่งโครงสร้าง การวิเคราะห์ข้อมูลใช้ คะแนนเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และหาค่าความแปรปรวนโดยใช้ t -test

ผลการวิจัยพบว่า วิธีการสอนการอ่านโดยใช้สื่อหลากหลายรูปแบบมีประสิทธิผลที่ดีต่อความเข้าใจในการอ่านภาษาอังกฤษของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ นั่นคือ คะแนนเฉลี่ยการอ่านเพื่อความเข้าใจของนักเรียนของกลุ่มทดลองสูงกว่าอย่างมีนัยทางสถิติเมื่อเทียบกับคะแนนเฉลี่ยของกลุ่มควบคุม และทัศนคติของนักเรียนที่มีต่อการสอนการอ่านโดยใช้สื่อหลากหลายรูปแบบ ยังอยู่ในระดับดีอีกด้วย ($M = 4.05$) นอกจากนี้คะแนนเฉลี่ยจากแบบสอบถามทัศนคติของนักเรียนที่มีต่อการอ่านภาษาอังกฤษของกลุ่มทดลอง ($M=3.82$) สูงกว่าอย่างมีนัยทางสถิติเมื่อเทียบกับคะแนนเฉลี่ยของกลุ่มควบคุม ($M=3.11$) อีกด้วย ผลการวิจัยสามารถสรุปได้ว่านักเรียนชื่นชอบการสอนการอ่านโดยใช้สื่อหลากหลายรูปแบบและการสอนการอ่านโดยใช้สื่อหลากหลายรูปแบบยังทำให้นักเรียนมีทัศนคติที่ดีต่อการอ่านภาษาอังกฤษอีกด้วย นอกจากนี้ผลการสัมภาษณ์ยังสนับสนุนผลการวิจัยนี้ กล่าวคือ นักเรียนเพลิดเพลินและสบายใจในการทำกิจกรรมในห้องเรียนเมื่อนักเรียนได้เรียนจากสื่อหลากหลายรูปแบบ ผลการวิจัยครั้งนี้แสดงให้เห็นว่า การใช้สื่อหลากหลายรูปแบบในการสอนการอ่านภาษาอังกฤษนั้นมีผลดีต่อนักเรียน ดังนั้นการใช้สื่อหลากหลายรูปแบบในการสอนการอ่านจึงเป็นทางเลือกทางหนึ่งในการพัฒนาการสอนการอ่านภาษาอังกฤษของผู้สอนที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศ

The thesis titled
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by
Phatteenan Suwancharoen

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.....Dean of Graduate school

(Asst. Prof. Dr.Chatchai Ekpanyaskul, M.D.)

December,2016

Thesis Committee

.....Major-advisor

(Asst. Prof. Dr. Supaporn Yimwilai)

Oral Defense Committee

.....Chair

(Dr. Korn Siri Boonyaparakob)

.....Committee

(Asst. Prof. Dr. Supaporn Yimwilai)

.....Committee

(Dr. Sirinan Srinaowaratt)

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Phatteenan Suwancharoen

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CHAPTER I

INTRODUCTION

Background of the Study

In the 21st century, learning English is essential in daily life. It plays a significant role in all aspects of life such as work and education. First, English is an international language which serves as an important tool for communication in international organizations. In the world of business, English is regarded as a working language. Crystal (1997) reported that 85% of international organizations use English as one of their working languages, 49% use French, and less than 10% use Arabic, Spanish or German. Therefore, being able to use English efficiently allows people of different nations to work and communicate with each other in an international environment. Second, English is essential in education. In many developing countries that study English as a second language or a foreign language, English is essential for success at school and for further education. These days, English is the medium of instruction in education in most universities and other higher education institutions globally (Rani, 2014). Therefore, people who want to succeed in their education are required to have English language competency, skills which then open up more opportunities in education and work.

In Thailand, English language also plays a crucial role. After the establishment of the ASEAN Community in 2015, professional mobility across ASEAN countries will be encouraged. As a result, there will be an increased competitiveness of working in professional careers among ASEAN citizens. The English language is an important medium for international communication among the ten member countries (Waelateh, 2016). For better employment opportunities, additional skills such as English and other regional languages used in ASEAN apart from their professional skills are necessary. In

order to compete with those from other ASEAN member countries, Thai students should develop every aspect of their English language skills.

The importance of English reading for Thai students cannot be denied. Because many references and other sources of knowledge are increasingly written in English, in Thailand (as in many countries), English reading comprehension skills are significant for students to complete their studies, and thus Thai students are required to have the ability to read in English. As students move beyond primary school, they are expected to develop their reading skills and gain the ability to understand more complex materials. They are required to read various kinds of texts, such as newspapers, magazines, advertisements, and poetry. Reading is even more important for high school students, since they have to compete in the English entrance examination and the Ordinary National Education Test (ONET). In addition, the Thai Ministry of Education (2002) requires students to have the ability to understand and interpret what they read. All of this means that Thai students must have a significant level of English reading ability in order to complete their studies.

However, many studies have shown that Thai students have poor English reading comprehension skills. For example, Sutta (1994) examined the graduate students' reading comprehension ability in reading expository texts in six different skills: (a) main idea, (b) details, (c) sequence, (d) compare-contrast, (e) cause-effect, and (f) drawing conclusion and predicting outcomes. The study showed that the graduate students' reading comprehension skills in reading expository texts were not proficient. Similarly, the study of Suknantapong, Karnchanathat and Kannaovakun (2002) investigated reading problems and the causes of these problems, among humanities and social sciences students at Songkla University. They found that students' abilities to make inferences, determine context clues, and find the main ideas of a piece of writing were poor. Using a

questionnaire, they concluded that students' reading abilities were at a low level because they spent very little reading time outside of class.

Additionally, Intarasombat (2002) investigated the effect of vocabulary development of English reading comprehension of Matayom Suksa 4 students. The results revealed that the scores in vocabulary and reading comprehension test were low. The researcher concluded that the students had problem in English reading comprehension because they had limited vocabulary knowledge. Furthermore, Chawwang (2008) studied the reading problems of 12th-grade students in Thailand's educational region 1, 2, 3, and 7, Nakhonratchasima. He determined that the students in this area had problems in three areas of reading: sentence structure, vocabulary, and reading comprehension. She concluded that most of the students had limited linguistic and vocabulary knowledge, which was the reason why they could not comprehend the texts. Likewise, Prom-D (2012) investigated the reading ability of Mattayom Suksa 1 at Watlaemsuwannaram Municipality School, Samut Sakohn. It found that students' reading ability to get the main idea, find the details, make inference, and differentiate between fact and opinion was low. He pointed out that these problems resulted in low reading achievement.

In addition, a recent study conducted by Hayaikaleng, Nair, and Krishnasamy (2016) examined Thai students' levels of motivation for developing English reading comprehension in Pattani province, especially regarding students' levels of attention, confidence, and satisfaction with the assigned texts, and their perceptions of those texts' relevance. Her findings revealed that Thai students have low levels of motivation for reading English. She suggested that Thai English teachers need to utilize various teaching methods in order to increase students' motivation for improving their English reading comprehension.

Since many studies revealed that Thai students lack sufficient English reading comprehension skills, it is important that Thai instructors rethink their methods of teaching. According to Torok and Waugh (2006), in Thailand, English reading instruction is largely delivered via traditional methods. They add that in this style of teaching, teachers begin each lesson by presenting vocabulary items or grammatical structures. Then students read aloud, or repeat sentences after the teacher, followed by translating sentence-by-sentence individually or for the whole class. These limited activities make students bored and cause them to lose interest in reading English texts.

Many studies demonstrated that teaching methods in Thailand contribute to students' failures in learning to read English. For example, a study conducted by Anuyahong (2012) reports that Thai students have problems in reading and a lack of motivation because the instruction style is not interesting. Noom-ura (2013) also investigated the English-teaching problem in Thailand, and found that there are three main factors that cause failures of English language teaching and learning: poorly trained teachers, poorly motivated students, and having learners of mixed ability levels in a single class. The traditional methods of teaching do not provide students with sufficient opportunities to improve their English reading comprehension, which results in low reading comprehension and negative attitudes towards learning English. To improve Thai students' English reading abilities, it is important for Thai teachers to make use of a variety of teaching methods to ensure that students are interested in learning English.

The use of multimodal texts in teaching reading can be one way instructors can better support the development of EFL students' reading comprehension skills. Multimodal texts refer to texts comprised of a combination of two or more modes of presentation such as print, image, and audio, in which meaning is communicated through the combination of modes (Groenke & Prickett, 2012; Serafini, 2012; Walsh, 2006).

Educators reveal that using multimodal texts in teaching has positive effects on students' learning in many ways. First, it is effective for promoting students' engagement. This is because the use of multimodal texts in classroom allows instructors opportunities to present information in many modes at once. When students are presented with multimodal learning environment, they take more responsibility for their own learning. This make them become agents in meaning making process. As a result, students are more motivated and engaged in classroom activities (Vining, 2014). Second, it supports differentiated classroom. In class, each student learns through different learning styles, using multimodal texts in teaching can support the needs of all learners (Tomlinson, 2014). When multimodal texts are utilized, students can adapt their learning style in order to learn and retain information from the presentation of various modes. This teaching method gives student opportunities to find the information that they find most effective for their learning (Hanna, David, & Francisco, 2010).

Given these advantages of multimodal texts, teaching reading using these types of texts might be a good choice for instructors. Therefore, this study was to examine the effects of multimodal texts on reading comprehension skills of 10th-grade students in Chachoengsao province, Thailand. In addition, the researcher will also examine the students' attitudes towards English reading and students' attitudes towards the use of multimodal texts in teaching reading

Objective of the Study

The objectives of this study are as follows:

1. To examine the effects of multimodal texts on EFL students' reading comprehension.

2. To examine EFL students' attitudes towards the use of multimodal texts during the teaching of reading.
3. To examine EFL students' attitudes towards English reading.
4. To compare attitudes towards English reading of students in the experimental group to those of the control group.

Research Questions

This study aims to answer the following questions:

1. Is there any difference in the English reading comprehension scores between the experimental group taught by using multimodal texts and the control group taught by the traditional texts?
2. What level are students' attitudes towards the use of multimodal texts during the teaching reading?
3. What are students' attitudes towards English reading after the experiment?
4. Are attitudes towards English reading of students in the experimental group taught by using multimodal texts higher than those of the control group taught by the traditional texts?

Significance of the Study

The findings from this study will be beneficial to three groups: students, teachers and educators, and curriculum developers.

First, students who participate in this study would develop better reading comprehension skills and more positive attitudes toward English reading activities, which would lead them to enjoy English reading activities both inside and outside of the classroom.

Second, the teachers and educators will benefit by learning new methods for preparing reading activities that can enhance students' reading comprehension. Also, the teachers can learn to use multimodal texts as alternative approach for teaching reading, and improve their knowledge of methods for teaching reading comprehension.

Third, the findings can be used as guidelines for curriculum developers as they work on developing and revising curricula. In addition, the results of the study will increase the awareness of members of organizations and government who are involved in developing the national curriculum of Thailand, and can thus contribute to improving Thai students' English language competency.

Definition of Terms

Attitudes refer to an emotion that an individual respond positively or negatively to a particular object. It has three components: (1) cognitive component (a person's belief or opinions), (2) affective component (a person's feelings or emotions), and (3) behavioral component (the way the attitude one have influences how one act or behave).

Multimodal texts refer to a combination of two or more modes such as print, image, and audio, so the meaning is communicated through the combination of modes. Multimodal texts can be print or digital form such as books, picture books, newspapers, magazines, films, videos, emails, internets, advertisements, televisions, movies, the webs, CD Roms, and DVDs, and animations. Multimodal texts in this study include three types of texts; (1) print texts along with pictures, (2) print texts along with pictures and audio, and (3) print texts along with pictures, audio, and video.

Reading comprehension refers to a process that the readers extract the meaning from written language. This process occurs between reader and text. In order to understand the meaning of the text, reader uses many reading comprehension skills

include reading for topic, reading for main idea, reading for details, determining referents of pronouns, and using context clues to guess meaning.

Traditional texts refer to texts which is traditionally presented information on a paper. It presents readers with a single mode of communication (print-texts). When reading traditional text, readers read in a linear manner, and whose contents are often a single-voiced, chronological narrative.

Scope of the Study

This study is limited to 10th-grade students at Bangnamprieowittaya School, in Chachoengsao province, Thailand.

CHAPTER II

LITERATURE REVIEW

This chapter provides a brief review of reading and reading comprehension, multimodal texts, teaching reading, and related research.

Reading and Reading Comprehension

Reading is a basic skill that is important for acquiring information and gaining knowledge. Reading has been defined by many researchers and educators. In the past, reading was considered a relatively static activity. General meaning was imbedded in the text, and the reader's job was to understand what was being transmitted via the words on the page. Current research views reading as a more dynamic process in which the reader "constructs" meaning based on information s/he gathers from the text. For example, Maria (1990) defines reading comprehension as: ...holistic process of constructing meaning from written text through the interaction of (1) the knowledge the reader brings to the text, i.e. word recognition ability, word knowledge, and knowledge of linguistic conventions; (2) the reader's interpretation of the language that the writer used in constructing the text; and (3) the situation in which the text is read (p.14-15).

Samaikomsun (2012) asserts that reading is a process through which a reader constructs meaning from a text. It is a complex process that requires readers to have knowledge of many elements, such as critical thinking, schemas, and language ability, in order to comprehend a text. Cooper, Warncke, and Shipman (1988) define reading as a process that readers use to construct or develop meaning from printed texts. Stauffer (1969) identifies reading as "getting information from the printed page" (p. 5). According to Aebersold and Field (1997), "reading is what happens when people look at a text and

assign meaning to the written symbols in the text” (p. 15). Recently, Zygouris-Coe (2015) argues that reading is thinking. It is more than understanding words and sentences; it is a process of “identifying important ideas and comparing, evaluating, and applying. As discussed above, it is reasonable to conclude that reading is an interactive process whereby the reader constructs meaning and gets information from a text, resulting in comprehension.

Reading comprehension is a complex process. Many educators and researchers try to explain the process of reading comprehension in a number of ways. Rosenblatt (1978) and Kucer (2001) state that reading comprehension happens in the transaction between the reader and the text (as cited in Pardo, 2004). Similarly, Snow (2002) defines reading comprehension as the process through which readers extract and construct meaning through interaction with written language. This process is comprised of three elements: the reader, the text, and the activity. Furthermore, Cain, Oskhill and Bryant (2004) declare that “comprehension is a complex task that draws on many different cognitive skills and processes.” Prom-D (2012) also characterizes reading comprehension as a process, arguing that readers use two cognitive skills, language comprehension and language decoding, in order to understand the meaning of a text. In addition, Cooper et al. (1988) define reading comprehension as a process of constructing meaning from text using information from the reader’s prior knowledge. This process occurs between reader and text, and the meaning the reader constructs depend on their background knowledge. Therefore, in this view, reading comprehension is a process in which readers extract and construct meaning from written texts using many different cognitive skills. Reading comprehension occurs when the reader knows which skills and strategies are appropriate for the type of texts, and readers know how to apply these skills to accomplish the reading purpose. Thus, the meanings extracted from any given text vary depending on readers’

specific prior knowledge. To achieve reading comprehension, reading comprehension skills are employed.

According to Snow (2002), reading comprehension entails three elements: 1) the reader who is doing the comprehending 2) the text that is to be comprehended 3) The activity in which comprehension is a part. In considering the reader, Snow includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading; the text is broadly construed to include any printed text or electronic text; the activity consists the purposes, processes, and consequences associated with the act of reading. Snow also adds that these three dimensions define a phenomenon that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the three elements. That is, to develop students who are effective comprehenders of text, it is important for teachers to have knowledge of key elements involved in reading comprehension: the text, the reader, the reading activity, and the social context in which the reading activity takes place.

Readers use many reading comprehension skills to comprehend texts. According to Kamil (2008), reading skills are the cognitive processes that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically. When confronted with a challenging text, fluent readers apply these skills consciously and strategically in order to comprehend. Davis (2006) proposes reading comprehension skills include identifying main ideas, reading for topics, arranging ideas or events in sequence, making inferences, guessing meanings by using contexts clues, finding cause and effect relationships, determining the referents of pronouns, identifying the author's purpose in writing, and drawing conclusions. To that list, Prom-D (2012) adds differentiating between facts and opinions, and Gocer (2014) also includes reading for topics, comparing and contrasting ideas, and drawing conclusions. In addition,

Richard and Eckstut-Didier (2003) claim that reading comprehension skills include guessing meaning from contexts, understanding details, understanding main ideas, making inferences, understanding reference words, skimming, and scanning. Jithavech (2002) proposes that reading skills include extracting main ideas, understanding text organization, dealing with unfamiliar words, drawing inferences, and reading for specific details.

Kamil (2008) proposes that reading skills essential for EFL students include:

1. Automatic decoding (being able to recognize a word at a glance)
2. Previewing and predicting. (Giving the text a quick once-over to be able to guess what is to come).
3. Specifying purpose. (Knowing why a text is being read)
4. Scanning (Looking through a text very rapidly for specific information)
5. Recognizing topics (Finding out what the text is about)
6. Stating the main idea (or thesis) of a sentence, paragraph or passage (Knowing what the author's point is about the topic)
7. Recognizing patterns of relationships (Identifying the relationships between ideas; the overall structure of the text)
8. Recognizing and using pronouns, referents, and other lexical equivalents as clues to cohesion.
9. Guessing the meaning of unknown words from the context (Using such clues as knowledge of word parts, syntax, and relationship patterns)
10. Skimming (Quickly getting the gist or overview of a passage)

To help students succeed in reading comprehension, many factors should be considered. Kamil (2008) suggests that teachers should train students in the skills that will give them the power to comprehend in English by instructing students to read a text and

then showing them how to apply a variety of skills to the text for better comprehension. Kamil (2008) also states that another factor is motivation and engagement. Motivation can be defined as the cluster of personal goals, values, and beliefs that an individual possesses related to the topics, processes, and outcomes of reading. Yet other terms that are used include interest, attitude, or beliefs. These are different from motivation in that a reader could have an interest in reading but choose not to do it. Research shows that many students in fact are perfectly capable of reading, but simply choose not to. A newer term, engagement, is yet another variable in this cluster of concepts related to the affective dimensions of reading. Engagement in reading is the extent to which an individual reads to the exclusion of participating in other activities, particularly when faced with choices. Research work has shown that when the conditions of instruction are appropriately arranged, students become engaged in reading. They then improve in their reading abilities, self-concept, and intrinsic motivation to read. When students are intrinsically motivated, they will persist at reading without needing external rewards or approval. Some of the factors that have been shown to be related to motivation and engagement are co-construction of learning goals by teachers and students, providing choices for students (even when they are within a limited range), appropriate reading strategy instruction, collaborative learning environments, and clear and relevant assessments. Under these conditions, students will increase their motivation and engagement and consequently raise their reading achievement. Furthermore, Toprak and Almacioglu (2009) propose that helping students to employ reading skills can be difficult because each student needs different skills in reading. However, the instructor can explain which skills students need to practice and offer activities to do in reading such as guessing word meanings by using context clues, word formation clues, analyzing reference words, and predicting texts

content, reading for specific pieces of information, and learning to use dictionary. Such practice activities would foster students' reading comprehension in reading.

From the above discussion, it can be concluded that reading comprehension refers to the process that readers use to extract meaning from written language. This process occurs between a reader and a text. In order to understand the meaning of a text, a reader uses many reading comprehension skills, including identifying the topic of a text, identifying the main idea of a text, reading for details, guessing meanings by using context clues, and determining the referents of pronouns.

Multimodal Texts

Literacy pedagogy, which has been traditionally limited to teaching and learning to read and write in printed and official forms of the national language has dominated in the so- called literate Western societies and, in particular, the field of education. In the traditional view, literacy pedagogy focuses on language texts, where language is the only mode of communicating and providing information. However, the technological development, the inauguration of the digital area, the globalization, the cultural and linguistic diversity in contemporary societies, which have brought about changes in people's working, public, and private lives, have all led to reconsider the limits of literacy (New London Group, 1996). In view of these changes, as new learning needs have arisen, a small group of professional colleagues met in New Hampshire in 1994 to redefine the future of literacy and formulate a new theory, called "Multiliteracies". The pedagogy of Multiliteracies focuses on the multifarious integration of the different modes of communication during the meaning- making process, when the written- linguistic mode of meaning is linked with the visual (images, page layouts, screen formats), the gestural (body language), the spatial (environmental and architectural spaces), or the audio mode

(music sound effects), requiring a new, multimodal literacy (Cope and Kalantzis, 2000). The multimodal mode, thus, represents the integration of the various modes of communication that individuals can use to derive meaning during interaction with texts, though one mode may prevail over the rest (Baldry & Thibault, 2006).

