

THE EFFECTS OF THE INSTRUCTION BASED ON READER-RESPONSE
APPROACH ON THAI STUDENTS' CRITICAL READING SKILLS



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
at Srinakharinwirot University
December 2014

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A THESIS
BY
FUANGLADA CHOMCHUEN

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

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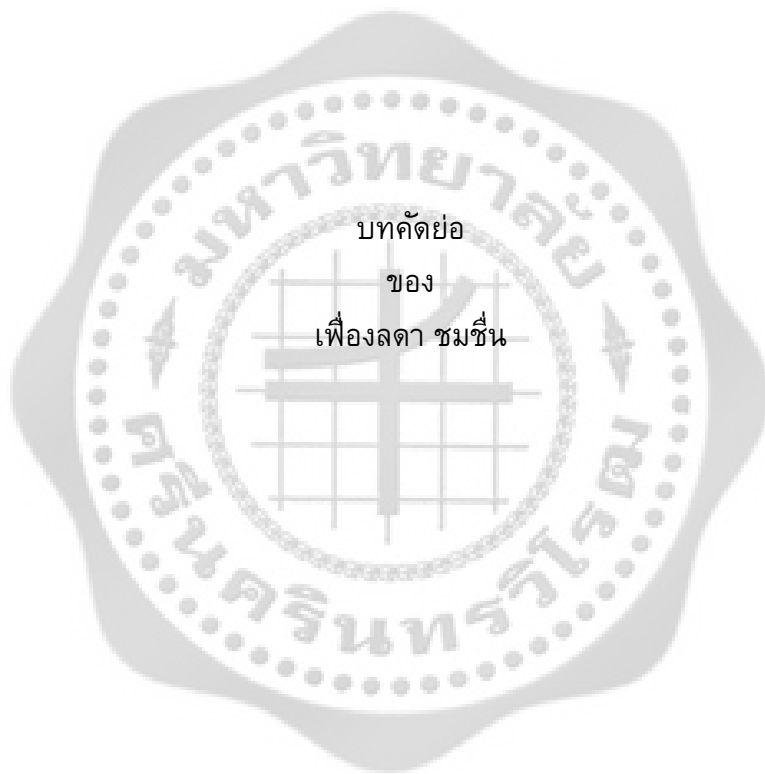
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Asst. Prof. Dr. Supaporn Yimwilai

The purposes of this study were to investigate the effects of the instruction based on the reader-response approach on the development of Thai students' critical reading skills. Additionally, the study aimed to examine students' attitudes toward the teaching method and English reading. This study was a single-group, pretest-posttest experimental research study. The participants were thirty-one eleventh grade students majoring in the English-math program at Chomsurang Upathum School in Ayutthaya Province in the 2013 academic year. The research instruments used in this study included: a critical reading test, four lesson plans based on the reader-response approach, students' reading logs, a questionnaire on students' attitudes toward the instruction based on the reader-response approach, and a questionnaire on students' attitudes toward English reading. Mean scores, standard deviations, and dependent *t*-test analyses were used to analyze the data. The results of the study revealed that the students' critical reading skills after the experiment were significantly higher than before the experiment. Furthermore, their attitudes toward the instruction, and their attitudes toward English reading were positive. The result revealed that the instruction based on the reader-response approach had positive effects on Thai students.

ผลของการสอนตามแนวคิดการตอบสนองของผู้อ่านที่มีต่อทักษะการอ่านเชิงคิดวิเคราะห์ของ
นักเรียนไทย