The word “multimodal” comprised of two words; *multiple* and *mode*. According to Bezemer and Kress (2008), a *mode* refers to a “socially and culturally shaped resource for meaning making” (p.171) or, in other words, a mode refers to a resource for meaning making or communicating. Kress and Van Leeuwen (1996, 2006) assume that image, color, music, typography and other visual modes are similar to language and they can simultaneously fulfill and realize the three broad communicative metafunctions as language does. In their view, image and other visual modes can represent objects and their relations in a world outside the representational system, so there are many ideational choices available for visual sign-making in visual communication. They also think that image and other visual modes have the capacity to form texts, complexes of signs which internally cohere with each other and externally with the context in and for which they were produced. Besides, image and other visual modes are able to represent a particular social relation between the producer, the viewer and the object represented. And all semiotic systems are social semiotic systems which allow us to negotiate social and power relationships. They see images of whatever kinds as means for the articulation of ideological position (Kress & Van Leeuwen 2006). The New London Group states that any combination of these modes makes multimodal texts (Ball and Charlton, 2015).

Multimodal texts have been defined by many researchers and educators. According to Groenke and Prickett (2012) multimodal texts are texts which contain multiple modes of presentation. The texts combined elements of print, visual images, and design. Furthermore, Kress and Van Leeuwen (1996) propose that multimodal texts are

written texts, visual images, graphic elements, hyperlinks, video clips, audio clips, and other modes of presentation (as cited in Serafini, 2012, p.28). It is defined as the combination of words, symbols, pictures, movements, graphs and sound which are presented through the digital technology. In addition, Walsh (2006) states that “multimodal texts are those texts that have more than one ‘mode’ so that the meaning is communicated through a synchronization of modes” (p.1). The New London Group proposes that five modes through which meaning is made; linguistic, aural, visual, gestural, and spatial. Boshwabadi and Biria (2014) defined multimodal texts as texts which incorporated more than one semiotic mode. They may incorporate spoken or written, still or moving images, or they may be produced on paper or electronic channel. Liu (2013) adds that multimodal texts convey information by mean of various modes such as written language, visual images, design elements and other semiotic resources. It is more complex than written texts. Fterniati (2009) proposes that multimodal texts are texts that combine words, picture, symbols, movement, graphs, and sound. Examples of multimodal texts are newspaper, advertisements, illustrate magazines and documents, television and radio shows, television, and the web. As discussed above, it can be concluded that, multimodal texts refer to a combination of two or more modes such as print, image, and audio so the meaning is communicated through the combination of modes. It can be print or digital form such as books, picture books, newspapers, magazines, films, videos, emails, internets, advertisements, televisions, movies, the webs, CD Roms, and DVDs, and animations.

Anstey (2002) proposed that there are key differences with multimodal texts. For example, there may be a blurring of genres as multimodal texts become more hybrid and intertextual in nature, with the notion of text continuing to change as technology and society changes. Multimodal texts, rather than having a fixed surface, use different modes

of communication, with particular modes or combination of modes separately and independently offering opportunities or affordances for meaning making (Bearne, 2003; Walsh, 2006). Further they can be structured, in multi-media formats and use non-linear hypertext (Coiro, 2003).

Educators indicate that using multimodal texts in teaching has positive effects on students' learning. First, multimodal texts facilitate various learning styles of all students. Having diverse students in one classroom is not a new phenomenon, and it is always a problem for teachers to decide how to construct lessons to address all of the students in such situations. Each student learns through different sensory (auditory, visual, kinesthetic/tactile) inputs; for example, auditory learners find it easier to learn by listening to verbal instructions, visual learners take in new information by sight when teachers provide details or demonstrations, and kinesthetic or tactile learners think and learn best when they are active in class activities. The presentation of multimodal texts allows students opportunities to engage with texts containing visual and audio, and to choose the information or resources that they find most effective for their own learning (Hanna, David, & Francisco, 2010; Barnard, 2011; Lirola, 2016). According to Picciano (2009), the benefit of using multiple modalities in teaching is that it allows students to learn in ways in which they feel comfortable. Ganapathy and Seetharam (2016) claimed that the use of multimodal texts enable educators to cater to the different learners' needs in ESL learning environments. When instructors present multimodal texts in class, students adapt their learning styles in order to learn and to embed information in their memories. For example, when reading with multimodal texts, auditory learners may benefit from reading the texts along with audio, and visual learners may benefit from reading texts along with audio and video. Therefore, students' learning can be successful when multimodal texts are used to support learners' learning styles in diverse classrooms.

Second, when teaching is conducted via multimodal texts, a student uses multiple senses to react to different text modes, achieving more effective learning than is possible from a single mode. The role of multimodal texts' presentation is to deliver information to the learners via a combination of modes such as a text along with picture, audio, or video. These combinations of modes allow students to use more than one sense in learning (seeing, hearing, and doing), and cause them to retain knowledge better than learning from words alone. Dale (1969) theorized that learners retain 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say and write, and 90% of what they do as they perform a task. These multiple modes of communication makes learners become active learning and outperform students who learn using traditional approaches with single modes (Fadel, 2008). Researchers support that students retain knowledge better when they learn from multimodal texts. For example, the study of Baharani and Ghafournia (2015) investigated the impact of multimodal texts on reading achievement. The results revealed that, when reading multimodal texts, readers used various senses, including sight, hearing, and doing, to react to the texts. They concluded that using multiple senses in learning helped learners learned more effectively. Furthermore, Le (2013) stated that by using multimodal texts in the teaching-learning process, students could better recall the vocabulary which further contributed to their impressive examination result.

In addition, educators demonstrated that using multimodal texts in teaching and learning is effective in promoting students' motivation and engagement. Le (2013) proposes that motivation is significant in learning because it has direct influence on students' learning outcome. Students who learn using only print texts often lose their interest and motivation in learning compared to those who learn using multimodal texts. This is because multimodal texts incorporate modes that facilitate students' learning

which led student to perceive that it was easier to learn. That makes students more interested in learning, and increases their motivation and engagement in classroom activities. Many studies have shown that using multimodal texts can support students' motivation for and engagement in learning. For example, the study Leon et al (2011) investigated students' perception towards multimodal texts in foreign language learning and teaching. The researchers found that students had two perceptions towards multimodal texts: 1) they perceived that these texts create joyful in learning and 2) they thought that these texts created self-motivating environment for learning which is important for their learning process. Baharani & Ghafournia (2015) investigated the impact of multimodal texts on reading comprehension abilities of Iranian intermediate learners. The results revealed that the use of multimodal texts increased students' motivation to learn which further facilitate their reading comprehension ability. This is also supported by the work of Sankey, Birch and Gardiner (2010), who studied students' attitudes towards multimodal texts in learning and teaching. They found that students perceived multimodal texts as tools to assist their reading comprehension and help their retention. Walsh (2006) examined how primary and secondary students interacted with multimodal texts in literacy learning. Her findings revealed that when students were instructed in multimodal activities, they were clearly engaged in learning. Similar study conducted by Raymond (2012) examined adolescent students' reading motivation using e-readers program. The findings demonstrated that the e-readers program increase students' motivation in reading and it created a learner-centered environment. The study also found that choice and interest in reading materials is important to increase their motivation.

Every day, students are encountering multimodal texts in the various means of communication they use. They are engaged with a broad range of media on a daily basis

and usually encounter visual images alongside with printed text in contexts such as web pages, videos, television, magazines, music, art, games, and mobile phones. Therefore, pedagogy needs to be changed from a single mode to multiple modes. Using only a single mode of representation in classroom learning and teaching is inadequate. Researchers claim that people learn best when integrated modes are used to present new information (Dale, 1969). Therefore, teachers need to consider how various modes may be used in classrooms.

However, a number of following papers present that the application of multimodal texts pose considerable challenges for both teachers and students. As Shenton and Pagett (2007) put it, teachers have to spend much of their time on preparing materials. In addition to the requirement of excellent software, Hai and Li (2007) stated that teachers need some knowledge of technology. Moreover, Honan (2008) reported that the adoption of digital texts in classroom can cause a problem that the teachers cannot cover syllabus documents, because they do not have enough time in classroom. Sharing the same point of view of Hai and Li (2007), Graham (2009) argued that computer games enhance students' literacy, but the challenge both teachers and students face is that they need to learn "new skills". Agreeing with Honan (2008) and Graham (2009), Harrett and Benjamin (2009) pointed out in their paper that games, videos, and DVD materials motivate students in learning on the one hand; on the other hand, teachers are reluctant to adopt them because of their lack of knowledge of technology. Impressively, Ryan, Scott, and Walsh (2010) revealed that some teachers worry that their role will be pushed to the margins of classroom.

In classrooms, instructors who employ multimodal texts use a variety of modes of presentation, including picture books, still and moving images, and video presentations. In these examples, online instructor Laurie Lorence suggests ways to apply

multimodal texts in a classroom. First, the instructor should change the learning mode in use every 15 or 20 minutes to keep students involved in learning. Second, they should repeat the same lesson using more than one mode. Finally, they should create supplementary activities if necessary, if some students do not understand the lesson immediately (as cited in Kelly, 2010).

Teaching Reading

According to Graves, Juel and Graves (2004), the teaching of reading should be divided into three stages; pre-reading, during-reading, and post-reading. (See Table 1)

Table 1 *Teaching Reading Framework*

Stage	Objectives	Activities
Pre-reading	- Motivate and setting purposes - Activate background knowledge - Relate the reading to students' lives	- Providing illustration - Showing video
During-reading	- Facilitate students' understanding and enjoyment while they are reading	- Posing question - Reading on for answers - Reading along the texts
Post-reading	- Encourage students to do something with the texts they have read and to make them think logically, critically, and creatively	- Speaking - Writing - Making creative arts

Pre-reading Stage

The pre-reading stage attempts to motivate and set purposes for reading, activate and build background knowledge, build text-specific knowledge, relate the reading to students' lives, improve students' interest in the topic, and provide some predicting or guessing activities for the reading passage. In pre-reading activities, students are asked to

find answers to given questions based on the text, give their personal opinion about the topic, or predicting the continuing text (Saricoban, 2002).

Researchers propose that building students' background knowledge before reading can increase students' reading comprehension of the text. Haque (2010) states students who read without having background knowledge of the topic may only understand the words and sentences; however, the students who is familiar with the text will more easily be able to gain an understanding of the reading passage as it relates to their life. Since background knowledge influences the students' comprehension, it is important that the instructor provides students with information they need to understand the text. For example, the instructor can encourage students to talk about or write about what they already know about the subject, or provide illustrations, or show a video about the subject. Next, the instructor can ask students to predict what will happen in the story to get students involved with the text. Markham (2012) states that activities that build background knowledge can also influence students' motivation.

During-reading Stage

During-reading stage draws on understanding the text, rather than connecting learner's background knowledge to the reading. The objectives of this stage are to help understanding of the writer's purpose, to help understanding of the text structure, and to clarify text content (Yazar, 2013). Saricoban (2002) adds that this stage aims to help students use their own inferring and judging abilities, remind the students of the importance of vocabulary for contextual clues for meaning and guessing the meaning of unfamiliar words, and develop skimming and scanning skills. During-reading stage includes activities that enhance or facilitate students' understanding and enjoyment while they are reading. Examples of during-reading activities include silent reading, reading to

students, oral reading by students, guided reading, posing questions and then reading on for answers, figuring out words' meanings using context clues, asking students to retell a paragraph or section of a text, reading along while listening to an audio recording of the text, completing charts, and making mental images. Such during-reading activities give students a structure for continual, active engagement with a text and force them to grapple with comprehension while they are reading, as opposed to simply moving their eyes down the page.

Post-reading Stage

In the post-reading stage, instructors should aim to encourage students to do something with the texts they have read, and to make them think logically, critically, and creatively about those texts. The purpose of post-reading activities is to get a sense of students' ideas about the reading, encourage them to respond to what they have read, and transform their thinking into action. Barnett (1988) states the goals of post-reading are not to memorize or summarize text content, but rather to “see into another mind, or to mesh new information into what already knows.” In other words, post-reading stage aims to connect the students' old and new knowledge and help students frame it in some ways to their lives. At this stage, students may be asked to agree or disagree with the author's view in the text, express how the text relate to their own experience, or predict what can happen afterwards (Wahjudi, 2010). The Post-reading activities can take various forms: speaking, writing, plays, creative arts, questioning, discussion, drama, and so forth. These activities help students see how the texts relate to their own lives and help them to remember what they have read.

Related Research

A number of studies have indicated that using multimodal texts in teaching and learning can promote a better learning environment, increase learning engagement, and improve students' attitudes towards learning. For example, Walsh (2006) investigated how primary and secondary students interacted with multimodal texts in literacy learning. Student questionnaires, and videotapes and audiotapes of students' oral and written responses were analyzed. Analyses revealed that when students were engaged in tasks using multimodal texts, they were clearly engaged in learning. During the study, their writing evidenced problem solving, reflection, metacognition and creative thinking in the process of learning. In addition, giving them collaborative tasks fostered peer learning and assisted students' levels of motivation and engagement.

To examine the effects of different combinations of text modes, Ayad and Rigas investigated students' satisfaction with and enjoyment of multi-modal edutainment games in an e-learning environment. They designed four games-based learning interfaces that contained multi-modal features, such as avatars and speech, to satisfy participants with the level of interaction. The first game utilized text and speech (TS); the second text and earcons (TE); the third integrated text, speech, and earcons (TSE); and the fourth integrated text, speech, earcons, and avatars (TSEA). The students' satisfaction was established using questionnaires. The results showed that all users enjoyed learning using multi-modal games in all four game conditions.

Le (2013) also investigated the effects of using multimodal texts in motivating Vietnamese primary school children when learning English vocabulary. The participants were 34 primary school students ages seven to eleven who were studying English at the Vietnam USA Society's language school. The instruments used in this study included several different modes of texts—written texts, flashcards, still and moving images, and

games using PowerPoint software. Le showed that most students were motivated when multimodal texts were used to teach vocabulary. In addition, activities designed using multimodal texts changed quiet children to active children who enthusiastically joined classroom activities with their classmates.

Ganapathy & Seetharam (2016) explored the effects of multimodal texts in learning and teaching and investigated students' attitudes towards multimodal teaching and learning. The participants were 15 students in a private school in Penang, Malaysia. This study utilized group interviews for data collection. The results from these interviews suggested that multimodal teaching and learning should be integrated in teaching ESL students because it promotes positive learning outcomes among students, improves students' motivation to learn, and facilitates various learning styles.

Many studies have investigated the benefits of multimodal texts in classrooms to promote English language skills. The benefits of using multimodal texts in a reading and writing classroom were found by many studies. Cortash (2011) explored the benefits of using multimodal texts to engage students in the writing process and to keep students' motivation in writing. The participants were eight elementary school students from the Flower City School No. 54 in Rochester, New York. The students were assigned to read wordless picture books, and then they had to do a writing activity to demonstrate their understanding of the reading. The instruments used in this study were writing observation notes and survey questions. The findings revealed that using wordless picture books as multimodal texts for teaching is beneficial for students. The results of the writing observation and survey questions showed that the students felt highly motivated and confident during the reading and writing activities.

Another study by Barnard (2011) assessed the effects of using multiple modalities to assist in the development of and reinforce the reading and writing skills of a

struggling male reader. The study consisted of only one participant. In addition, this study investigated the student's engagement and motivation during the learning process. Data were collected using anecdotal notes, observations and video footage. The results concluded that using a multimodal modality as an instructional tool had a positive effect on his reading and writing skills, as well as increasing the student's levels of engagement and motivation.

Likewise, Huang (2011) examined effects of extensive reading of multimodal texts against that of linear text on the development of English proficiency of Taiwanese undergraduate learners of English as a foreign language (EFL). The participants comprised 165 students and they were divided into linear group and multimodal group. The instruments used in this study were TOEIC test and extensive reading questionnaires. The results indicated significant improvement in English proficiency in the multimodal group. That is, the extensive reading of multimodal texts is effective than linear texts in improving Taiwanese undergraduate EFL learner's English proficiency. However, the results of the extensive reading questionnaire revealed that learner's motivation in both group were not significantly different.

The use of multimodal texts for supporting college freshmen's development as academic writers and thinkers was studied by Jacobs (2012). The experiment included thirty students. They were taught using multimedia texts alongside traditional texts. At the end of the experimental course, the students were required to do writing tasks by creating videos to present their work. This study showed that students gained a better understanding of how academic arguments were constructed when they were taught using multimodal literacy along with traditional literacy.

There are also many studies on the effect of using multimodal texts in language classroom. For listening skills, Yongjin (2013) examined the effects of different

modalities and their combination to improve English listening skills of 120 Chinese-speaking junior students. They were divided into four groups. Group 1 was exposed to audio alone, group 2 to audio with video, group 3 to audio with video and L1 (Chinese) subtitles, and group 4 to audio with video and L2 (English) subtitles. The results indicated that when the different modalities were selected and combined appropriately, they promoted students' listening proficiency.

Guichon & McLornan (2008) also investigated the effects of multimodality on second language listening comprehension. The authentic BBC audiovisual recording was used in this study. The participants were divided into four groups. Group 1 was exposed to sound alone; group 2 to images and sound; group 3 to images, sound and L1 subtitles; and group 4 to images, sound and L2 subtitles. All students in four groups were asked to write a summary in English. The results indicated that the students in group 4 received highest scores of writing in English and their listening comprehension was also improved. It was suggested that using L2 subtitles was more beneficial than L1 subtitle because it caused less lexical interference.

To improve speaking skills, Vera and Luna (2013) explored the development of students' English language skills and motivation by the use of multimodal learning activities in the teaching of English as a second language to primary school children. Sets of activities combining musical input with foreign language learning were implemented as part of the classroom routine. The results revealed that there was improvement in students' oral skills when multimodal activities such as music and songs were used to learn English language.

However, the study by Zarei and Khazaie (2011) reported some findings different from the above discussion. They evaluated how students with different abilities (high-visual, high-verbal, low-visual, and low-verbal) acquired second language

vocabulary with different modes of texts (no annotation, pictorial, and written annotations). A conclusion drawn was that students with high-visual ability learned vocabulary better with pictorial annotation, whereas students with high-verbal ability learned words better with written annotation. Meanwhile, no annotation was suitable for the ones with both low-visual and low-verbal abilities.

From the above studies, it can be concluded that using multimodal texts in teaching and learning is an effective approach to promoting better learning environments, increasing learning engagement, improving students' attitudes toward learning, and developing the English language skills of the students. However, research in Thailand on the use of multimodal texts to promote students' reading comprehension is limited. Therefore, the aim of this study was to study the effects of using multimodal texts on students' reading comprehension in the Thai context.

CHATER III

METHODOLOGY

The purpose of this chapter is to discuss, in details, the research methodology employed in this study. It begins by presenting research design, the participants, the research instruments, the data collection, and the data analysis. In addition, it addresses the confidentiality of the participant.

Research Design

This study was an experimental research design aimed at investigating the effect of multimodal texts to enhance English reading comprehension skills of EFL students. This study combined quantitative and qualitative data collection. The quantitative data consisted of students' pretest and posttest scores from English reading comprehension test and scores obtained from questionnaires. The qualitative data included the open-ended part of the questionnaires and the semi-structured interview of the experimental group. The results from the quantitative data were statistically analyzed to determine whether the students who had been exposed to the teaching reading using multimodal texts showed the improvement in the English reading comprehension skills and attitudes' towards English reading or not. The results from the qualitative data, a semi-structured interview, were interpreted to support the results that emerged from the quantitative data analysis.

Participants

The participants in this study comprised of fifty 10th-grade students studying at Bangnamprueowittaya School in Chachoengsao province, Thailand in 2015 academic year. The participants were selected by convenient sampling. The reason for choosing

these participants were: (a) the researcher is an English language teacher and was assigned from the school to teach these classes; (b) these students had studied English since they were in primary school; however, their reading comprehension scores on the midterm and final examination of the first semester was at low level; (c) in two years, the students are entering a university and they are required to take Ordinary National Education Test (O-NET) and admission test. These tests included English subject and there are many reading passages. Therefore, they are required to have English reading skills in order to gain better scores on the test and be able to complete with other students from other schools. For these reasons, they are appropriate to be participants in this study.