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ
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งานวิจัยนี้มีวัตถุประสงค์ เพื่อศึกษาผลของการสอนตามแนวคิดการตอบสนองของผู้อ่านที่มีต่อ ทักษะการอ่านเชิงคิดวิเคราะห์ของนักเรียนไทย นอกจากนี้งานวิจัยชิ้นนี้ยังศึกษาทัศนคติของนักเรียนที่มีต่อการสอนด้วยวิธีดังกล่าวและทัศนคติที่มีต่อการอ่านภาษาอังกฤษอีกด้วย แบบแผนการวิจัยเป็นแบบกลุ่มทดลองกลุ่มเดียวที่มีการวัดผลก่อนและหลังการทดลอง กลุ่มตัวอย่างคือ นักเรียนชั้นมัธยมศึกษาปีที่ 5 โรงเรียนจอมสุรางค์อุปถัมภ์ ในจังหวัดอยุธยา จำนวน 31 คน ซึ่งนักเรียนทั้งหมดเรียนสายศิลป์-คำนวณ คัดเลือกโดยวิธีการสุ่มตัวอย่างแบบเจาะจง เครื่องมือที่ใช้ในการวิจัยประกอบไปด้วย แบบทดสอบวัดผลสัมฤทธิ์ทางการอ่านเชิงคิดวิเคราะห์ แผนการสอนตามแนวคิดการตอบสนองของผู้อ่าน สมุดแสดงความคิดเห็นของนักเรียน แบบสอบถามทัศนคติของนักเรียนที่มีต่อวิธีการสอน และแบบสอบถามทัศนคติของนักเรียนที่มีต่อการอ่านภาษาอังกฤษ การวิเคราะห์ข้อมูลใช้ คะแนนเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และสถิติทดสอบที่ผลการวิจัยพบว่าคะแนนเฉลี่ยการอ่านเชิงคิดวิเคราะห์ของนักเรียนหลังได้รับการสอนตามแนวคิดการตอบสนองของผู้อ่านสูงกว่าอย่างมีนัยสำคัญก่อนการได้รับการสอน นอกจากนี้ทัศนคติที่มีต่อการสอนและการอ่านภาษาอังกฤษของนักเรียนยังอยู่ในระดับดีอีกด้วย ดังนั้น วิธีการสอนตามแนวคิดการตอบสนองของผู้อ่านมีประสิทธิภาพที่ดีต่อนักเรียนไทย

The thesis titled
“The Effects of the Instruction Based on Reader-Response Approach on Thai Students’
Critical Reading Skills”

by
Fuanglada Chomchuen

Has been approved by the Graduate School as partial fulfillment of the requirements
for the Master of Arts degree in English of Srinakharinwirot University.

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CHAPTER I

INTRODUCTION

Background of the Study

In the age of information technology, it is undeniable that people of all ages can easily access almost any information they desire using a variety of devices and sources, including newspapers, magazines, television, radio, and the Internet. However, not all information available is written by experts, trustworthy, or factual, which raises the question of the extent to which people can trust the information they receive. Therefore, people require high-level reading skills to analyze and evaluate information.

Many experts suggest that advanced critical reading skills are the most important skills to possess in the age of information (McLaughlin & DeVogd, 2004; Pardede, 2011; Tung & Chang, 2009; Ueai-chimplee, 2007). This is because critical reading skills represent the highest level of reading, and involve utilizing analytical skills to interpret information received. McLaughlin and DeVogd (2004) also support the idea that critical reading is a sense of careful evaluation, a process of making judgments by applying reasoning powers. It is the practice of analyzing information with reasoning, logic, and world viewpoints to make judgments on what to believe and what to do. Moreover, Al-Mahrooqi (2012) indicates that critical reading is a complex process of higher-order thinking that involves readers and texts working together to construct the meaning of texts.

Consequently, people who possess these skills will learn and think clearly before they purposefully judge the information (Tung & Chang, 2009). Critical reading skills help people to detect misleading information and to not trust information passively; people who possess critical reading skills can uncover bias, prejudice, misinformation,

and illogical ideas presented in texts (Pardede, 2011). They will share their experiences, personal traits, and background knowledge to make texts meaningful, and they will be inquisitive, well-informed, flexible, and open-minded, since these skills help people listen to others' ideas (Liaw, 2007).

However, many research studies reveal that English as a Foreign Language (EFL) students have poor critical reading abilities. For example, Dhanapal (2010) conducted a study with Malaysian students and found their critical reading ability to be at a low level. McLaughlin and DeVoogd (2004) indicated that when students interact with a variety of information, they never question or judge the authors' intentions, but rather trust what they read. Khaunkaew (2010) studied Thai students and revealed that they too had few critical reading skills, and added that the students did not know how to develop, expand, and support their thinking. Ueai-chimplee (2007) also found that Thai students lacked these skills.