The reasons to choose Bangnamprieowittaya School for this study were; 1) the school curriculum in English language was to develop students' English reading competency. That is, students were required to understand and interpret what they read from various types of media. Also, they were required to identify the main idea, analyze the passages, conclude, interpret and express opinions on articles and materials for entertainment purpose, and 2) Bangnamprieowittaya School was supervised by the Secondary Educational Service Office Area Sixth which emphasized the importance of English language teaching in the 21st century. Therefore, this study supported of the school curriculum objectives in developing English language and supported the vision of the Secondary Educational Service Office Area Sixth.

The participants were divided into two groups: an experimental group and a control group. Before the experiment, to compare the reading ability of participants in the experimental group to that of the control group, students in both groups were asked to do the pretest. Mean scores, standard deviations, and the *t*-test analysis were used to analyze the data from the pretest. The results were presented in Table 2

Table 2 *Comparisons of the Reading Comprehension Scores of the Experimental Group to those of the Control Group*

Time	Group	N	Mean	S.D.	T
Before the experiment	Experimental	25	9.56	2.18	.21
	Control	25	9.44	1.78	

*<.001

Table 2 revealed that the mean score of the students in the experimental group were not significantly different from those of the control group. The mean score of the students in the experimental group was 9.56, and that of the control group was 9.44. This suggested that all of students in the study had reading abilities at the same level.

Instruments

The instruments used in this study are described as follows:

1. Lesson Plans to Teach Reading.

Lesson plans to teach reading using multimodal texts and lesson plans to teach reading using traditional texts were designed by the researcher. In designing these lesson plans, the researcher studied the expected outcomes identified in the National Curriculum 2008 and the school's curriculum of Foreign Language Department to conceptualize the content. After that, the researcher selected the contents following the school's curriculum and specified the reading comprehension skills to teach. Then, the researcher selected passages appropriate for students' age and interests from English textbooks. Each lesson plan was to develop one element of reading comprehension skills. These skills included reading for topic, reading for main idea, reading for details, using context clues to guess

meaning, and determining referents of pronoun. The lesson plan for the sixth week was incorporated five skills for revision. The topics to teach and details of lesson plans were shown as follow:

Table 3 *Details of Lesson Plans*

Topic	Elements of Reading Comprehension Skills	Time
UK Wildlife – SOS!”	Reading for topic	100 minutes
Graffiti: Crime or Culture?	Reading for main idea	100 minutes
Body Images	Reading for details	100 minutes
Word Mystery	Using context clues to guess meaning	100 minutes
Ask Jennette	Determining referents of pronouns	100 minutes
Crickets	Reading for topic, reading for main idea, reading for details, using context clues to guess meaning, determining referents of pronouns	100 minutes

In this study, the method for teaching reading proposed by Graves, Juel and Graves (2004) were employed as a framework for designing lesson plans to teach reading.

Lesson plans to teach reading using multimodal text. The teaching process was divided into three phases: pre-reading, during-reading and post-reading. In the pre-reading phase, students were motivated to activate their background knowledge about the topic of the text. The students were taught using various modes, including pictures, video and audio. Then, in the during-reading phase, the students were taught reading using three different modes of learning: (1) print texts with pictures, (2) print texts with pictures and audio, and (3) print texts with pictures, audio, and video. These modes were changed

every 15 – 20 minutes to get students' attention in reading and to help the students comprehend the text (see Appendix A). In the post-reading phrase, students were asked to do activities in different modes such as speaking, writing, and creative arts. The students were tasked with doing multimodal activities to demonstrate their understanding of the passage they read. Examples of these activities were drawing the plot structure of a reading, creating their own art and presenting it to the class, and writing a short passage about the reading along with images to publish via social media.

For lesson plans to teach reading using the traditional texts, the teaching process was similar to the lesson plans to teach reading using multimodal texts; however, the students were instructed using one mode, print texts (see Appendix B). But even so, the researcher made clear that the instruction used in this study was both efficient teaching approaches that had been designed to improve English reading comprehension skills of both groups. The instruction was divided into three stages: pre-reading, during-reading, and post-reading. In the pre-reading, students were given lists of vocabulary to read at home.

In class, the instructor asked some questions to motivates, set purposes for reading, and activate their background knowledge. Students brainstormed, discussed about what they knew about the topic. Then, the instructor encouraged students to relate the texts to their lives. After that, the instructor provided some necessary background information about the text to prepare them for reading activities. In the during-reading phase, which took place in the classroom, students were assigned to read the text. Then the instructor asked students some comprehensive questions to check their understanding what they were reading. Students were asked to do during-reading activities such as matching, filling in the blanks, and completing worksheets. In addition, activities such as games were used to motivate students in learning activities. In post-reading phrase,

students were asked to do post-reading activities in one mode such as retelling, writing summary, writing outlines, or completing sentences. Figure 1 shows the process of the teaching reading in this study.

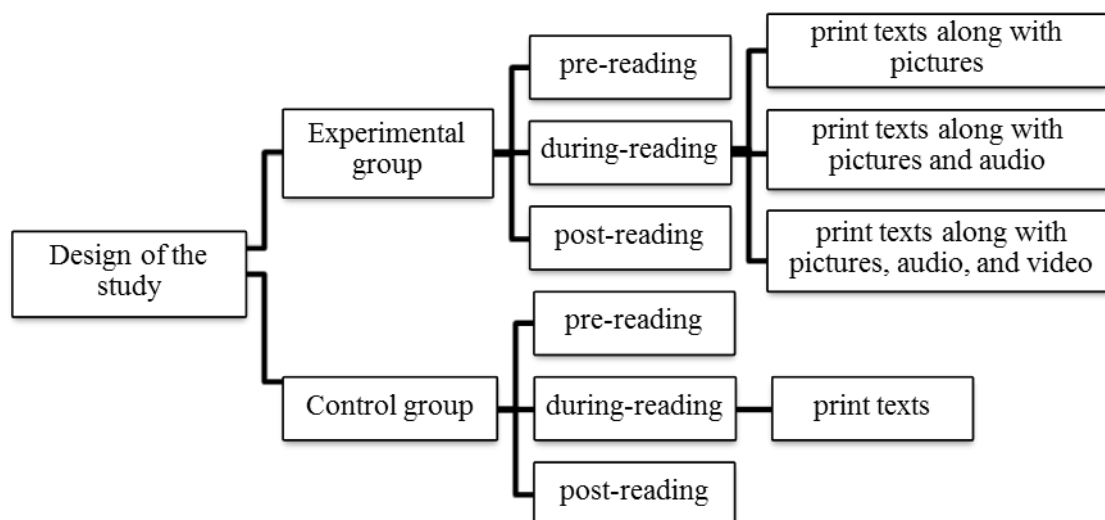


Figure 1 A Framework of Reading Instruction Designed in this Study

2. The English Reading Comprehension Test

The English reading comprehension test (see Appendix C) was designed to measure students' reading comprehension skills before and after the instruction. The test consisted of twenty items. The questions were designed to test five main elements of reading comprehension skills: reading for main idea, reading for topic, reading for details, determining referents of pronouns, and using context clues to guess meaning. Table 4 presents the details of the reading comprehension test.

Table 4 *Details of Reading Comprehension Test*

Reading Comprehension Skills	Numbers of Questions	Item in the Reading Comprehension Test
Reading for main idea	4	5, 13, 15, 19
Reading for topic	4	1, 6, 10, 20
Reading for details	4	7, 8, 14, 17
Determining referents of pronouns	4	2, 4, 11, 16
Using context clues to guess meaning	4	3, 9, 12, 18
Total	20	

3. Questionnaires to Examine Students' Attitudes toward Teaching Reading Using Multimodal Texts.

The questionnaire to examine students' attitudes toward teaching reading using multimodal texts (see Appendix D) was designed by the researcher to examine students' attitudes toward the instruction. It included 15 items, both positive and negative statements, and was divided into two parts. The first part contained fifteen statements (eleven positive and four negative items). It was also designed as a 5 point Likert Scale (1 = strongly agree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree). The second part was an open-ended question that gave students the opportunity to leave comments or any further suggestions regarding the instruction. The details were presented in Table 5.

Table 5 *Details of the Questionnaires to Examine Students' Attitudes towards Teaching Reading Using Multimodal Texts*

Students' Attitudes towards the Teaching Reading by Using Multimodal Texts	Numbers of Statements	Items in the Questionnaire
Positive Statements	11	1, 2, 3, 6, 7, 8, 11, 12, 13, 14, 15
Negative Statements	4	4, 5, 9, 10
Total	15	

4. Questionnaires to Examine Students' Attitudes toward English Reading.

The questionnaires was adapted from Chomchuen (2014) and used to study the attitudes towards the English reading of both the experimental and the control groups (see Appendix E). The questionnaire consisted of two parts. The first part contained seven positive and eight negative statements presented in Table 6.

Table 6 *Details of the Questionnaires to Examine Students' Attitudes toward English Reading*

Students' Attitudes Component	Number of Statements	Items in the Questionnaire
Cognitive component		
Positive statements	2	1, 3
Negative statements	3	2, 4, 5
Affective component		
Positive statements	3	6, 8, 10
Negative statements	2	7, 9
Behavioral component		
Positive statements	3	11, 13, 14
Negative statements	2	12, 15
Total	15	

The second part was an open-ended question to determine students' opinions towards English reading after the experiment.

5. A Semi-structured Interview

A semi-structure interview was employed to investigate students' attitudes toward the teaching reading by using multimodal text and to assure the accurate results from the questionnaires. The method of interview was chosen because questions could be prepared ahead of time, it also allowed students the freedom to express their views in their own terms, and could provide reliable, comfortable qualitative data.

Five open-ended questions were prepared by the researcher. After the experiments, the researcher asked eight students to volunteer to be interviewed.

In order to determine the validity, the researcher asked three specialists to review the instruments, lesson plans to teach reading using multimodal texts, an English reading comprehension test, questionnaires to examine students' attitudes toward teaching reading using multimodal texts, and questionnaires to examine student's attitudes toward English reading. Each specialist determined whether each instrument was valid and also commented on the content and language use. The reliability and item facility were determined in the pilot phase study.

Pilot Study

To determine the reliability, all instruments were tried out with ten students in Paidumpittayakom Ratchamungklabhisek School and thirty students in Mornthong School in Chachoengsao Province who enrolled in the first semester of 2015 academic year. The instruments were analyzed using the reliability co-efficient Cronbach's alpha. The reliability of the test, the questionnaire on the students' attitudes toward the teaching reading by using multimodal texts, and the questionnaire on students' attitudes towards English reading were 0.73, 0.769 and 0.832. Since Cronbach's alpha value was higher than 0.7, the research instruments of this study were strong enough to evaluate students' reading comprehension, attitudes toward the teaching method, and attitudes toward English reading.

Additionally, the pilot study revealed some problems about the lesson plans that should be improved. That is, students took a lot of time to read their assigned passages. Furthermore, they mentioned that some vocabularies were too difficult. These problems found in the pilot study brought about some changes to the lesson plans. These changes

included selecting shorter passages, giving some difficult words to read at home, and teaching vocabularies in the pre-reading stage.

Data Collection Procedures

In this study, the quantitative and qualitative data were collected as follows.

Quantitative data collection. The quantitative data were collected in response to three research questions: 1) Is there any difference in the English reading comprehension scores between the experimental group taught by using multimodal texts and the control group taught by the traditional text?, 2) What level are students' attitudes toward the use of multimodal texts during the teaching reading?, 3) What are students' attitudes towards the English reading after the experiment?, and 4) Are attitudes towards English reading of students in the experimental group taught by using multimodal texts higher than those of the control group taught by the traditional texts? The data were collected as in the following collection procedures:

In the first week, students in the experimental group and in the control group were asked to complete the pretest in order to determine their reading comprehension skills and they were asked to complete the questionnaires to examine their attitudes towards English reading before the instruction. Soon after the pretest, the experiment and control groups were taught, using different methods, for a period of six weeks. The experimental group was taught using multimodal texts, and the control group was taught using the traditional texts. Each teaching session lasted fifty minutes. After teaching twelve sessions, the students in both groups were asked to complete the posttest. Then, the students in the experimental group were asked to complete the questionnaires to examine their attitudes towards teaching reading using multimodal text. In addition, the

students in both the experimental and control groups were asked to complete the questionnaire to examine their attitudes towards English reading after the experiment.

Qualitative data collection. Qualitative data were collected to support the data from the questionnaires. The researcher asked students in the experimental group to volunteer the interview; there were 8 students volunteering to participate in the interview session. The interview was conducted after students' completing the questionnaires.

Data analysis

The data from the research instruments were analyzed as the following:

1. The data from the pretest and posttest were analyzed by mean scores and standard deviations, and the *t*-test analysis. The *t*-test analysis was used to determine whether there were any differences between the reading comprehension skills of students in the experimental group and that of the control group.

2. When students finished answering the questionnaires, the responses were scored as follow:

For the positive statements,

Opinion	Score
Strongly agree	= 5
Agree	= 4
Neutral	= 3
Disagree	= 2
Strongly disagree	= 1

For the negative statements, in order to measure the level of students' attitudes in the same way as the positive statements, the scores were reversed as follow:

Opinion	Score
Strongly agree	= 1
Agree	= 2
Neutral	= 3
Disagree	= 4
Opinion	Score
Strongly disagree	= 5

Then the data obtained from the questionnaires to examine students' attitude towards teaching reading using multimodal texts and questionnaires to examine attitudes towards English reading were analyzed by mean scores and standard deviation. The level of students' attitudes was determined by using the following criteria.

Mean scores	Scale Level
1.00 – 1.50	highly negative
1.51 – 2.50	negative
2.51 – 3.50	average
3.51 – 4.50	positive
4.51 – 5.00	highly positive

3. The scores obtained from the questionnaires to examine students' attitudes toward English reading of both the experimental and control groups were analyzed by mean scores and standard deviations, and the *t*-test analysis. The *t*-test analysis was used to determine whether there was any difference between the students' attitudes towards English reading in the experimental group and that of the control group.

4. The data from the open-ended questions of the two questionnaires were analyzed by the content analysis.

5. The data from the interview were analyzed by content analysis.

Confidentiality of the Participant

The participants were informed that their names and personal data would not appear in the study or would be included in the data analysis. All information was destroyed immediately after the study was completed.

CHAPTER IV

FINDINGS

This study was conducted to examine the effects of multimodal texts on EFL students' reading comprehension skills. Additionally, it aimed to examine EFL students' attitudes towards the use of multimodal texts during the teaching of reading, their attitudes towards English reading, and to compare attitudes towards English reading of students in the experimental group to those of the control group. This chapter focuses on the results of the data analysis on the comparisons of reading comprehension scores of the experimental group to the control group, students' attitudes towards teaching reading by using multimodal texts, attitudes towards English reading of the experimental group, and comparisons of attitudes towards English reading of students in the experimental group to those of the control group. After the statistical analysis, an explanation and interpretation of the data are provided in the following sections:

- The Students' English Reading Comprehension.
- The Students' Attitudes towards Teaching Reading Using Multimodal Texts
- The Students' Attitudes towards English Reading
- The Interview

The Student's English Reading Comprehension Skills.

In order to compare the students' reading comprehension scores of the experimental group to that of the control group, mean scores, standard deviation, and the *t*-test analysis were used. The results were presented in Table 7, Figure 2, Table 8, and Table 9

Table 7 *Descriptive Statistic of Reading Comprehension Skills*

Group	Before the Experiment		After the Experiment	
	M	SD	M	SD
Experimental	9.56	2.18	15.24	2.17
Control	9.44	1.78	10.60	1.61

The result in Table 7 presented that before the experiment, the mean score of the experimental group were 9.56, and the mean score of the control group were 9.44. After the experiment, the mean score of the experimental group was 15.24, and the mean score of the control group was 10.60. In order to discover whether the English reading comprehension skills of each group were statistically significant, a dependent *t*-test was utilized. The results were shown in table 8.

Table 8 *Comparisons of the Mean Scores of the Pretest to the Posttest*

Group	Time	N	Mean	S.D.	T
Experimental	After the Experiment	25	15.24	2.17	19.787***
	Before the Experiment	25	9.56	2.18	
Control	After the Experiment	25	10.60	1.61	6.820***
	Before the Experiment	25	9.44	1.78	

*** < .001

According to Table 8, the results showed that there was a significant difference in the pretest and posttest mean scores of both groups at .001 level. For the experimental group, before the experiment the mean score was 9.56 with a standard deviation of 2.18. After the experiment, the mean score was 15.24 with a standard deviation of 2.17. The result showed that the posttest mean score was higher than the pretest mean score

($t=19.787$). For the control group, before the experiment, the mean score was 9.44 with a standard deviation of 1.18. After the experiment, the mean score was 10.60 with a standard deviation of 1.61. The result showed that the posttest mean score was higher than the pretest mean score ($t=6.820$). It can be interpreted that, students in both groups developed their reading comprehension skills after the instruction. The pretest and posttest mean scores of the reading comprehension skills of both group were also illustrated in figure 2.

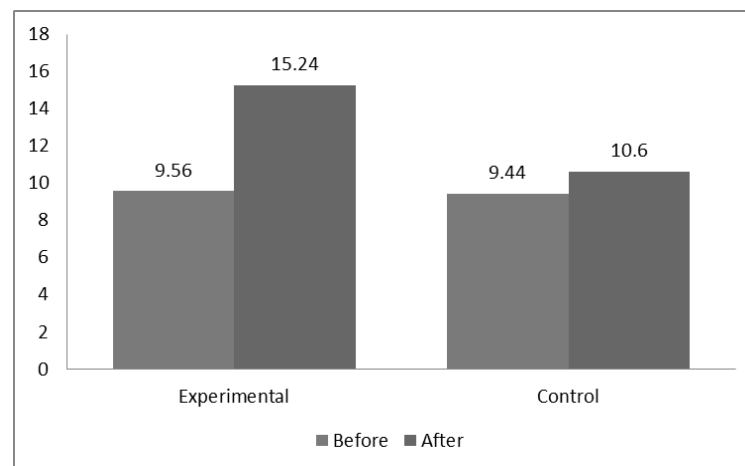


Figure 2 The Mean Scores of the Experimental Group and the Control Group.

In order to find out which groups, the experimental group taught by using multimodal texts and the control group taught by using traditional texts, developed better English reading comprehension skills, the pretest and posttest mean scores of both groups were compared using independent t -test to determine the presence of a significant difference. The results were presented in table 9.

Table 9 *Comparisons of the Reading Comprehension Scores of the Experimental Group to the Control Group*

Time	Group	N	Mean	S.D.	T
Before the experiment	Experimental	25	9.56	2.18	.21
	Control	25	9.44	1.78	
Time	Group	N	Mean	S.D.	T
After the experiment	Experimental	25	15.24	2.17	8.60***
	Control	25	10.60	1.61	

*** < .001

The results showed that, before the experiment, the mean score of the experimental group was 9.56 with a standard deviation of 2.18, and the mean score of the control group was 9.44 with a standard deviation of 1.78. The pretest results showed that the difference between the two group were determined not to be significant according to *t*-test results ($t = .21$). This indicated that the two groups were equivalent in English reading comprehension skills before conducting the experiment. After the experiment, the results of the analysis of the posttest scores showed that the mean score of the experimental group was 15.24 with a standard deviation of 2.17, while the control group's mean score was 10.60 with a standard deviation of 1.61. It demonstrated that the difference in the mean scores between the experimental group and the control group was statistically significant ($t = 8.60$). This indicated that the students in the experimental group developed English reading comprehension skills more than the students in the control group.

The Students' Attitudes towards Teaching Reading Using Multimodal Texts

To examine students' attitudes towards teaching reading by using multimodal texts of the experimental group, mean scores and standard deviations for all statements were used. The results were presented in Table 10.

Table 10 *Students' Attitudes towards Teaching Reading Using Multimodal Texts of the Experimental Group*

Item	Statement	Mean	SD	Level
1	Reading a text which accompanied by many modes in classroom are very interesting.	4.32	0.48	Positive
2	Reading a text which accompanied by many modes increases my reading ability.	4.32	0.48	Positive
3	The assigned texts accompanied by many modes promotes my motivation and engagement in classroom activities	4.32	0.56	Positive
4	Teaching reading by using different modes of a text distracts my concentration in reading.	3.84*	0.85	Positive
5	Teaching reading by using many modes of a text in classroom is ineffective.	3.84*	0.99	Positive
6	I feel more confident completing reading activities when the text is presented in many modes.	3.76	0.66	Positive
7	I feel comfortable to read English texts when it is presented in many modes.	3.84	0.69	Positive
8	I have a lot of fun from activities in class.	4.44	0.65	Positive
9	Reading activities in classroom are boring.	3.92*	0.95	Positive
10	Reading many modes of a text makes me confused.	3.88*	0.83	Positive
11	I enjoy reading passage when it is accompanied by many modes of communication in reading activities.	4.20	0.50	Positive
12	I am willing to participate in classroom activities when many modes of a text are presented.	3.88	0.67	Positive
13	I make faster progress in reading when I read a text which accompanied by many modes.	4.20	0.82	Positive

14	I can easily understand a passage when it is accompanied by related visual images or supplemental videos.	4.08	1.00	Positive
15	Reading many modes of a text help me understand the main idea of the text.	3.96	0.98	Positive
Average		4.05	0.74	Positive
* Negative statements				

As can be seen in Table 10, on the average, students had positive attitudes towards teaching reading by using multimodal texts (M=4.05). Statement 8 “I have a lot of fun from activities in class” (M=4.44); statement 1 “Reading a text which accompanied by many modes in classroom are very interesting” (4.32); statement 2 “Reading a text which accompanied by many modes increases my reading ability” (4.32); and statement 3 “The assigned texts accompanied by many modes promotes my motivation and engagement in classroom activities” (4.32) rated the highest. From the mean scores, it can be interpreted that students perceived the teaching reading by using multimodal texts assisted their English reading comprehension and increased their motivation in learning.

Conversely, four statements were rated the lowest mean scores. These statements were: statement 6 “I feel more confident completing reading activities when the text is presented in many modes” (M=3.76); statement 4 “Teaching reading by using different modes of a text distracts my concentration in reading” (M=3.84); statement 5 “Teaching reading by using many modes of a text in classroom is ineffective” (M=3.84); and statement 7 “I feel comfortable to read English texts when it is presented in many modes” (M=3.84). Although these four statements received the lowest scores compared to other statements, the mean scores still in a positive level.

The Student's Attitudes towards English Reading

To examine students' attitudes towards English reading of the experimental group and the control group, the data from the questionnaire on students' attitudes towards English reading were analyzed using mean scores and standard deviations. It should be noted that to score the negative statements in the same way as the positive statements, the scores were reversed. The *t*-test analysis was used to compare the students' attitudes towards English reading of the experimental group to the control group. The results are presented in Table 11, 12, and 13.

Table 11 *Students' Attitudes towards English Reading of the Experimental Group and the Control Group before the Instruction*

Statement	Experimental		Level	Control		Level
	Mean	SD		Mean	SD	
Part 1: Students' Perception in English Reading						
1. Reading English text is a good way to learn English.	4.52	0.51	Positive	3.92	0.86	Positive
2. English reading is not necessary for Thai people.	1.88*	0.97	Negative	2.28*	0.94	Negative
3. English reading broadens my knowledge of life.	4.40	0.58	Positive	3.92	0.68	Positive
4. English reading is unable to improve my English skills.	1.92*	0.81	Negative	2.72*	0.89	Average
5. I waste of my time reading English.	1.60*	0.76	Negative	2.20*	1.12	Average
Part 2: Students' Feeling towards English Reading						
6. I feel discontented whenever I have to read English text.	2.24*	0.83	Negative	3.00*	0.96	Average
7. English reading is enjoyable.	3.68	0.69	Positive	2.96	1.10	Average
8. I am stressed when I read	2.88*	0.97	Average	3.20*	1.08	Average

English text.

9. I feel comfortable in English reading class. 3.32 0.62 Average 2.96 1.02 Average

10. English reading is boring. 2.40* 0.76 Negative 2.92* 1.26 Average

Part 3: Students' Behavior in English Reading

11. I read English texts in my free time. 2.56 0.82 Average 2.48 0.92 Negative

12. If it is necessary, I will avoid reading in English. 2.68* 0.80 Average 2.84* 0.85 Average

13. I read English text every day at least a passage a day. 2.44 1.16 Negative 2.36 0.95 Negative

14. I can apply what I have read in English to my daily life. 3.80 0.82 Positive 2.92 0.86 Average

15. I will not read in English only when I am forced to. 2.20* 0.81 Negative 2.80* 1.12 Average

Average	2.83	0.80	Average	2.90	0.97	Average
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* Negative statements

Table 11 demonstrated students' attitudes towards English reading of the experimental group and the control group before the instruction. The mean score of the experimental group was 2.83; and the mean score of the control group was 2.90. After the instruction, both experimental and control groups were asked to complete a questionnaire again to examine students' attitudes towards English reading. The results were presented in table 12.

Table 12 *Students' Attitudes towards English Reading of the Experimental Group and the Control Group after the Instruction*

Statement	Experimental		Level	Control		Level
	Mean	SD		Mean	SD	
Part 1: Students’ Perception in English Reading						
1. Reading English text is a good way to learn English.	4.40	0.65	Positive	3.92	0.63	Positive
2. English reading is not necessary for Thai people.	3.96*	0.79	Positive	2.36*	1.16	Negative
3. English reading broadens my knowledge of life.	4.36	0.70	Positive	4.04	0.66	Positive
4. English reading is unable to improve my English skills.	3.88*	0.67	Positive	2.68*	1.01	Average
5. I waste of my time reading English.	4.08*	0.70	Positive	2.24*	1.36	Negative
Part 2: Students’ Feeling towards English Reading						
6. I feel discontented whenever I have to read English text.	4.32*	0.69	Positive	2.56*	0.98	Average
7. English reading is enjoyable.	3.68	0.90	Positive	3.84	0.83	Positive
8. I am stressed when I read English text.	3.84*	0.80	Positive	2.80*	0.94	Average
9. I feel comfortable in English reading class.	3.52	0.96	Positive	3.32	0.73	Average
10. English reading is boring.	3.84*	0.55	Positive	2.76*	0.81	Average
Part 3: Students’ Behavior in English Reading						
11. I read English texts in my free time.	2.68	0.95	Average	2.80	0.89	Average
12. If it is necessary, I will avoid reading in English.	3.64*	0.49	Positive	3.08*	0.98	Average
13. I read English text every day at least a passage a day.	3.00	1.08	Average	2.88	0.95	Average
14. I can apply what I have read in	3.80	0.91	Positive	3.36	0.69	Average

English to my daily life.

15. I will not read in English only when I am forced to. 4.24* 0.60 Positive 2.80* 0.63 Average

Average	3.82	0.76	Positive	3.11	0.88	Average
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* Negative statements

Table 12 showed students' attitudes towards English reading of the experimental group and the control group after the instruction. On the average experimental group had positive attitudes towards English reading (M=3.82), and the control group had average attitudes towards English reading (M=3.03). In the experimental group, the statements of the highest agreement were: (1) "Reading English text is a good way to learn English" (M=4.40); and (2) "English reading broadens my knowledge of life" (M=4.36). The statements of the least agreement were: (1) "I read English text in my free time," (M=2.68) and (2) "I read English text every day at least a passage a day" (M=3.00). Although the statements received the least agreement, they were still in a positive level. In the control group, the statements of the highest agreements were: (1) "English reading broadens my knowledge of life" (M=4.36); and (2) "Reading English text is a good way to learn English" (M=3.92). The statements of the least agreement were: (1) "I waste of my time reading English" (M=2.24); and (2) "I feel discontented whenever I have to read English text" (M=2.56).

In order to determine the students' attitudes towards English reading of the experimental to the control group, an independent sample *t*-test was employed. The comparisons of pretest and posttest on students' attitudes towards English reading mean scores of the students in the experimental to the control groups were presented in Table 13 and Table 14.

Table 13 *Comparisons of Students' Attitudes towards English Reading of Students in the Experimental Group to those of the Control Group before the Experiment*

Time	Group	N	Mean	S.D.	T	Sig.
Before the Experiment	Experiment	25	2.83	.257	.794	.435
	Control	25	2.90	.319		

* < .05

Table 13 illustrated that, before the experiment, the mean score of the students' attitudes towards English reading of students in the experimental group was not significantly different from those of the control group. The mean score of the students in the experimental group was 2.83, and that of the control group was 2.90. This suggests that students' attitudes towards English reading of both groups were at the same level.

Table 14 *Comparisons of Students' Attitudes towards English Reading of Students in the Experimental Group to those of the Control Group after the Experiment*

Time	Group	N	Mean	S.D.	T	Sig.
After the Experiment	Experiment	25	3.82	.429	4.078*	.000
	Control	25	3.11	.678		

* < .05

Table 14 demonstrated that, after the instruction, the mean score of the students' attitudes towards English reading of the experimental group was significant different from those of the control group at .05 level. The mean score of the experimental group was 3.82, and that of the control group was 3.11. The results from Table 14 clearly indicated that, after the instruction, the students' attitudes towards English reading of the

experimental group were better than those of the students in the control group. It can be pointed out that the teaching reading by using multimodal texts had led to developing students' attitudes towards English reading.

A Semi-structure Interview

In this study, the researcher asked students in the experimental group to volunteer for an interview, and there were 8 students who volunteers to participate in the interview session.

The results from the interviewing students in the experimental group supported the results of the questionnaire. That is, students favored teaching reading by using multimodal texts. It was found that all eight students (100%) said that reading multimodal texts helped them comprehend the assigned passage better than reading from texts only. For example, one student said that reading multimodal texts helped her understood the passage because a combination of images, sounds, and video helped her guessed the meaning from the passage. Another student said that reading multimodal texts helped her understood the story and it caught her concentration to read a passage.

In addition, all students (100%) responded that they enjoyed and relaxed when they read a passage which presented in many modes. For instance, one student stated, "I feel more relax to read English texts when the texts are presented along with images, audios, and video." Another student expressed that she enjoyed reading multimodal texts because viewing visual along with audio helped her understood the passage, and she could guess the meaning of the passage from the sounds and images. Another student commented, "I am not very good in reading English; however, I felt relaxed to read a text when it is accompanied with images, sounds, and videos. When I read, I didn't have to

read and translate every word because I could guess the meaning of the passage from the video clips.”

The interviewees also felt that teaching reading by using multimodal texts increase their motivation to participate in classroom activities. Seven students (87.5%) said that they were more confident to do classroom activities after reading multimodal texts. One student said that “I felt that reading multimodal texts helped me understood the passage so I felt more confident to answer the questions.” Two students (12.5%) responded that they were willing to participate in classroom activities when many modes of a text are presented.

All students had the same idea that using multimodal texts is a good method for teaching reading. For example, one student thought that reading multimodal texts made the lesson more interested because the texts were presented in many modes of presentation. Another student said that reading multimodal texts helped decrease her anxiety in reading English and it also helped instructors in teaching reading when the students had limited vocabularies.

These interview data showed that students had positive opinions on the teaching reading by using multimodal texts. From students’ judgments above, they enjoyed reading multimodal texts and felt confident in participating classroom activities, which led them to develop their English reading comprehension skills.

In conclusion, the results of this study showed that the English reading comprehension skills of the students taught by using multimodal texts was significantly higher than students in the control group at a 0.001 level. The mean scores of the English reading comprehension posttest of the experimental group ($M=15.24$) was higher than that of the control group ($M=10.60$). The result strongly support that teaching reading by using multimodal texts has positive effects on students’ reading comprehension.

Moreover, the students' attitudes towards teaching reading by using multimodal texts and students' attitudes towards English reading were positive. In addition, the results from the interviewing students in the experimental group also supported the results from the questionnaire.

CHAPTER V

CONCLUSION AND DISCUSSION

This study aimed to examine the effects of multimodal texts on EFL students' reading comprehension. Furthermore, it also examined students' attitudes toward both the instruction and English reading. This chapter presents the conclusions of the research, as well as the impact of teaching reading using multimodal texts on students' reading comprehension, students' attitudes towards teaching reading using multimodal texts, and students' attitudes towards English reading. In addition, it presents a discussion of the research findings. The limitations of the study, its implications, and recommendations for future studies are also discussed.

Conclusion

The present study was conducted in order to achieve several key objectives, namely:

1. To examine the effects of multimodal texts on EFL students' reading comprehension.
2. To examine EFL students' attitudes towards the use of multimodal texts during the teaching of reading.
3. To examine EFL students' attitudes towards English reading.
4. To compare attitudes towards the English reading of students in the experimental group to those of the control group.

The participants in this study consisted of 50 students who were enrolled in grade ten at Bangnamprieowittaya School in Chachoengsao Province, Thailand, during the second semester of the 2015 academic year. They were divided into two groups: an

experimental group and a control group. The research instruments used in this study included (1) lesson plans for teaching reading using multimodal texts; (2) lesson plans to teach reading using traditional texts; (3) an English reading comprehension test; (4) questionnaires to examine students' attitudes toward teaching reading using multimodal texts; (5) questionnaires to examine students' attitudes toward English reading; and (6) a semi-structured interview. The mean scores, standard deviations, and a *t*-test analysis were used to analyze the data. Before the experiment began, the participants in both the experimental and the control groups were asked to take a pretest in order to determine their initial reading comprehension skills and they were asked to complete the questionnaire to examine their attitudes towards English reading before the instruction. Then, they were taught reading using different methods from the second week of the semester to the seventh week; the experimental group taught using multimodal texts and the control group taught using traditional texts. In the final week, they were asked to retake the test so as to determine any improvement in their reading comprehension skills. Students in the experimental group were asked to complete the questionnaire to examine their attitudes towards teaching reading using multimodal texts and eight students were asked to volunteer in the semi-structured interview. After that, students in both the experimental and the control groups were asked to complete the questionnaires to examine their attitudes towards English reading after the experiment.

The findings of the study were as follows:

1. There was a significant difference at the .001 level on the pretest and posttest mean scores of the experimental and the control groups. Before the experiment, the mean score of the experimental group was 9.56, and the mean score of the control group was 9.44. This indicated that the two groups were equivalent in English reading comprehension skills. After the experiment, from the dependent *t*-test analysis, the results

showed that there was a significant difference in the pretest and posttest mean scores of both groups at .001 level. For the experimental group, before the experiment the mean score was 9.56. After the experiment, the mean score was 15.24. The result showed that the posttest mean score was higher than the pretest mean score ($t=19.787$). For the control group, before the experiment, the mean score was 9.44. After the experiment, the mean score was 10.60. The result showed that the posttest mean score was higher than the pretest mean score ($t=6.820$). It can be pointed out that students in both groups developed their reading comprehension skills after the instruction. However, from the independent t -test analysis, it was found that the posttest mean score of the experimental group ($M=15.24$) was significantly higher than the posttest mean score of the control group ($M=10.60$). This indicated that students in the experimental group developed English reading comprehension skills more than students in the control group. It can be concluded that teaching reading using multimodal texts had positive effect on students' reading comprehension skills.

2. On average, students in the experimental group exhibited positive attitudes toward the teaching reading using multimodal texts ($M=4.05$).

3. On average, students in the experimental group also exhibited positive attitudes toward English reading ($M=3.82$), and students in the control group exhibited average attitudes toward English reading ($M=3.11$).

4. The mean score of the students' attitudes towards English reading of the experimental group was significant different from those of the control group at .05 level. Before the experiment, the mean score of students' attitudes English reading of students in the experimental group ($M=2.83$) was not significantly different from those of the control group ($M=2.90$). This suggests that students' attitudes towards English reading of both groups were at the same level. After the instruction, the mean score of students'

attitudes towards English reading of the experimental group (3.82) was significantly higher than the mean score of the control group ($M=3.11$). This indicated that, after the instruction, students' attitudes towards English reading of the experimental group were better than those of students in the control group. It can be concluded that the teaching reading using multimodal texts had led to developing students' attitudes towards English reading.

5. When looking at the interview responses, the results supported the results of the questionnaires. That is, students exhibited positive opinions regarding teaching reading using multimodal texts and classroom activities. Based on students' judgments, it appeared that they enjoyed reading English passages through multimodal texts. In addition, they felt comfortable completing the classroom assignments and they enjoyed participating in classroom activities.

Discussion

The results of this study clearly proved that teaching reading using multimodal texts is more effective than using the traditional texts. It could enhance students' reading comprehension skills more effectively than teaching using traditional texts. The possible reason for this is that multimodal texts facilitate students' learning, students' engagement and motivation in learning, and it also develops students' attitudes toward teaching instruction and English reading. First, using multimodal texts in teaching reading supported students' modalities in learning. The method of teaching design in this study incorporated instruments involving various modes of communication, which appealed to students different learning styles and hence further facilitated their learning. Students' learning styles are significant in this context because each student learns in different ways. Teaching using only a single mode of communication does not support the needs of

all students in a classroom and it also limits their opportunity for learning. Teaching in this way supported students' different learning styles, and it opened up more opportunities for students to learn than using a single mode would because it presented many modes of communication at once. When the researcher presented multimodal texts in the classroom, students perceived the information from those multiple modes and thus adapted their learning style in order to better receive information. This presentation led them to perceive that it was easier to learn, which further facilitated their learning. This finding is similar to the suggestion by Hanna, David, and Francisco (2010) that teaching in a multimodal environment allows students the opportunity to identify the information that they find most effective for their learning. The use of multimodal texts in this study provided opportunities for students in the experimental group to better develop their reading comprehension skills because when the multimodal texts were presented, they had the opportunity to select the most appropriate modes for their particular learning style. Therefore, this caused students in the experimental group to outperform students in the control group after they had been exposed to the use of multimodal texts for teaching reading. The results of this study is in line with the study of Fadel (2008) who claims that the use of multiple modes in teaching makes learners become active in learning and outperform students who learn using traditional approaches.

Second, using multiple modes in teaching helped students retained knowledge better than teaching using single mode. This could be explained by the fact that teaching reading using multimodal texts allowed students to use more than one of their senses to learn. As suggested by Dale (1946), people tend to retain knowledge better when multiple senses are used in learning. In this study, using multimodal text in teaching allowed students in the experimental group retained knowledge better than the control group because they used more than one sense in learning. For example, the presentation of print

alongside images, audio, and video allowed students in the experimental group to use multiple senses (e.g., sight and hearing) when learning. Learning using multiple senses helped students in the experimental group remembered information better than reading from texts alone. From the results of the semi-structured interview, one students expressed that “reading from multimodal texts helped me remembered the passaged I learned in class. Reading from pictures was easier than remembering the reading from texts alone because no one could remember every word from texts. It helped me remembered some vocabularies when I took the exam.” In contrast, students in the control groups were exposed to a teaching reading using a single mode. When learning, they used very limited sense in learning, so they retained information less than students in the experimental group. Therefore, students in the experimental group achieved higher scores than students in the control group in the English reading comprehension posttest.

Furthermore, the teaching method developed in this study helped to facilitate students’ understanding while they were reading. In class, the instructor presented information using three modes of communication: (1) print along with pictures, (2) print along with pictures and audio, and (3) print along with pictures, audio, and video. These modes of teaching provided new opportunities for students to learn. Rather than learning through a single mode, students had more opportunities to interact with the various modes involved in the multimodal texts. Using different kinds of multimodal texts could facilitate students’ reading comprehension when they had failed to understand a passage after reading it using a single mode. For example, students might not understand the written text upon first reading it; however, the use of multiple presentations such as images or audio could help facilitate their understanding in reading. This was similar to the results from the semi-structured interview which one of students expressed that “When I read the texts alone, I could not understand it because I did not know the

vocabularies. However, when the teacher presented a video, I could predict the meaning of the story.” Like the ideas put forth by Ainsworth and Van (2002), when students fail to comprehend the written words of a passage, the use of different modes of presentation can remedy the problem.