Since EFL students' critical reading skills are lacking, changes in the teaching and learning of critical reading are required. Many instructors are seeking better methods to develop students' critical reading skills, and one of the most effective is the reader-response approach. This is largely because this approach gives students an opportunity to analyze and evaluate texts freely (Dhanapal, 2010; Khatib, 2011; Schieble, 2010; Suzer, 2006; Tucker, 2000). Tucker (2000) claimed that applying the reader-response approach provides students with many benefits. First, it "enables students to experience relevance in the reading task" (p. 199); second, it gives them an opportunity to express their ideas freely; and finally, it values students as critical readers who are able to determine meaning in texts. In addition, the reader-response approach has a strong relationship with critical reading skills. Halim (2011) stated that to achieve critical reading skills, students should have analysis and evaluation skills, as these form the foundation of critical

reading. To gain these skills, students should practice an aesthetic mode of reading, which allows students to analyze and evaluate texts by sharing their experiences, personal traits, and feelings to construct meaning from the texts. The aesthetic mode of reading is one of the two modes of reading involved in the reader-response approach. Therefore, it seems clear that the reader-response approach is especially promising in cultivating critical reading skills and encouraging students to construct meaning from texts at a personal level. Students will be personally involved in the world of the texts, and will think and read both critically and creatively.

For the reasons stated above, and to evaluate the claimed benefits, this study aims to investigate the effects of the instruction based on the reader-response approach on students' critical reading skills. In addition, this study will provide more concrete evidence of the effects of the instruction based on the reader-response approach on developing students' critical reading skills, and will examine the potential benefits.

Objectives of the Study

The objectives of the research are:

1. To investigate the effects of the instruction based on the reader-response approach with regard to students' critical reading skills.
2. To study students' attitudes toward the instruction based on the reader-response approach.
3. To study students' attitudes toward the English reading.

Significance of the Study

The significance of this study is as follows:

1. This study will highlight an alternative form of instruction for English teachers to adopt to improve their method of teaching critical reading.

2. This study will help readers and educators understand the benefits of the reader-response approach and literature, and its integration into the EFL curriculum.

3. This study will provide a guideline for other studies on developing Thai students' critical reading skills.

Definition of Terms

Critical reading skills refer to a high-level understanding of written texts. It requires skills of interpretation, analysis and evaluation to read between the lines and uncover hidden meanings that authors do not state directly. It consists of the following four elements:

Distinguishing facts from opinions refers to determining an author's argument to uncover facts and opinions that support the author's point of view. A fact is something that can be proven, while an opinion is one person's belief, or something that cannot be proven.

Recognizing the author's purpose and tone refers to analyzing the reason why the author produces a piece of writing. An author's purposes can be to inform, instruct, persuade, and entertain. Recognizing tone involves determining an author's feelings or attitude towards his or her subjects.

Making inferences refers to establishing what the author does not say directly, based on what he or she does say. Inferring requires readers to have background knowledge and experience to think in depth, as intended by the author.

Drawing conclusions refers to making a reasonable judgment based on information the author provides.

Reader-response approach. This refers to the approach that focuses on readers' feelings and an aesthetic mode of reading to create meaning from texts. Readers bring their personality, traits, and past experiences to engage with the texts actively and

personally, which means texts can be interpreted differently depending on each reader's emotions and circumstances.

Instruction based on the reader-response approach. refers to instruction in which teachers emphasize the aesthetic mode of reading that encourages students to voice their feelings and emotions. It also encourages students to play a more active role in reading to experience texts in an aesthetic manner and engage actively with texts in the interpreting process. In addition, the instruction is student-centered, and allows students the freedom to express their ideas and opinions. There are three stages:

Pre-reading stage. This stage helps students activate their prior knowledge and build up background knowledge that they may lack.

While-reading stage. It enhances students' reading ability to deal with texts by interacting with the texts in making meaning. This stage also helps students gather new knowledge from the texts they read.

Post-reading stage. It enhances students in learning reinforcement and leads them to deeper analysis. They will understand texts better, be able to interpret texts, and understand the author's point of view.

Attitudes toward the English reading. It refers to the way in which a person views English reading. A person can respond to English reading either positively or negatively through his or her perceptions, feelings, and behavior.