In addition, using multimodal texts in teaching reading also increased students’ participation and motivation for learning. This is because when multimodal texts were utilized, students felt that learning was not boring and it was more interesting to learn. In class, many modes of presentation were used, including picture matching and animated PowerPoint games. It was advantageous in promoting students’ participation in classroom activities, and it also promoted their interest in learning. When students in the experimental group were asked to participate in classroom activities such as answering reading comprehension questions, finding topics, or matching key ideas with a paragraph, most students were more enthusiastic than those students in the control group. This was supported by the results from the semi-structured interview. That is, seven students (87.5%) said that they were more confident to do classroom activities after reading multimodal texts. One student said that “I felt that I wanted to answer the questions because I understood the passage.” Another student commented, “I wanted to participate in classroom activities, especially when the teacher asked for a volunteer student to do activities in front of a classroom.” The other student expressed that “I liked to participate in classroom activities when games or pictures matching were integrated in reading classroom.” In line with the thinking of Vining (2014) and Walsh (2006), teaching using multimodal texts in the classroom was an effective way of promoting students’ engagement in classroom activities. Furthermore, the use of multiple modes when teaching reading in this study created a student-centered environment. This environment provided students with the opportunity to create their own meaning, and it made them

more responsible for their own learning. According to Loerts (2010), the presentation of multimodal texts makes students become agents in the meaning making process (as cited in Vining, 2014). Rather than learning through a single mode, the students in the experimental group had more opportunities to read texts with the various modes involved in the multimodal texts. This allowed students in the experimental group to learn in the way they felt most comfortable, which further increased motivation to learn. The result is similar to finding of many studies. For example, Leon et al (2011) investigated students' perception towards multimodal texts in learning and teaching. He found that students perceived that multimodal texts create joyful and self-motivating environment for learning. Baharani and Ghafournia (2015) investigated the impact of multimodal text on reading comprehension abilities of Iranian intermediate learners. The results revealed that the use of multimodal texts increased students' motivation to learn which further facilitate their reading comprehension ability. Walsh (2006) examined how primary and secondary students interacted with multimodal texts in literacy learning. Her findings revealed that when students were instructed in multimodal activities, they were clearly engaged in learning.

Teaching reading using multimodal texts had a positive effect not only on students' learning and motivation, but also on students' attitudes toward the teaching instruction and English reading. The results of the questionnaires to examine students' attitudes towards teaching reading using multimodal texts demonstrated that students in the experimental group had positive attitudes towards the instruction. The explanation for this might be that the presentation of multimodal texts in teaching reading helped students in the experimental group to comprehend the assigned passages better than reading from solely print texts. When they did not understand the print texts, the sounds and images used to present the information helped them to better comprehend the texts. Once they

could understand the passages, they felt more confident in learning and wanted to participate in classroom activities. Based on the findings of the semi-structured interviews, students in the experimental group enjoyed and felt relaxed when the instructor asked them to participate in classroom activities. For instance, one student stated, “I felt that reading multimodal texts helped me understand the passage, so I felt more confident to answer the questions.” Two students added that they were willing to participate in classroom activities when many modes of a text are presented. This confidence made them feel that they could complete classroom assignments on their own, which further improved their attitudes towards the instruction.

More importantly, the teaching reading using multimodal texts had led to developing students’ attitudes towards English reading. According to the results of the study, it showed that before the experiment the mean score of students’ attitudes toward English reading of both the experimental and control groups were not significantly different. This suggested that their attitudes towards English reading were at the same level. However, after the experiment, when students’ attitudes of both groups were examined, it was found that the mean score of students’ attitudes towards English reading of the experimental group was significantly higher than the mean score of the control group. It can be explained by the fact that different kinds of texts were used in teaching between the experimental group and the control group. For the experimental group, the instructor presented information in multiple modes (prints along with pictures, printed along with pictures and audio, and printed along with audio and video). These presentations of modes helped students visualize the text and understand the text more clearly. In addition, the use of multimodal texts in teaching also motivated students during the reading and created enjoyable learning environment in reading classrooms. The characteristics of visual images like sounds, colors, and animated movements could

stimulate students' interest in learning and thus automatically created a fun learning environment. The results from the interview revealed that students in the experimental group thought that reading multimodal texts made the lesson more interesting because the texts were presented in many modes of presentation, and it helped decrease their anxiety in reading English. Therefore, after the experiment, students in the experimental group developed their attitudes toward English reading more than those of students in the control group.

Besides, this study also found that students in both the experimental and the control groups developed their reading comprehension skills after the instruction. This is because the teaching reading framework (pre-, during- and post-reading stages) designed in this study had positive effects on students' reading comprehension skills in both groups. The researcher found that the pre-reading stage not only helped to activate students' background knowledge and provide more adequate preparation for the reading, but was also the first step in relating students' background knowledge to the new knowledge acquired from the text. According to Markham (2012), the pre-reading stage increases students' reading comprehension. This stage helped to increase students' comprehension because students connected their past experience or background knowledge to the new knowledge. When students felt that they were connected to the passage, they understood the passage more easily. Students who read without any background knowledge of the subject may understand texts; however, those who have background knowledge gain a better understanding of texts (Haque, 2010). In the during-reading stage, the improvement in students' reading comprehension skills stemmed from the number of combinations of modes used in the experimental group and the number of reading activities used in the control group gave them the opportunity to practice reading skills. Most of the time, students in both groups were asked to do their reading activities

individually or in groups. For example, in reading for main idea lesson, students were asked to read a passage individually to find the main idea of the passage. Then, they were asked to work in groups to find the main idea of the paragraph and then they were asked to compare their answers with another group. It's worth mentioning that such procedure supported students in both groups to become an active learner. Furthermore, the post-reading stage helped students to build a deeper understanding. At this stage, students in both groups were asked to complete various kinds of projects in order to reflect their understanding of the passage they had read and put their thinking into action. These projects took various forms, including speaking, writing, or making their own projects. By undertaking their own projects, students could better perceive how the passage related to their own world. The projects not only helped them to comprehend the texts, but also helped them to gain knowledge based on what they had read. As a result, students in both the experimental and the control groups achieved higher scores in English reading comprehension posttest. This is in line with many researchers such as Yazar (2013), Saricoban (2002), Barnett (1988), and Wahjudi (2010) who emphasized the advantages of using pre-, during-, and post-reading stage in developing students' reading comprehension. This study indicated that the use of the pre-, during- and post-reading approach was practical for enhancing students' reading comprehension skills.

Furthermore, it was found that the selection of passages used in teaching had a significant impact on students' reading comprehension. Choosing passages that students are not interested in causes students to experience anxiety while learning. When students feel that the passage is not related to their life, they also feel that it is too difficult for them to learn, which make them lose interest in reading. This is because they do not have any practical experiences related to the passages (Raymond, 2012). Students who read without having background knowledge of the topic may only understand the words and

sentences; however, students who are familiar with the text will more easily be able to gain an understanding of the reading passage as it relates to their life (Haque,2010). In this study, the researcher chose passages that were relevant to students' lives and interests, for instance, passages about graffiti, beauty, sports, animals, and friendship. These passages allowed students to share their life experiences with their classmates. For example, when the researcher asked some students to give their opinions about graffiti in Thailand, they could express their feelings regarding the pros and cons of graffiti. This was because they had seen graffiti in real life, so they felt comfortable expressing their feeling. This is similar with the notion of Thongyon and Chiramanee (2011) and Raymond (2012) that the selection of texts within the range of students' interests renders the reading activity more interesting and understandable. Therefore, it is important that reading instructors choose appropriate texts for their students.

It can be concluded that this study confirms the advantages of employing multimodal texts in English reading classes. That is, teaching reading using multimodal texts provided several advantages in the classroom. Firstly, it supported students' learning styles in a diverse classroom. Secondly, it helped students retained knowledge better than learning from a single mode. Thirdly, it helped to facilitate students' understanding when reading. Fourthly, it also increased students' engagement and motivation for learning. Finally, using multimodal texts in teaching reading also developed students' attitudes towards the teaching instruction and English reading. As discussed above, teaching reading using multimodal texts proposes an alternative for improving English teaching of EFL instructors.

Limitations of the Study

This study was limited to students in the tenth grade at Bangnamprieowittaya School in Chachoengsao Province, Thailand, during the second semester of the 2015 academic year. As a result, the findings might not be a representative of students in other grades, and they might not be generalizable to other groups of students in different contexts. In addition, the reading comprehension skills assessed in this study were limited to reading for topic, reading for the main idea, reading for details, determining the referents of pronouns, and using contextual clues to guess meaning. Therefore, the results may not be consistent with those applicable to the other reading comprehension skills that are taught in ESL classrooms.

Implications of the Study

Based on the findings of the present study, it can be seen that teaching reading using multimodal texts is helpful in promoting students' reading comprehension skills, as well as students' satisfaction with learning. Therefore, this method of teaching CAN be a good alternative for English teachers.

However, there are some considerations that must be borne in mind by teachers when implementing this approach in classrooms. First, teaching reading using multimodal texts is new for Thai instructors. In order to teach students using multimodal texts, teachers should provide an appropriate combination of teaching modes. Teachers have to know when, why, and how to use the various modes of presentation when teaching reading. Additionally, teachers should provide appropriate explanations when they change from one mode to another, since the students might become confused when the modes are changed. Students should be given enough time for each step because they will not be familiar with this kind of the instruction. Second, in terms of the texts used when

teaching reading using multimodal texts, teachers should choose materials based on students' ability, level of learning, and interests. Students might be given a shorter passage at the beginning and then a longer passage later on to help them feel more comfortable and relaxed during learning. After more reading and more practice, they will eventually become independent readers. Third, teachers should spend time teaching new words before starting the lesson. Using attractive images can be an effective method of presenting new words. Providing a list of difficult words to study at home prior to starting the lesson can be a valuable alternative for teachers. Fourth, teachers should create a relaxed atmosphere in the classroom by means of various activities such as games or a small competition between groups. Such a relaxed atmosphere can reduce students' anxiety and increase their level of motivation. Learning will progress better and faster when students feel happy and relaxed in the classroom.

In sum, teaching reading using multimodal texts could help students to improve their reading comprehension skills. In addition, it can also enhance students' attitudes toward the teaching instruction and attitudes towards English reading. Therefore, multimodal texts should be considered for implementation in English reading classes in order to enhance students' reading comprehension skills, and it should be integrated into the EFL curriculum so as to allow both teachers and students to work with the multimodal realities of the twenty-first century.

Recommendations for Future Studies

Based on the findings of the present study, the following recommendations can be offered for future studies:

1. This study applied multimodal texts to enhance students' reading comprehension skills. It might be interesting to study the effects of multimodal texts on other skills such as listening, speaking, and writing.

2. This study examined the impact of multimodal texts on students at a secondary school level. It might be useful to study the effects of multimodal texts on students at other levels.

3. This study only investigated secondary school students' reading comprehension skills in relation to reading for topic, reading for the main idea, reading for details, determining the referents of pronouns, and using contextual clues to guess meaning. Another study should be conducted to identify the effectiveness of multimodal texts in enhancing the reading comprehension skills relevant to other sets of reading skills involved in language learning.

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APPENDICES

APPENDIX A

Lesson Plans to Teach Reading Using Multimodal Texts

Lesson Plan 1
Level: 10th-grade students

Reading passage: “Graffiti: Crime or Culture?”

Time: 100 minutes

Topic: Reading for main idea

Objectives:

1. Students will be able to identify the main idea of each paragraph.
2. Students will be able to give their opinions on the passage “Graffiti: is art or vandalism?”
3. Students will be able to create their own art form of graffiti.

Material Needed: visualizer, computer notebook, speakers, pictures of graffiti, a passage “Graffiti: Crime or Culture?,” projector, speakers, handout 1 “Graffiti: Crime or Culture?,” handout 2 “Reading Comprehension Checking”

Teaching Procedure

First stage: Pre-reading

1. Give students a list of vocabulary to study at home.
2. Show students a short video about graffiti. (video)
3. Ask students whether they have seen graffiti in their real life? How do they feel about it?
4. Show pictures of graffiti and discuss about graffiti in Thailand? (pictures)
5. Give students Handout 1 “Graffiti: Crime or Culture?” (print and pictures)

Second stage: During-reading

1. Ask students to find the answers to questions in handout 2. (print)
2. Ask students to read Handout 1 “Graffiti: Crime or Culture?” silently. (print and pictures)

3. Show students the film “Graffiti: Crime or Culture?” (pictures, audio, and video)
4. Explain the passage about “Graffiti: Crime or Culture?” by using Power-Point slides. (pictures and movement)
5. Ask students to read the text along with the audio. (print and audio)
6. Explain students what the main idea is.
7. Ask students to work in group and find the main idea of each paragraph in the reading passage. Explain the answer by using Power-Point slides. (movement)

Third stage: Post-reading

1. Ask students to work in group of two to create their own art form of Graffiti and explain its meaning to the classroom. (pictures)

Handout 1 “Graffiti: Crime or Culture?”



When you say the word “graffiti”, some people think of big, beautiful and colourful artwork whilst others think of mess that make our towns and cities look untidy and badly-maintained. Graffiti is art that is painted on walls and other public places. It is most often made with spray paint, which comes in a can. However, graffiti can be made with any type of paint or other material. Some people use real paint to make their art.

Graffiti can vary from a small “tag”; someone’s name written on a wall, to a very large mural, which covers a whole wall. Graffiti is much more common in urban areas. The artists argue that without graffiti, cities would just be grey and boring. Those who do not like graffiti say that it makes the city look messy.

In the United Kingdom graffiti is illegal. People can be fined a lot of money if they are caught decorating public property. However, some towns and cities have “free walls,” these are places where graffiti is legal. “Free walls” are created to stop people doing graffiti in other places.

In Columbia, graffiti is very popular even though it is illegal too. Lots of young people have the attitude that if there is a blank wall then an artist has the right to decorate it with graffiti. Lots of people get into trouble with the police because of this. In Columbia, graffiti often represents indigenous people and culture, but it is still seen as vandalism in the eyes of the law.

Handout 2 “Reading Comprehension Checking”

Read the following questions then try to find the answers.

Paragraph 1

1. What is graffiti?
2. Graffiti is made from.....
3. What do people think about graffiti?

Paragraph 2

1. What artists argue about graffiti?
2. Give types of graffiti.

Paragraph 3

What is "Free Walls"?

Paragraph 4

1. Is graffiti legal in Columbia?
2. What attitude do people in Columbia have towards graffiti?

Lesson Plan 2
Level: 10th-grade students

Reading passage: “UK Wildlife – SOS!”

Time: 100 minutes

Topic: Reading for a topic

Objectives:

1. Students will be able to identify a topic of a passage.
2. Students will be able to classify types of animals, mammals, habitats, and reasons animals are endangered.
3. Students will be able to write a short article about wildlife in Thailand (50-60 words).

Material Needed: visualizer, computer notebook, speakers, pictures of wildlife animals, vocabulary flashcards, a passage “UK Wildlife – SOS!,” projector, speakers, handout 1 “Classify types of animals, mammals, habitats, and reasons why animals are endangered,” handout 2 “Reading Task,” handout 3 “Classifying.”

Teaching Procedure

First stage: Pre-reading

1. Give students a list of vocabulary to study at home.
2. Show a short video about endangered wildlife animal and habitat destruction to build students’ background knowledge. (video)
3. Ask students whether they have pets at home. How do they feel if their pets are becoming endangered species?
4. Show pictures of wildlife animals and ask whether these animals can be seen in Thailand. (pictures)
5. Give students handout 1 “UK Wildlife-SOS!” (print and pictures)

6. Show students the topic of the passage by using Power-Point slides with the red color of “SOS”. Ask students to predict the meaning of “SOS.”
(movement)

Second stage: During-reading

1. Ask students to read silently. (print and pictures)
2. Ask students to work in group of 4 to complete handout 2 “Reading Task.”
3. Show students the film “UK Wildlife-SOS.” (print, audio, and video)
4. Explain the passage “UK Wildlife-SOS” by using Power-Point slides.
(pictures and movement)
5. Ask students to read the text along with the audio. (print and audio)
6. Ask students to fill in the diagram in handout 3 “Classifying.”
7. Explain students how to find a topic of a passage using Power-Point slides.
Ask students to discuss the topic of the passage and of each paragraph.
(movement)
8. Ask students to play a game “matching passages with topics.” Explain the answers by using Power-Point slides. (movement)

Third stage: Post-reading

Ask students to work in group of four to collect information and pictures about two wildlife animals and their habitats in Thailand from the internet. Write a short article (50-60 words) about where they are, what they lives, and reasons why they are becoming endangered in their Facebook. Then, present their information in the next lesson. (print and pictures).

Handout 1 : UK Wildlife – SOS!

UK Wildlife - SOS!

(1).....

‘Wildlife’ means all the plants, animals and other living things found in the wild. These can be mammals such as squirrels, reptiles like the sand lizard, fish, insects, and tiny little animals that you can see easily.

(2).....

Habitats are the places where plants and animals live. They are all around us – on the land, in the water, in the city and in the countryside. Habitats can be large, like woodlands and farmlands, or small, like ponds and hedgerows. Some animals live in really tiny places, like the space between sand grains!

(3).....

In the UK alone, there are about 37,000 different species of animals and 65,000 different species of plants. Sadly, though, over the last 100 years more than 170 plant and animal species have completely disappeared.

Today, about 15% of all British wildlife is still at risk, especially animals such as the otter and the brown hare. Unless we do something to help, things will only get worse.

(4).....

The main reason why some types of plants and animals are becoming endangered species is that their habitats are lost or have changed. Animals like moths, birds and bats have lost their homes as people have cut down the hedgerows they live in. Also, a lot of ponds are no longer suitable for the animals and plants to live in because they polluted, or people have filled them in.

(5).....

We need to save many species of endangered British wildlife from extinction before it is too late. You can help by supporting environmental group like the Environmental Agency that are working to protect our rare wildlife and habitats from the danger of disappearing forever. You can even create a small wildlife habitat yourself, by making a pond at school or in your garden.

Handout 2 “Reading Task”

Instructions: Read each sentence (1-10) about wildlife and habitats and mark each sentence as *T* (true) or *F* (false).

1. Britain has a wide variety of wildlife. _____
2. All animals need a lot of space to live in. _____
3. Wildlife habitats are only found in the countryside. _____
4. Pond habitats are smaller than woodland habitats. _____
5. Half of all British wildlife is in danger of disappearing. _____
6. There aren't any places left for animal to live in. _____
7. Many animals' habitats are no longer the same. _____
8. There are fewer ponds these days because of human. _____
9. It's too late to save animals from extinction. _____
10. Making a pond in your garden can help wildlife. _____

Handout 3 “Classifying”

Directions: Read the passage then classify types of animals, habitats, and reasons why they are endangered”

Type of animal

Natural habitat

Endangered by

Lesson Plan 3
Level: 10th-grade students

Reading passage: “Body Images”

Time: 100 minutes

Topic: Reading for details

Objectives:

1. Students will be able to understand the details of passages.
2. Students will be able to draw pictures of themselves and write five positive things about their body.

Material Needed: visualizer, computer notebook, speakers, pictures of body standard around the World, vocabulary flashcards, a passage “Body Image,” projector, speakers, handout 1 “Draw your body and your ideal body,” handout 2 “Assessing your body image,” handout 3 “Body image,” handout 4 “True or False,” handout 5 “Draw and list five positive things about your body.”

Teaching Procedure

First stage: Pre-reading

1. Give students a list of vocabulary to study at home and be assign them to complete handout 1 “Draw your body and your ideal body.” (print)
2. Ask students to complete handout 2 “Assessing your body image.” (print and pictures)
3. Show a short video about beauty to build students’ background knowledge. (video)
4. Show pictures of beauty standard around the World and ask which body they like most and why. (images)
5. Give students handout 3 “Body image.” (print)

6. Show students the topic using Power Point slides movement and ask them to predict what the story will be about. (movement)

Second stage: During-reading

1. Ask students to read the passage “Body Image” silently (a print text with pictures) and complete handout 4.
2. Show students the film “Body Image” (a print text with pictures, audio and video)
3. Explain the passage about “Body Image” by using Power-Point slides. (pictures and movement)
4. Ask students to read the text along with the audio. (a print text with pictures and audio)
5. Explain students how to read for details. Explain the answer by using Power-Point slides. (pictures, audio, and movement)

Third stage: Post-reading

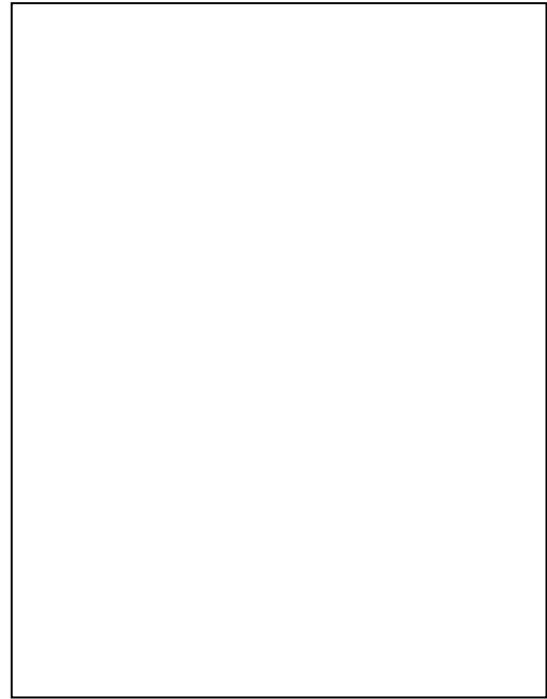
Ask student to complete handout 5 “Draw and list five positive things about your body,” and present their projects in the next lesson. (pictures)

Handout 1 “Draw your body and your ideal body”

In the space provided, draw (1) your body and (2) your ideal body of a person of your gender. If your drawing skills are limited, provide written descriptions.



(1) My body



(2) My ideal of the ideal body

What differences do you see between your drawing/description of your own body and that of your ideal?

.....

.....

.....

.....

Where do your ideas of an ideal body come from?

.....

.....

.....

.....

Adapted from Nash, J. D. 1986. *Maximize Your Body Potential*. Palo Alto, Calif.: Bull Publishing. Reprinted

Handout 2 “Assessing your body image”

	Never	Sometimes	Often	Always
1. I dislike seeing myself in mirrors.	0	1	2	3
2. When I shop for clothing, I am more aware of my weight problem, and I find shopping clothes somewhat unpleasant.	0	1	2	3
3. I am ashamed to be seen in the public.	0	1	2	3
4. I avoid playing sports in the public because of my appearance.	0	1	2	3
5. I feel somewhat embarrassed in the presence of someone of the opposite sex because of my body.	0	1	2	3
6. I think my body is ugly.	0	1	2	3
7. I feel that other people think my body is unattractive.	0	1	2	3
8. I feel that my family or friends may be embarrassed to be seen with me.	0	1	2	3
9. I compare myself with other people to see if they are heavier than I am.	0	1	2	3
10. I find it difficult to enjoy activities because I am concerned with my physical appearance.	0	1	2	3
11. My weight problem preoccupies most of my thinking.	0	1	2	3
12. My thoughts about my body and physical appearance are negative and self-critical.	0	1	2	3

Score

Score Interpretation

The lowest possible score is 0, and this indicates a positive body image. The highest possible score is 36, and this indicates an unhealthy body image. A score higher than 14 suggests a need to develop a healthier body image.

Handout 3 “Body image”

Body Image

Body image and self-confidence – Body image means how we feel about our physical appearance. Images of beautiful people in advertisements can make us anxious about the way we look. This pressure often affects teenagers in particular, and it can be difficult to enjoy life when you don’t feel good about yourself.



Only image – Remember that most of us will never have perfect bodies! The images that surround us are created to sell things, so we buy the products to be as beautiful and ‘happy’ as the models in the advertisements. However, most real people enjoy the company of a real person rather than an attractive but unreal creation.

Value yourself – Concentrate on your good qualities, not the thing you can’t change. This will help you enjoy other aspects of growing up, such as having friendships and facing challenges.

Take action – Change the way you see and think about yourself. Decide what you can realistically change about your appearance. You can’t change your height or shoe size, but you might want to be fitter. Once you’ve decided, set realistic goals and keep track of your progress.

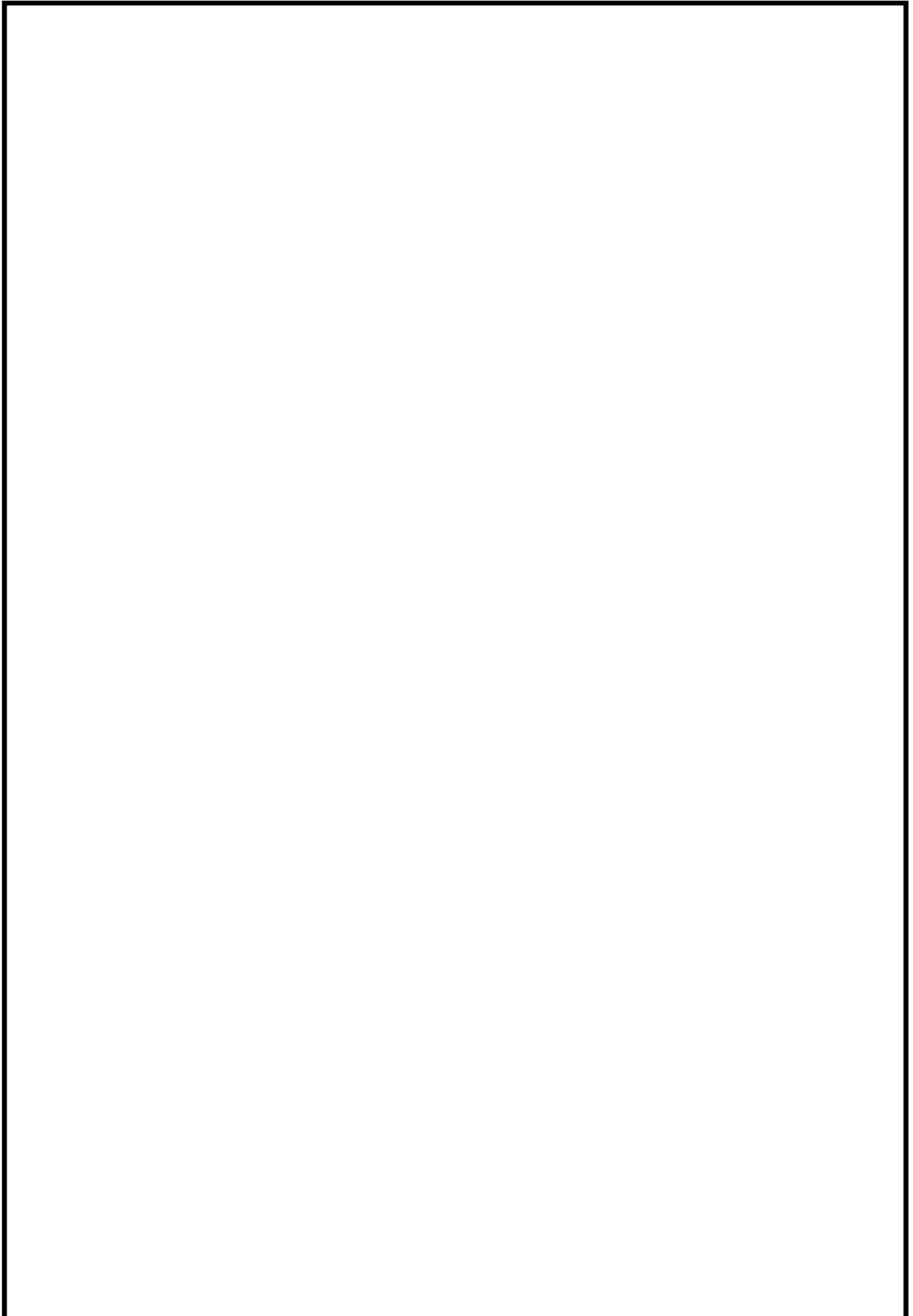
Be good to yourself – If you feel good, you’re more likely to think and act positively. Make a list of things you like about yourself and give yourself at least three compliments every day. And the next time someone compliments you, believe it and say “Thank you!” Be grateful for all the things that make you **great!**

Handout 4 “True or False”

Instructions: Look at the sentence (1-10) about body image. Read the text carefully and mark each sentence as *T* (true) or *F* (false).

1. Body image means how we look and feel about ourselves. _____
2. Teenagers are affected by image of beautiful people in advertisements. _____
3. Everybody can have a perfect body. _____
4. People buy products because they want to be as beautiful as the
model in the advertisements. _____
5. The writer suggests that you should change yourself. _____
6. People can change the way they see but not the way they are. _____
7. People will think and act positively if they feel bad about themselves. _____

Handout 5 “Draw and list five positive things about your body”

A large, empty rectangular box with a black border, intended for a drawing and a list of five positive things about one's body.

Lesson Plan 4
Level: 10-th grade students

Reading passage: “Ask Jennette”

Time: 100 minutes

Topic: Determining referents of pronouns

Objectives:

1. Students will be able to identify pronouns and the nouns that they refer to.
2. Student will be able to identify four types of pronouns: subject, object, possessive, reflexive, relative, and demonstrative pronoun.

Material Needed: Handout 1 “Types of Pronoun,” handout 2 “Ask Jennette,” handout 3 “Vocabulary,” handout 4 “True or False,” visualizer, computer notebook, speakers, and projector.

Teaching Procedure

First stage: Pre-reading

1. Give students a list of vocabulary and the first handout “Type of Pronoun” to study at home. (a print text)
2. Show a short video about pronoun references. (video)
3. Give students handout 2 “Ask Jennette” (a print text and a picture)

Second stage: During-reading

1. Give students handout 3 “Vocabulary” and handout 4 “True or False.” Then, ask them to find the answers to the questions. (a print text)
2. Ask students to read handout 2 “Ask Jennette” silently. (a print text and a picture)
3. Show students a video “Ask Jennette.” (a print text, audio, and video)

4. Explain the passage about “Ask Jennette” by using Power-Point slides.
(pictures and movement)
5. Ask students to read the text along with the audio. (a print texts and audio)
6. Explain students the pronoun referents using Power-Point slides. (movement)
7. Ask students to work in group and find the pronoun that refer to the noun in
handout 2. Explain the answers by using Power-Point slides. (movement)

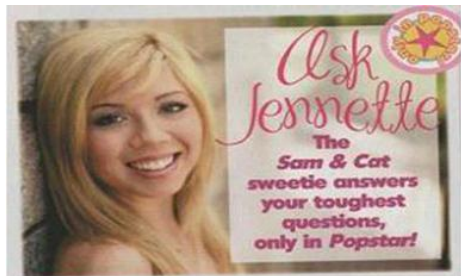
Third stage: Post-reading

Ask students to work in group of two to find a short passage from newspaper, magazine or webpage to find pronouns and identify what they refer to. Ask them to create their passage by themselves, present their projects and explain the referents of pronoun in their article in the next lesson. (a print text and pictures)

Handout 1 “Types of Pronoun”

Type of Pronoun	Example
Subject	I, you, he, she, it, we, they
Object	me, you, him, her, it, us, them
Possessive	mine, yours, his, hers, ours, theirs
Reflexive	myself, yourself, himself, herself, ourselves, yourselves, themselves
Relative pronouns	who, which, that, what
Demonstrative	this, that, these, those

Handout 2 “Ask Jennette”

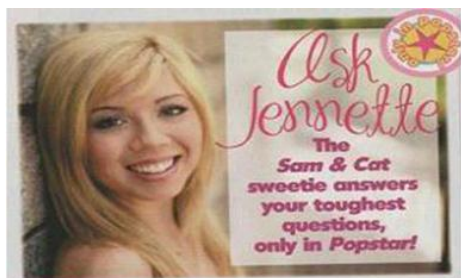


Dear Jennette,

I was dating this guy and then he dumped me for this girl. Now he wants to date me again. What should I say? How can I get over him? Jonayla.

Hey Jonayla,

This guy definitely does not deserve your attention. He sound like he lacks respect for you, so you have no reason to respect him. Live your life, have fun, do your own thing, and when a guy worthy of your attention comes around, give it to him!



Dear Jennette,

I have a little problem. I really want a boyfriend, but my parents tell me to wait. I just started attending a middle school that has a dress code (ugh). I think that a boyfriend will help me when I'm sad, or comfort me, or just be nice to have. All my friends have one and I look at how happy they are. How do I get one? What do I have to do?

Hey Abby,

If your parents don't want you to have a boyfriend, there's really nothing to do about it. That's their rule, and you live under their roof, so you kind of have to adhere to it. I know what it feels like – I wasn't allowed to date until I was sixteen. It may seem like your friends are all happy with their boyfriend, but trust me, the drama and emotions that come with a relationship are not necessarily the most fun in the world. For the time being, focus on school and extracurricular activities, have a lot of fun and put boy in the back burner!

Handout 3 “Vocabulary”

Read the article. Use the context to help you match the column A with column B.

A

1. dumped ()
2. get over ()
3. deserve ()
4. lacks ()
5. worthy ()
6. dress code ()
7. roof ()
8. allowed ()
9. trust ()

B

- a. does not have
- b. set of rules indicating the manner of dress
- c. get rid of
- d. permit
- e. believe
- f. recover from
- g. having sufficient value
- h. merit
- i. top covering

Handout 4 “True or False”

Read the article again and circle true or false.

- | | | |
|---|------|-------|
| 1. A man wants to date Jonayla for the first time. | TRUE | FALSE |
| 2. The man whom Jonayla mentions is very respectful. | TRUE | FALSE |
| 3. Jennette recommends Jonayla to pay attention to a good guy. | TRUE | FALSE |
| 4. Abby’s parents want her to have a boyfriend. | TRUE | FALSE |
| 5. Abby’s friends look very happy. | TRUE | FALSE |
| 6. Jennette recommends Abby to listen to his parents and obey them. | TRUE | FALSE |

Lesson Plan 5
Level: 10th-grade students

Reading passage: “Word Mystery”

Time: 100 minutes

Topic: Using context clues to guess meaning.

Objective:

Students will be able to find the meaning of unfamiliar words from context clues.

Material Needed: Handout 1 “Types of Context Clues,” handout 2 “Word Mystery,” handout 3 “Using Context Clues Chart,” visualizer, computer notebook, speakers, picture flashcards.

Teaching Procedure

First stage: Pre-reading

1. Show students two sentences that each include unknown words and a context clue using Power-Point slides. Underline the unknown words. (movement)
2. Ask students predict the meaning of the unfamiliar words.
3. Show a short video to introduce students how to use context clues to guess the meaning of unfamiliar words. (video)

Second stage: During-reading

1. Give students handout 1 “Type of Context Clues.” (print)
2. Explain that there are four main types of context clues and provide an example of each using Power-Point slides. (movement)
3. Give each student a copy of handout 2 “Word Mystery” (a print text and pictures)
4. Ask students to read the passage silently and try to find out the meaning of the underlined words. (a print texts with pictures)

5. Ask student to watch a video along with subtitle about the assigned passage. (a print text along with audio and video)
6. Ask students to read the text along with the audio. (a print text and audio)
7. Explain the passage using Power-Point slides. Discuss the meaning of “disagreeable-looking” and ask students to predict meaning using context clues. (a print texts and pictures)
8. Ask students to work in group of four to complete handout 3 “Using Context Clues Chart.”

Third stage: Post-reading

Present their answers in the next lesson using visualizer.

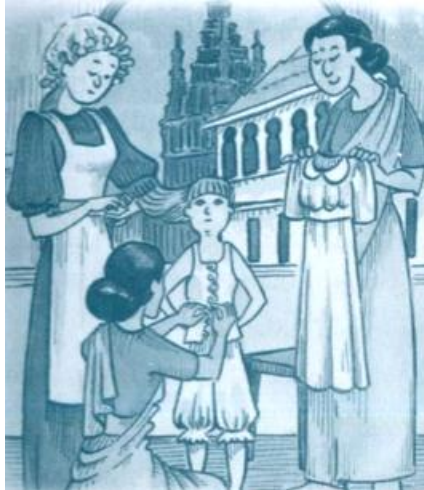
Handout 1 “Types of Context Clues”

Type of context clue	What to look for	Signal words	Sample sentence
Definition	A definition in the sentence	<i>is, are, is called, mean, or</i> Signal punctuation: Set off by commas	Brick made of sun-dried clay <i>is called</i> adobe . The Native Americans used adobe , or bricks made of sun-dried clay, to build their homes.
Synonym	A word with a similar meaning to the unknown word	<i>also, as, like, same, similarly, too</i>	The Zuni built their homes with brick made of sun-dries clay. The Hopi <i>also</i> use adobe to build their home.
Antonym	A word or phrase with the opposite meaning of the unknown word	<i>but, however, in contrast, on the other hand, though, unlike</i>	The Hopi lived in single-family housed, <i>but</i> the Itoquois live in longhouses .
Exmaple	Several examples in a list	<i>such as, for example, for instance, like, including.</i>	The Pueblo people grew many crops <i>such as</i> corn, beans, and squash.
General	General or inexact clues		After 1700, the Pueblos got sheep from the Spanish, and wool replaced cotton as the most important textile .

Handout 2 “Word Mystery”

Reading the story and figure out what is the meaning of the underline word.

The Secret Garden



When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India. She had always been ill in one way or another.

Her father had held a position under the English Government. He had always been busy and ill himself. Her mother had been a great beauty who cared only to go to parties and amuse herself. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah.

She never remembered seeing familiarly anything but the faces of her Ayah and the other native servants. They always obeyed her and gave her own way in everything. By the time she was six years old she was as tyrannical and selfish a little pig as ever lived.

The young English governess who came to teach her to read and write disliked her so much that she gave up her place in three months. When other governesses came, they always went away in a shorter time than the first one. So if Mary had not chosen to want to know how to read books, she would never have learned her letters at all.



Handout 3 “Using Context Clues Chart”

Unfamiliar Word	Signal Word/ Sentence	My definition
1. disagreeable-looking		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Lesson Plan 6
Level: 10th-grade students

Reading passage: “Cricket”

Time: 100 minutes

Topic: Review

Objective:

Student will be able to apply five reading comprehension skills to reading passages.

Material Needed: Visualizer, computer notebook, speakers, picture flashcards, handout “Cricket.”

Teaching Procedure

First stage: Pre-reading

1. Show students pictures of sports and ask “What is your favorite sport?”
(pictures)
2. Show students a short video about cricket game. (video)
3. Give students Handout “Cricket.” (a print text and a picture)

Second stage: During-reading

1. Ask students to read Handout “Cricket” silently and answer the questions
2. Ask students to watch a video along with subtitle about the assigned passage.
(a print text, audio, and video)
3. After watching a video, discuss the answers by using Power-Point slides.
(movement)
4. Ask students to read the text along with the audio. (a print text and audio)

Third stage: Post-reading

Ask student to write a short paragraph (at least 50 words) about their favorite sport to share it on Facebook and present it in the next lesson.

Handout “Cricket”

- (1) Cricket—how I **detested** this game when I was young! My family would spend hours and hours watching it on television while I angrily waited for it to end. Every game seemed the same. Yes, one team won and the other one lost, but it was always the same game—some men pitching a ball, some running back and forth.
- (5) Then something happened. I became old enough to start playing cricket myself with the other kids in my neighborhood. We found a
- (10) place to play wherever we could put up a wicket. We played on the street, in the backyard—even on the tops of buildings, believe it or not!
- 
- (15) I can recall so clearly the sounds of the ball hitting the bat and the quick running feet. I can still feel the sun on my face as I played and the bruises and scratches from falling down. I can still see the blue sky fading to darkness behind the buildings as our games continued into the night. It became my favorite thing in the world. Now I watch **it** not with anger, but with **fond** memories of the endless days and nights spent playing the game.

Read the passage and find the answers of the following questions.

1. What title best summarizes the passage? (topic)
 - a. Cricket: A Game for All Ages
 - b. How I Learned to Love Cricket
 - c. The Dangers of Playing Cricket
 - d. Learning the Rules of a Difficult Game
2. The author describes memories of all of the following EXCEPT _____ (detail)
 - a. how the sun felt on his skin
 - b. how the sound of the ball hitting the bat
 - c. how the sky turned from light to dark
 - d. how the rules of the game caused arguments
3. In line 1, the word **detested** is closest in meaning to _____ (context clues)
 - a. hated
 - b. played
 - c. wanted
 - d. watches
4. In line 19, the word **fond** is closest in meaning to _____ (context clues)
 - a. old
 - b. cruel
 - c. happy
 - d. interesting
5. In line 18, the word **it** refers to _____.
 - a. blue sky
 - b. buildings
 - c. cricket game
 - d. the ball
6. What is the main idea of the passage? (main idea)
 - a. When I became old enough, I started playing cricket.
 - b. My family loves watching cricket on television.
 - c. My friends and I play cricket everywhere.
 - d. Cricket is my favorite sport.

APPENDIX B

Lesson plans to Teach Reading Using Traditional Texts

Lesson Plan 1
Level: 10th-grade students

Reading passage: “Graffiti: Crime or Culture?”

Time: 100 minutes

Topic: Reading for main idea

Objectives:

1. Students will be able to identify the main idea of each paragraph.
2. Students will be able to give their opinions on the passage “Graffiti: is art or vandalism?”
3. Students will be able to create their own art form of graffiti.

Material Needed: A passage “Graffiti: Crime or Culture?,” speakers, handout 1

“Graffiti: Crime or Culture?,” handout 2 “Reading Comprehension Checking”

Teaching Procedure

First stage: Pre-reading

1. Give students a list of vocabulary to study at home.
2. Ask students whether they have seen graffiti in their real life. How do they feel about it? (oral discussion)
3. Discuss about graffiti in Thailand? (oral discussion)
4. Give students handout 1 “Graffiti: Crime or Culture?” (print)

Second stage: During-reading

1. Ask students to find the answers to questions in handout 2. (print)
2. Ask students to read Handout 1 “Graffiti: Crime or Culture?” silently. (print)
3. Explain the passage about “Graffiti: Crime or Culture?” (print)
4. Explain students about what the main idea is.

5. Ask students to work in group and find main idea of each paragraph in the reading passage. (print)

Third stage: Post-reading

Ask students to work in group of two to write a short passage (50-60 words) about their attitudes toward graffiti. Then, present it in the next lesson.

Handout 1 “Graffiti: Crime or Culture?”



type of paint or other material. Some people use real paint to make their art.

When you say the word “graffiti”, some people think of big, beautiful and colourful artwork whilst others think of mess that make our towns and cities look untidy and badly-maintained. Graffiti is art that is painted on walls and other public places. It is most often made with spray paint, which comes in a can.

However, graffiti can be made with any

Graffiti can vary from a small “tag”; someone’s name written on a wall, to a very large mural, which covers a whole wall. Graffiti is much more common in urban areas. The artists argue that without graffiti, cities would just be grey and boring. Those who do not like graffiti say that it makes the city look messy.

In the United Kingdom graffiti is illegal. People can be fined a lot of money if they are caught decorating public property. However, some towns and cities have “free walls,” these are places where graffiti is legal. “Free walls” are created to stop people doing graffiti in other places.

In Columbia, graffiti is very popular even through it is illegal too. Lots of young people have the attitude that if there is a blank wall then an artist has the right to decorate it with graffiti. Lots of people get into trouble with the police because of this. In Columbia, graffiti often represents indigenous people and culture, but it is still seen as vandalism in the eyes of the law.

Handout 2 “Reading Comprehension Checking”

Read the following questions then try to find the answers.

Paragraph 1

- 1. What is graffiti?**
- 2. Graffiti is made from.....**
- 3. What do people think about graffiti?**

Paragraph 2

- 1. What do artists argue about graffiti?**
- 2. Give types of graffiti.**

Paragraph 3

What is "Free Walls"?

Paragraph 4

- 1. Is graffiti legal in Columbia?**
- 2. What attitude do people in Columbia have towards graffiti?**

Lesson Plan 2
Level: 10th-grade students

Reading passage: “UK Wildlife – SOS!”

Time: 100 minutes

Topic: Reading for a topic

Objectives:

1. Students will be able to identify a topic of a passage.
2. Students will be able to write a short article about wildlife in Thailand (50-60 words).

Material Needed: Speakers, a passage “UK Wildlife – SOS!,” handout “Reading Task.”

Teaching Procedure

First stage: Pre-reading

1. Give students a list of vocabulary to study at home.
2. Explain the meaning of the topic “endangered wildlife animal and habitat destruction” to build students’ background knowledge.
3. Ask students whether they have pets at home. How do they feel if their pets are becoming endangered species? (oral discussion)
4. Give a name of wildlife animals and ask whether these animals can be seen in Thailand. (oral discussion)
5. Write the word “SOS” on the board and ask students to predict the meaning of “SOS.” (print)

Second stage: During-reading

1. Give students a passage “UK Wildlife-SOS!” (print)
2. Ask students to read silently. (print)

3. Ask students to work in group of 4 to complete handout 2 “Reading Task.”
4. Explain the passage about “UK Wildlife-SOS.” (print)
5. Explain students how to find a topic of a passage. Ask students to discuss the topic of the passage and of each paragraph. (oral discussion)
6. Ask students match paragraphs with topics. Explain the passage and the answer. (print)

Third stage: Post-reading

Ask students to work in group of four to collect information about two wildlife animals and their habitats in Thailand from library. Write a short article (50-60 words) about where they are, what they lives, and reasons why they are becoming endangered in a paper. Then, present their information in the next lesson. (print).

A passage “UK Wildlife – SOS!”

UK Wildlife - SOS!

(1).....

‘Wildlife’ means all the plants, animals and other living things found in the wild. These can be mammals such as squirrels, reptiles like the sand lizard, fish, insects, and tiny little animals that you can see easily.

(2).....

Habitats are the places where plants and animals live. They are all around us – on the land, in the water, in the city and in the countryside. Habitats can be large, like woodlands and farmlands, or small, like ponds and hedgerows. Some animals live in really tiny places, like the space between sand grains!

(3).....

In the UK alone, there are about 37,000 different species of animals and 65,000 different species of plants. Sadly, though, over the last 100 years more than 170 plant and animal species have completely disappeared.

Today, about 15% of all British wildlife is still at risk, especially animals such as the otter and the brown hare. Unless we do something to help, things will only get worse.

(4).....

The main reason why some types of plants and animals are becoming endangered species is that their habitats are lost or have changed. Animals like moths, birds and bats have lost their homes as people have cut down the hedgerows they live in. Also, a lot of ponds are no longer suitable for the animals and plants to live in because they polluted, or people have filled them in.

(5).....

We need to save many species of endangered British wildlife from extinction before it is too late. You can help by supporting environmental group like the Environmental Agency that are working to protect our rare wildlife and habitats from the danger of disappearing forever. You can even create a small wildlife habitat yourself, by making a pond at school or in your garden.

Handout “Reading Task”

Instructions: Read each sentence (1-10) about wildlife and habitats. Mark each sentence as *T* (true) or *F* (false).

1. Britain has a wide variety of wildlife. _____
2. All animals need a lot of space to live in. _____
3. Wildlife habitats are only found in the countryside. _____
4. Pond habitats are smaller than woodland habitats. _____
5. Half of all British wildlife is in danger of disappearing. _____
6. There aren't any places left for animal to live in. _____
7. Many animals' habitats are no longer the same. _____
8. There are fewer ponds these days because of human. _____
9. It's too late to save animals from extinction. _____
10. Making a pond in your garden can help wildlife. _____

Lesson Plan 3
Level: 10th-grade students

Reading passage: “Body Images”

Time: 100 minutes

Topic: Reading for details

Objectives:

1. Students will be able to understand the details of passages.
2. Students will be able to write five positive things about their body.

Material Needed: A passage “Body Image”, handout 1 “Explain your body and your ideal body,” handout 2 “Assessing your body image,” handout 3 “Body image,” handout 4 “True or False,” handout 5 “Write five positive things about your body.”

Teaching Procedure

First Phrase: Pre-reading

1. Give students a list of vocabulary to study at home and be assign them to complete handout 1 “Explain your body and your ideal body.” (print)
2. Ask students to complete handout 2 “Assessing your body image.” (print)
3. Ask students about their own view of beauty to build their background knowledge. (oral discussion)
4. Give examples of beauty standard around the World and ask which country where do they desire to live and why. (oral discussion)
5. Give students handout 3 “Body image.” (print)
6. Write topic on the board and ask them to predict what the story will be about. (print)

Second Phrase: During-reading

1. Ask students to read a passage “Body Image” silently and complete handout number 4. (a print text)
2. Explain the passage about “Body Image” sentence by sentence. (a print text)
3. Ask students to read the passage together. (a print text)
4. Explain students how to read for details. Encourage students to find answers to the questions. (a print text)

Third Phrase: Post-reading

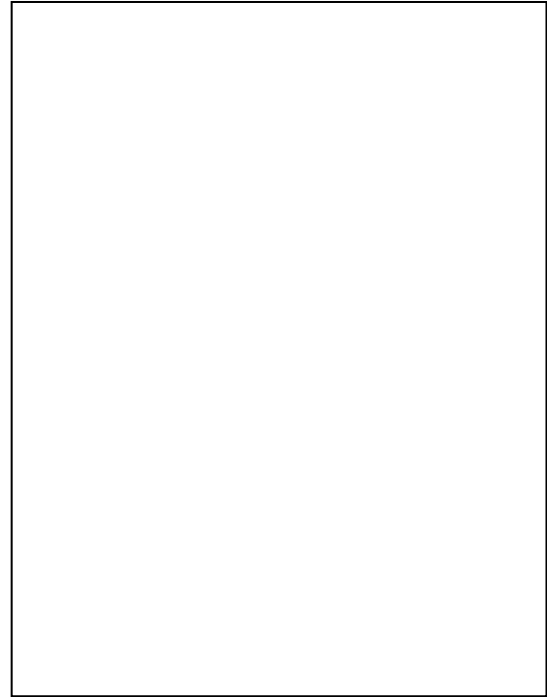
Ask student to complete handout 5 “Write five positive things about your body,” and present their writings in the next lesson.

Handout 1 “Explain your body and your ideal body”

In the space provided, provide written description of (1) your body and (2) your ideal body of a person of your gender.



(1) My body



(2) My idea of the ideal body

What differences do you see between your description of your own body and that of your ideal?

.....

.....

.....

.....

Where do your ideas of an ideal body come from?

.....

.....

.....

.....

Adapted from Nash, J. D. 1986. *Maximize Your Body Potential*. Palo Alto, Calif.: Bull Publishing. Reprinted

Handout 2 “Assessing your body image”

	Never	Sometimes	Often	Always
1. I dislike seeing myself in mirrors.	0	1	2	3
2. When I shop for clothing, I am more aware of my weight problem, and I find shopping clothes somewhat unpleasant.	0	1	2	3
3. I am ashamed to be seen in the public.	0	1	2	3
4. I avoid playing sports in the public because of my appearance.	0	1	2	3
5. I feel somewhat embarrassed in the presence of someone of the opposite sex because of my body.	0	1	2	3
6. I think my body is ugly.	0	1	2	3
7. I feel that other people think my body is unattractive.	0	1	2	3
8. I feel that my family or friends may be embarrassed to be seen with me.	0	1	2	3
9. I compare myself with other people to see if they are heavier than I am.	0	1	2	3
10. I find it difficult to enjoy activities because I am concerned with my physical appearance.	0	1	2	3
11. My weight problem preoccupies most of my thinking.	0	1	2	3
12. My thoughts about my body and physical appearance are negative and self-critical.	0	1	2	3

Score

Score Interpretation

The lowest possible score is 0, and this indicates a positive body image. The highest possible score is 36, and this indicates an unhealthy body image. A score higher than 14 suggests a need to develop a healthier body image.

Handout 3 “Body image”

Body Image

Body image and self-confidence – Body image mean how we feel about our physical appearance. Images of beautiful people in advertisements can make us anxious about the way we look. This pressure often affects teenagers in particular, and it can be difficult to enjoy life when you don’t feel good about yourself.

Only image – Remember that most of us will never have perfect bodies! The images that surround us are created to sell thing, so we buy the products to be as beautiful and ‘happy’ as the models in the advertisements. However, most real people enjoy the company of a real person rather than an attractive but unreal creation.

Value yourself – Concentrate on your good qualities, not the thing you can’t change. This will help you enjoy other aspects of growing up, such as having friendships and facing challenges.

Take action – Change the way you see and think about yourself. Decide what you can realistically change about your appearance. You can’t change your height or shoe size, but you might want to be fitter. Once you’ve decided, set realistic goals and keep track of your progress.

Be good to yourself – If you feel good, you’re more likely to think and act positively. Make a list of things you like about yourself and give yourself at least three compliments every day. And the next time someone compliments you, believe it and say “Thank you!” Be grateful for all the things that make you **great!**

Handout 4 “True or False”

Instructions: Look at the sentence (1-10) about body image. Read the text carefully and mark each sentence as *T* (true) or *F* (false).

1. Body image means how we look and feel about ourselves. _____
2. Teenagers are affected by image of beautiful people in advertisements. _____
3. Everybody can have a perfect body. _____
4. People buy products because they want to be as beautiful as the
model in the advertisements. _____
5. The writer suggests that you should change yourself. _____
6. People can change the way they see but not the way they are. _____
7. People will think and act positively if they feel bad about themselves. _____

Handout 5 “Write five positive things about your body”

A large, empty rectangular box with a thin black border, intended for writing five positive things about one's body.

Lesson Plan 4
Level: 10th-grade students

Reading passage: “Ask Jennette”

Time: 100 minutes

Topic: Determining referents of pronouns

Objectives:

1. Students will be able to identify pronouns and the nouns that they refer to.
2. Student will be able to identify four types of pronouns: subject, object, possessive, reflexive, relative, and demonstrative pronoun.

Material Needed: Handout 1 “Types of Pronoun,” handout 2 “Ask Jennette,” handout 3 “Vocabulary,” handout 4 “True or False,” and speakers.

Teaching Procedure

First stage: Pre-reading

1. Give students a list of vocabulary and handout 1 “Type of Pronoun” to study at home. (a print text)
2. Write a few sentences on the board and explain the pronoun referent in each sentence. (print)
3. Give students handout 2 “Ask Jennette” (print)

Second stage: During-reading

1. Give students handout 3 “Vocabulary” and handout 4 “True or False.” Then, ask them to find the answers to the questions. (print)
2. Ask students to read handout 2 “Ask Jennette” silently. (print)
3. Ask students to underline pronouns in the passage.
4. Explain the passage about “Ask Jennette” and ask students to find the answers of the pronoun references in a passage. (print)

Third stage: Post-reading

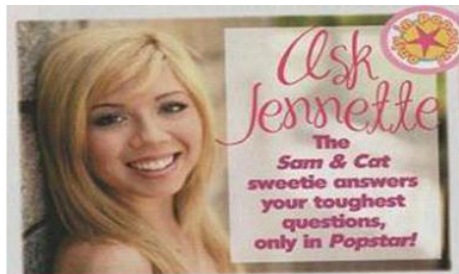
Ask students to work in group of two to find a short passage from a newspaper or a magazine to find pronouns and identify what they refer to. Ask them to present their projects and explain the referents of pronoun in the next lesson.

(print)

Handout 1 “Types of Pronoun”

Type of Pronoun	Example
Subject	I, you, he, she, it, we, they
Object	me, you, him, her, it, us, them
Possessive	mine, yours, his, hers, ours, theirs
Reflexive	myself, yourself, himself, herself, ourselves, yourselves, themselves
Relative pronouns	who, which, that, what
Demonstrative	this, that, these, those

Handout 2 “Ask Jennette”

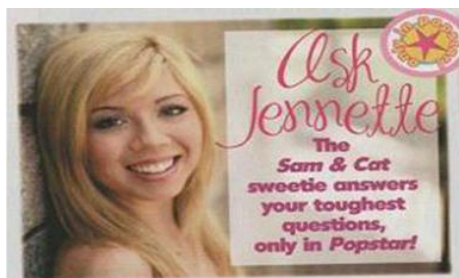


Dear Jennette,

I was dating this guy and then he dumped me for this girl. Now he wants to date me again. Whatshould I say? How can I get over him? Jonayla.

Hey Jonayla,

This guy definitely does not deserve your attention. He sound like he lacks respect for you, so you have no reason to respect him. Live your life, have fun, do your own thing, and when a guy worthy of your attention comes around, give it to him!



Dear Jennette,

I have a little problem. I really want a boyfriend, but my parents tell me to wait. I just started attending a middle school that has a dress code (ugh). I think that a boyfriend will help me when I'm sad, or comfort me, or just be nice to have. All my friends have one and I look at how happy they are. How do I get one? What do I have to do?

Hey Abby,

If your parents don't want you to have a boyfriend, there's really nothing to do about it. That's their rule, and you live under their roof, so you kind of have to adhere to it. I know what it feels like – I wasn't allowed to date until I was sixteen. It may seem like your friends are all happy with their boyfriend, but trust me, the drama and emotions that come with a relationship are not necessarily the most fun in the world. For the time being, focus on school and extracurricular activities, have a lot of fun and put boy in the back burner!

Source: Pop star magazine, (2014) Vol.15, No.2, U.S.A. Popstar Publications

Handout 3 “Vocabulary”

Read the article. Use the context to help you match the column A with column B.

A

1. dumped ()
2. get over ()
3. deserve ()
4. lacks ()
5. worthy ()
6. dress code ()
7. roof ()
8. allowed ()
9. trust ()

B

- a. does not have
- b. set of rules indicating the manner of dress
- c. get rid of
- d. permit
- e. believe
- f. recover from
- g. having sufficient value
- h. merit
- i. top covering

Handout 4 “True or False”

Read the article again and circle true or false.

- | | | |
|---|------|-------|
| 1. A man wants to date Jonayla for the first time. | TRUE | FALSE |
| 2. The man whom Jonayla mentions is very respectful. | TRUE | FALSE |
| 3. Jennette recommends Jonayla to pay attention to a good guy. | TRUE | FALSE |
| 4. Abby’s parents want her to have a boyfriend. | TRUE | FALSE |
| 5. Abby’s friends look very happy. | TRUE | FALSE |
| 6. Jennette recommends Abby to listen to his parents and obey them. | TRUE | FALSE |

Lesson Plan 5
Level: 10th-grade students

Reading passage: “Word Mystery”

Time: 100 minutes

Topic: Using context clues to guess meaning.

Objective:

Students will be able to find the meaning of unfamiliar words from context clues.

Material Needed: Handout 1 “Types of Context Clues,” handout 2 “Word Mystery,”
handout 3 “Using Context Clues Chart,” and speakers.

Teaching Procedure

First stage: Pre-reading

1. Write two sentences that each includes unknown words and a context clue on the board. Then, underline the unknown words. (print)
2. Ask students to predict the meaning of the unfamiliar words.
3. Explain students how to use context clues to guess the meaning of unfamiliar words. (oral presentation)

Second stage: During-reading

1. Give students Handout 1 “Type of Context Clues” (print)
2. Explain that there are four main types of context clues and provide an example of each by writing examples of sentences on the board. (print)
3. Give each student a copy of handout 2 “Word Mystery” (print)
4. Ask students to read the passage silently and try to predict the meaning of the underlined words. (print)
5. Explain the passage and discuss the meaning of “disagreeable-looking” and ask students to predict the meaning using context clues. (oral discussion)

6. Ask students to work in group of four to complete handout 3 “Using Context Clues Chart.”

Third stage: Post-reading

Present their answers in the next lesson.

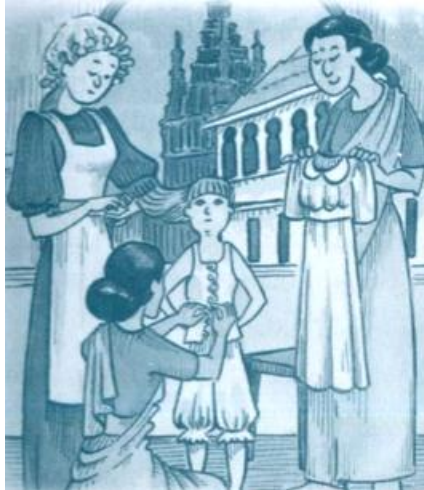
Handout 1 “Types of Context Clues”

Type of context clue	What to look for	Signal words	Sample sentence
Definition	A definition in the sentence	<i>is, are, is called, mean, or</i> Signal punctuation: Set off by commas	Brick made of sun-dried clay <i>is called</i> adobe . The Native Americans used adobe , or bricks made of sun-dried clay, to build their homes.
Synonym	A word with a similar meaning to the unknown word	<i>also, as, like, same, similarly, too</i>	The Zuni built their homes with brick made of sun-dries clay. The Hopi <i>also</i> use adobe to build their home.
Antonym	A word or phrase with the opposite meaning of the unknown word	<i>but, however, in contrast, on the other hand, though, unlike</i>	The Hopi lived in single-family housed, <i>but</i> the Itoquois live in longhouses .
Exmaple	Several examples in a list	<i>such as, for example, for instance, like, including.</i>	The Pueblo people grew many crops <i>such as</i> corn, beans, and squash.
General	General or inexact clues		After 1700, the Pueblos got sheep from the Spanish, and wool replaced cotton as the most important textile .

Handout 2 “Word Mystery”

Reading the story and figure out what is the meaning of the underline word.

The Secret Garden



When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India. She had always been ill in one way or another.

Her father had held a position under the English Government. He had always been busy and ill himself. Her mother had been a great beauty who cared only to go to parties and amuse herself. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah.

She never remembered seeing familiarly anything but the faces of her Ayah and the other native servants. They always obeyed her and gave her own way in everything. By the time she was six years old she was as tyrannical and selfish a little pig as ever lived.

The young English governess who came to teach her to read and write disliked her so much that she gave up her place in three months. When other governesses came, they always went away in a shorter time than the first one. So if Mary had not chosen to want to know how to read books, she would never have learned her letters at all.



Handout 3 “Using Context Clues Chart”

Unfamiliar Word	Signal Word/ Sentence	My definition
1. disagreeable-looking		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Lesson Plan 6
Level: 10th-grade students

Reading passage: “Cricket”

Time: 100 minutes

Topic: Review

Objective:

Student will be able to apply five reading comprehension skills to reading passages.

Material Needed Speakers, Handout “Cricket.”

Teaching Procedure

First stage: Pre-reading

1. Ask students to give the name of sports. Write it on the board. (print)
2. Ask some students about their favorite sports and the reasons why they like it. (oral discussion)
3. Write the word “Cricket” on the board and explain this kind of sport. (oral presentation)

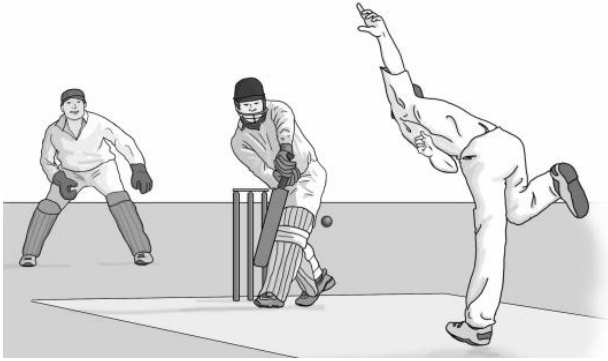
Second stage: During-reading

1. Give students Handout “Cricket.” (print)
2. Ask students to read handout “Cricket” silently and answer the questions.
3. Ask students to read by repeat after the instructor.
4. Then, discuss the meaning and the answers of the passage together. Explain that each question use different reading skills to find the answer. (oral discussion)

Third stage: Post-reading

Ask student to write a short paragraph (at least 50 words) about their favorite sport on a paper and present in the next lesson.

Handout “Cricket”

- (1) Cricket—how I **detested** this game when I was young! My family would spend hours and hours watching it on television while I angrily waited for it to end. Every game seemed the same. Yes, one team won and the other one lost, but it was always the same game—some men pitching a ball, some running back and forth.
- (5) Then something happened. I became old enough to start playing cricket myself with the other kids in my neighborhood. We found a
- (10) place to play wherever we could put up a wicket. We played on the street, in the backyard—even on the tops of buildings, believe it or not!
- 
- (15) I can recall so clearly the sounds of the ball hitting the bat and the quick running feet. I can still feel the sun on my face as I played and the bruises and scratches from falling down. I can still see the blue sky fading to darkness behind the buildings as our games continued into the night. It became my favorite thing in the world. Now I watch **it** not with anger, but with **fond** memories of the endless days and nights spent playing the game.

Read the passage and find the answers of the following questions.

1. What title best summarizes the passage? (topic)
 - a. Cricket: A Game for All Ages
 - b. How I Learned to Love Cricket
 - c. The Dangers of Playing Cricket
 - d. Learning the Rules of a Difficult Game
2. The author describes memories of all of the following EXCEPT _____ (detail)
 - a. how the sun felt on his skin
 - b. how the sound of the ball hitting the bat
 - c. how the sky turned from light to dark
 - d. how the rules of the game caused arguments
3. In line 1, the word **detested** is closest in meaning to _____ (context clues)
 - a. hated
 - b. played
 - c. wanted
 - d. watches
4. In line 19, the word **fond** is closest in meaning to _____ (context clues)
 - a. old
 - b. cruel
 - c. happy
 - d. interesting
5. In line 18, the word **it** refers to _____.
 - a. blue sky
 - b. buildings
 - c. cricket game
 - d. the ball
6. What is the main idea of the passage? (main idea)
 - a. When I became old enough, I started playing cricket.
 - b. My family loves watching cricket on television.
 - c. My friends and I play cricket everywhere.
 - d. Cricket is my favorite sport.

APPENDIX C

Reading Comprehension Test

Reading Comprehension Test

Time : 60 minutes

Marks: 20 marks

Directions: Read the following passage then answer questions number 1-5



How do you react when you look at yourself in the mirror? Do you smile or do you feel like crying? Does the idea of wearing summer clothes make you panic, or does it excite you?

Body image has become an important issue in our society. Many young women and teenage girls, in particular, are greatly influenced by the images they see in advertisements, films and magazines. They go on crash diets because they want to look like the supermodels and movies stars they see and read about.

But we don't need to copy our favorite celebrities. Thin is not always beautiful. People come in all shapes and sizes – that's what makes each person interesting. So, next time you look in the mirror, remember that you are special.

Adapted from Upstream 4 page 9



- What is the best title of the passage? (topic)
 - The perfect body
 - Body image
 - Beauty standard of women
 - Beauty in the eyes of beholder
- In line 4, the word it refers to _____ (referents of pronoun)
 - the way you react.
 - the way you smile.
 - the idea of wearing summer clothes..
 - the idea which make you panic.
- In line 11, the word celebrities means _____ (context clues)
 - supermodels and movies stars.
 - films and magazines.
 - young women.
 - teenage girls.
- In line 10, the word they refers to _____ (pronoun reference)
 - young women and teenage girls.
 - adverts, films and magazines.
 - supermodels and movies stars.
 - our favorite celebrities.
- What best describes the main idea of the third paragraph? (main idea)
 - We don't need to copy our favorite celebrities.
 - Thin is not always beautiful.
 - People come in all shape and sizes – that's what makes each person interesting.
 - When you look in the mirror, remember that you are special.

Directions: Read the following passage then answer questions number 6-9

Horse riding is a popular activity with many people. Before taking it up as a hobby, though, there are certain pros and cons to be considered.

There are a number of advantages to taking up horse riding. To begin with, it is an enjoyable activity which one can do by oneself or with others. Also, it is a good form of exercise which can help you get fit.

On the other hand, there are some disadvantages to horse riding. To start with, it is rather expensive because lessons and equipment cost a lot. In addition, it can be rather dangerous as a rider can suffer serious injuries if they fall off the horse.



On the whole, although horse riding is expensive and quite dangerous, I believe it is great fun and a good exercise. It might be dangerous, but if you can afford it, the experience is unique.

Adapted from Upstream 4 page 67

6. What is the best title of the passage? (topic)
 - a. Horse riding
 - b. Advantages of horse riding
 - c. Disadvantages of horse riding
 - d. Advantages and disadvantages of horse riding
7. The following are advantages of horse riding EXCEPT_____ (detail)

a. It is an enjoyable activity.	b. It can do by oneself.
c. It is quite dangerous.	d. It can help you get fit.
8. The following are disadvantages of horse riding EXCEPT_____ (detail)

a. It is an exercise.	b. It is expensive.
c. It can be harmful.	d. A riders might have injuries.
9. In line 12, the word injuries means _____. (context clue)

a. joy	b. hurt	c. benefit	d. happiness
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Directions: Read the following passage then answer questions number 10-14

Graffiti began in the 1960s in New York City when someone started writing his signature or ‘tag’ on as many surfaces as he could. Other young people copied him and soon there were designs and paintings on walls everywhere. Graffiti also takes the form of slogans which put across the artists’ opinions about certain social and political issues.

Graffiti is something you either love or hate. Some people feel that graffiti makes a city ugly. On the other hand, there are people who believe it is a form of artistic expression, and graffiti may even be found on display in famous art galleries and may even be found as an advertisement.

Graffiti is actually illegal and some countries try to deal with the problem by not allowing people under the age of 18 to buy spray paints. In other countries, the authorities provide special walls where people can practice graffiti. Whichever way you look at it, graffiti is a popular form of expression.

Adapted from Upstream 4 page 73



10. What is the best title of the passage? (topic)
 - a. History of graffiti
 - b. Graffiti – is it art?
 - c. Should graffiti legal?
 - d. Graffiti should be banned
11. In line 9, the word it refers to _____ (referents of pronouns)
 - a. art
 - b. city
 - c. graffiti
 - d. tag
12. In line 9, the word expression means _____ (context clue)
 - a. confusion
 - b. explanation
 - c. discussion
 - d. permission
13. The followings are the main idea of each paragraph EXCEPT _____ (main idea)
 - a. Graffiti began when someone started writing his signature and other people copied him.
 - b. Graffiti is something people love or hate.
 - c. Graffiti is legal and illegal in some countries.
 - d. Graffiti is a popular form of expression.
14. What do the authorities do to protect graffiti? (detail)
 - a. They don’t allow people under 18 to buy spray paints.
 - b. They display graffiti in famous art galleries.
 - c. They provide special walls for practicing graffiti.
 - d. They use graffiti as an advertisement.

Directions: Read the following passage and answer questions number 15-20

Humans are the leading cause of plants and animals becoming endangered or extinct. An endangered species has so few members that the species may die out. Unless something is done to protect an endangered species, **they** will be gone forever. We will not have any more of that kind of plants or animals on Earth.



The most dangerous thing humans do to endangered animals is destroying their habitats. This is usually because we do not pay very close attention. When there is an area of land we want to use, we don't notice what is already living there.

Thousands of acres of tropical forest, or rainforest, have been destroyed by humans. People wanted the land and lumber for building projects. Countless plants and animals have been lost in this one habitat alone. Many of the organisms that live in the tropical rainforest do not live anywhere else. We are just beginning to discover medicines and other resources there. We risk losing that knowledge if more species die out.



Most of us don't live near a tropical rainforest.



However, that does not mean we are far away from **habitat** destruction. When a town expands, more houses and business are built. The town pushes the local wildlife farther from its natural habitat. Wetlands and grasslands are unique habitats that are especially risk. Thankfully, people are more aware of the problem. This is the first step toward protecting habitats.

15. What is the main idea of the first paragraph? (main idea)

- a. Humans are becoming endanger species.
- b. Humans will not have any more kind of plant or animal.
- c. Humans cause plants and animals disappear.
- d. Humans protect an endangered species.

16. The words “**they**” in line 4 refers to ... (referents of pronouns)
- a. human b. plants c. animal d. endangered species.
17. What kinds of habitats are especially at risk? (details)
- a. Habitat destruction
 - b. Wetlands and grasslands
 - c. Houses and businesses
 - d. Tropical rainforests
18. The word “**habitat**” in the fourth paragraph means... (context clues)
- a. a natural environment in which an animal or plant usually lives.
 - b. a species at risk of extinction because of human activity.
 - c. a place where people live and work.
 - d. a living thing that grows on earth.
19. What best describes the main idea of the last paragraph? (main idea)
- a. Many people don’t live near the forest.
 - b. Many people are far away from habitat destruction.
 - c. Many people are more aware of their habitat destruction.
 - d. Many people build houses and business in the forest which pushes the wildlife further from its natural habitats.
20. Which is the best title of the passage? (topic)
- a. Habitat destruction
 - b. Endangered species
 - c. Wildlife habitats
 - d. Tropical rainforests

Answers Sheet

Name.....Class.....Number.....

No.	A.	B.	C.	D.	No.	A.	B.	C.	D.
1.					11.				
2.					12.				
3.					13.				
4.					14.				
5.					15.				
6.					16.				
7.					17.				
8.					18.				
9.					19.				
10.					20.				

APPENDIX D

Questionnaires to Examine Students' Attitudes towards Teaching Reading Using Multimodal Texts.

QUESTIONNAIRE

Students' Attitudes towards Teaching Reading Using Multimodal Texts

Part I: Opinion Rating Scale.

Directions: Please tick the choice of the following statements that is closet to your opinion.

Items Statements	Rating Scale				
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1. Reading multimodal texts in classroom are very interesting.					
2. Reading multimodal texts increases my reading ability.					
3. Presenting assigned texts in many modes promotes my motivation and engagement in classroom activities					
4. Teaching reading by using different modes of a text distracts my concentration in reading.					
5. Teaching reading by using many modes of a text is ineffective.					
6. I feel more confident completing reading activities when the text is presented in many modes.					

Items Statements	Rating Scale				
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
7. I feel comfortable to read English texts when it is presented in many modes.					
8. I have a lot of fun from activities in class.					
9. Reading activities in classroom are boring.					
10. Reading texts in many modes makes me confused.					
11. I enjoy reading texts when it is presented in many modes of communication.					
12. I am willing to participate in classroom activities when many modes of a text are presented.					
13. I make faster progress in reading when I read texts in many modes.					
14. I can easily understand a passage when it is accompanied by related visual images or supplemental videos.					
15. Reading in many modes of texts help me understand the main idea of the text and recall the unknown vocabulary of the text easier.					

Part II: Open Response.

Are there any comments or ideas about the teaching reading using multimodal texts that you would like to say?

QUESTIONNAIRE

Students' Attitudes towards Teaching Reading Using Multimodal Texts (Thai Version)

แบบสอบถาม

ทัศนคติของนักเรียนที่มีต่อการใช้สื่อหลากหลายรูปแบบในการอ่านภาษาอังกฤษ

ส่วนที่ 1:

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ในช่องที่ตรงกับความคิดเห็นของนักเรียนมากที่สุด

ข้อ	ระดับความคิดเห็น				
	เห็นด้วย อย่างยิ่ง	เห็น ด้วย	ปาน กลาง	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
ข้อความ	5	4	3	2	1
1. การอ่านข้อความที่น่าสนใจร่วมกับสื่อหลายรูปแบบในชั้นเรียนเป็นสิ่งที่น่าสนใจ					
2. การอ่านข้อความหลายรูปแบบช่วยเพิ่มความสามารถในการอ่านของฉัน					
3. ข้อความจากสื่อหลายรูปแบบสร้างแรงจูงใจและการมีส่วนร่วมในกิจกรรมในชั้นเรียนของฉัน					
4. การสอนอ่านภาษาอังกฤษโดยใช้สื่อหลายรูปแบบทำให้นักเรียนสามารถอ่าน					
5. การสอนอ่านภาษาอังกฤษโดยใช้สื่อหลายรูปแบบในห้องเรียนไม่มีประสิทธิภาพ					
6. ฉันรู้สึกมั่นใจในการทำกิจกรรมหรือแบบฝึกหัดที่เกี่ยวข้องกับการอ่านมากขึ้นเมื่อข้อความถูกนำเสนอจากสื่อหลายรูปแบบ					

ข้อ ข้อความ	ระดับความคิดเห็น				
	เห็นด้วย อย่างยิ่ง	เห็น ด้วย	ปาน กลาง	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
	5	4	3	2	1
8. ฉันสนุกกับกิจกรรมในห้องเรียน					
9. กิจกรรมการอ่านในห้องเรียนน่าเบื่อ					
10. การอ่านข้อความจากสื่อหลาย รูปแบบทำให้ฉันสับสน					
11. ฉันสนุกกับการอ่านเมื่อข้อความ ถูกนำเสนอในสื่อหลายรูปแบบ					
12. ฉันอยากจะร่วมกิจกรรมในชั้น เรียนเมื่อฉันได้อ่านข้อความจากหลาย รูปแบบ					
13. ฉันอ่านภาษาอังกฤษได้ดีขึ้นเมื่อ ฉันอ่านข้อความจากสื่อหลายรูปแบบ					
14. ฉันสามารถเข้าใจข้อความได้อย่าง ง่ายดายเมื่อข้อความถูกนำเสนอ ร่วมกับภาพหรือวิดีโอที่เกี่ยวข้องกับ ข้อความ					
15. การอ่านข้อความจากสื่อหลาย รูปแบบช่วยให้ฉันเข้าใจใจความหลัก ของเรื่องที่อ่าน					

ส่วนที่ 2: คำถามทั่วไป

คุณมีคำถามหรือคำแนะนำเกี่ยวกับวิธีการสอนนี้หรือไม่

APPENDIX E

Questionnaires to Examine Students' Attitudes towards English Reading.

QUESTIONNAIRE

Students' Attitudes towards English Reading

Directions: The questionnaire is about reading in English. Please read the statement and check how much you agree or disagree with the statement.

Items Statements	Rating Scale				
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
Part 1: Students' Perception in English Reading					
1. Reading English texts is a good way to learn English.					
2. English reading is not necessary for Thai people.					
3. English reading broadens my knowledge of life.					
4. English reading does not help improve my English skills.					
5. I waste of my time reading English.					
Part 2: Students' Feeling toward English Reading					
6. I feel discontented whenever I have to read English texts.					
7. English reading is enjoyable.					
8. I am stressed when I read English texts.					
9. I feel comfortable in English reading class.					
10. English reading is boring.					
Part 3: Students' Behavior in English Reading					
11. I read English texts in my free time.					

Items Statements	Rating Scale				
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
Part 3: Students' Behavior in English Reading					
12. If it is necessary, I will avoid reading in English.					
13. I read English texts every day at least a passage a day.					
14. I can apply what I have read in English to my daily life.					
15. I will read English texts only when I am forced to.					

Comments and Suggestions: _____

QUESTIONNAIRE

Students' Attitudes towards English Reading (Thai Version)

แบบสอบถามทัศนคติของนักเรียนที่มีต่อการอ่านภาษาอังกฤษ
คำชี้แจง: แบบสอบถามนี้เป็นแบบสอบถามวัดทัศนคติที่มีต่อการอ่านภาษาอังกฤษของ
นักเรียน จงอ่านข้อความแล้วเลือกช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

ข้อ	ระดับความคิดเห็น				
	เห็นด้วย อย่างยิ่ง	เห็น ด้วย	ปาน กลาง	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
ข้อความ	5	4	3	2	1
ส่วนที่ 1: ด้านความรู้ความเข้าใจ					
1. การอ่านภาษาอังกฤษเป็นแนวทาง ที่ดีในการเรียนรู้ภาษาอังกฤษ					
2. การอ่านภาษาอังกฤษไม่จำเป็น สำหรับคนไทย					
3. การอ่านภาษาอังกฤษสามารถเพิ่ม ความรู้ทั่วไปเกี่ยวกับชีวิตของฉันได้					
4. การอ่านภาษาอังกฤษไม่สามารถ พัฒนาภาษาอังกฤษด้านอื่นๆของฉัน					
5. การอ่านภาษาอังกฤษเป็นการ สิ้นเปลืองเวลา					
ส่วนที่ 2: ด้านความรู้สึก					
6. ฉันรู้สึกไม่พอใจเมื่อต้องอ่าน ภาษาอังกฤษ					
7. การอ่านภาษาอังกฤษเป็นสิ่งที่สนุก					
8. ฉันรู้สึกเครียดเมื่ออ่านภาษาอังกฤษ					
9. ฉันรู้สึกสบายใจเมื่อเรียนวิชาการ อ่านภาษาอังกฤษ					
10. การอ่านภาษาอังกฤษเป็นสิ่งที่น่า เบื่อ					

Items Statements	Rating Scale				
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
ส่วนที่ 3: ด้านพฤติกรรม					
11. ฉันอ่านเรื่องราวเป็นภาษาอังกฤษเมื่อฉันมีเวลาว่าง					
12. หากจำเป็นฉันหลีกเลี่ยงการอ่านภาษาอังกฤษ					
13. ฉันอ่านบทความภาษาอังกฤษอย่างน้อยวันละหนึ่งบทความทุกวัน					
14. ฉันสามารถนำความรู้ที่ได้จากการอ่านภาษาอังกฤษไปใช้ในชีวิตประจำวันได้					
15. ฉันไม่อ่านภาษาอังกฤษแม้ว่าจะถูกบังคับ					

ข้อคิดเห็นและข้อเสนอแนะ: _____

VITAE

VITAE

Name: Phatteenan Suwancharoen

Date of Birth: 14 January, 1984

Place of Birth: Sakhon Nakhon

Address: 234 Moo 5, Bangnamprieo, Chachoengsao 24150

Educational Background:

2006 Bachelor of Arts (English)

From Payap University

2009 Master of Arts (International Trade Negotiation)

From Ramkhamhaeng University

2009 Graduate Diploma in Teaching Profession

From Phranakhon Rajabhat University

2016 Master of Arts (English)

From Srinakharinwirot University