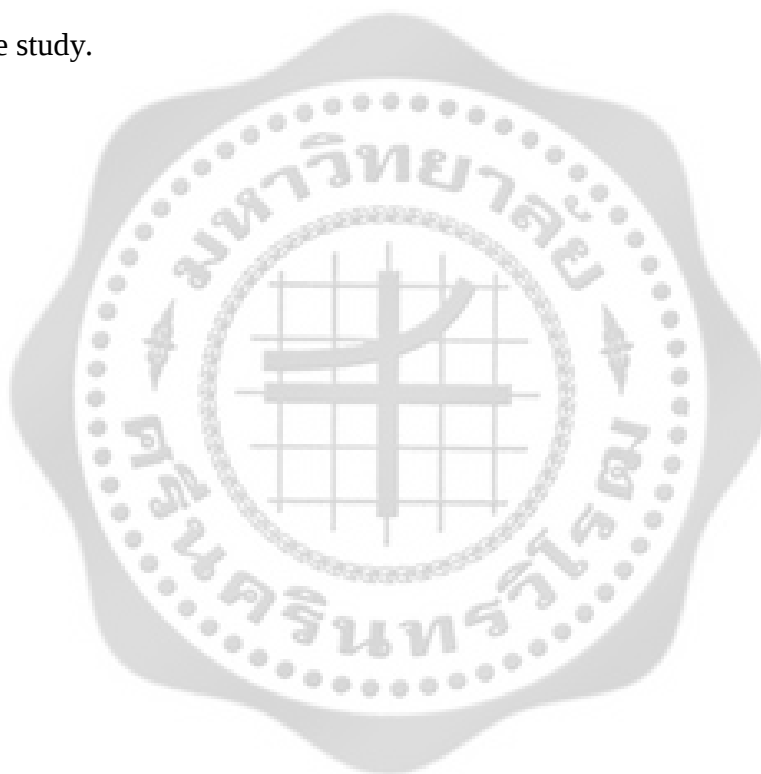
Students' perception of English reading refers to students' understanding of English reading as a skill either useful or useless in their learning outcomes or future life.

Students' feelings toward English reading refers to what students feel when they are presented with reading in English, as they can feel either positively or negatively towards it.

Students' behavior in English reading refers to students' actions or reactions in response to English reading. They either will or will not perform well in reading in English depending on whether they have or lack external and internal motivation.

Scope of the Study

This study was limited to eleventh-grade students in the English-Math Program at Chomsurang Upathum School in Ayutthaya province. Moreover, literary texts and the instruction based on the reader-response were used as reading materials and the teaching method in the study.



CHAPTER II

LITERATURE REVIEW

This chapter provides a brief review of critical reading skills, the reader-response theory (including methods of using it to teach students' critical reading skills), and related research.

Critical Reading Skills

Many educators have attempted to define critical reading skills. For example, Halim (2011) described critical reading as a process of interpreting, analyzing, criticizing, and evaluating a piece of writing. He asserted that critical reading is closely related to critical thinking because it involves the same process of thinking about any subject, content, or problems. He also supported the view that critical reading is a process of making judgment about ideas, problems, or phenomena by applying reasoning power. According to Crismore (2000) and Wang (2009), critical reading is reflective thinking that students form from conventional knowledge to draw a logical conclusion, a skill that allows students to reveal their ideas, express the interrelationships among their ideas, and develop a higher level to their thinking quality.

According to Liaw (2007), critical reading involves the use of world knowledge and past experiences, information that students apply to find choices, make inferences, ask questions, and solve problems. Wang (2009) and Xu (2011) supported Liaw's view that critical reading is a higher-order thinking skill that can help students succeed in a knowledge-based society because it helps them become inquisitive, well-informed, logical, open-minded, flexible, fair-minded in evaluation, honest in facing their personal biases, and cautious in making judgment.

Chalaysap (2012) stated that critical reading skills require an interaction between authors and readers to form a new understanding that is more sophisticated than literal comprehension because readers read between the lines to discover the hidden meaning of texts. Therefore, readers need critical reading skills because it helps them make critical judgments and draw logical conclusions.

Pirozzi, Starks-Martin, and Dziewisz (2008) also advocated the view of critical reading as a high-level comprehension of written texts that requires interpretation and evaluation skills to help readers analyze and separate important from unimportant information. It also helps readers distinguish facts from opinions, determine authors' purpose and tone, use inference to read beyond the texts, fill in informational gaps, and come to logical conclusions. These skills require much thought; therefore, critical reading depends on critical thinking (see Figure 1; Pirozzi, Starks-Martin, and Dziewisz, 2008, p. 343).

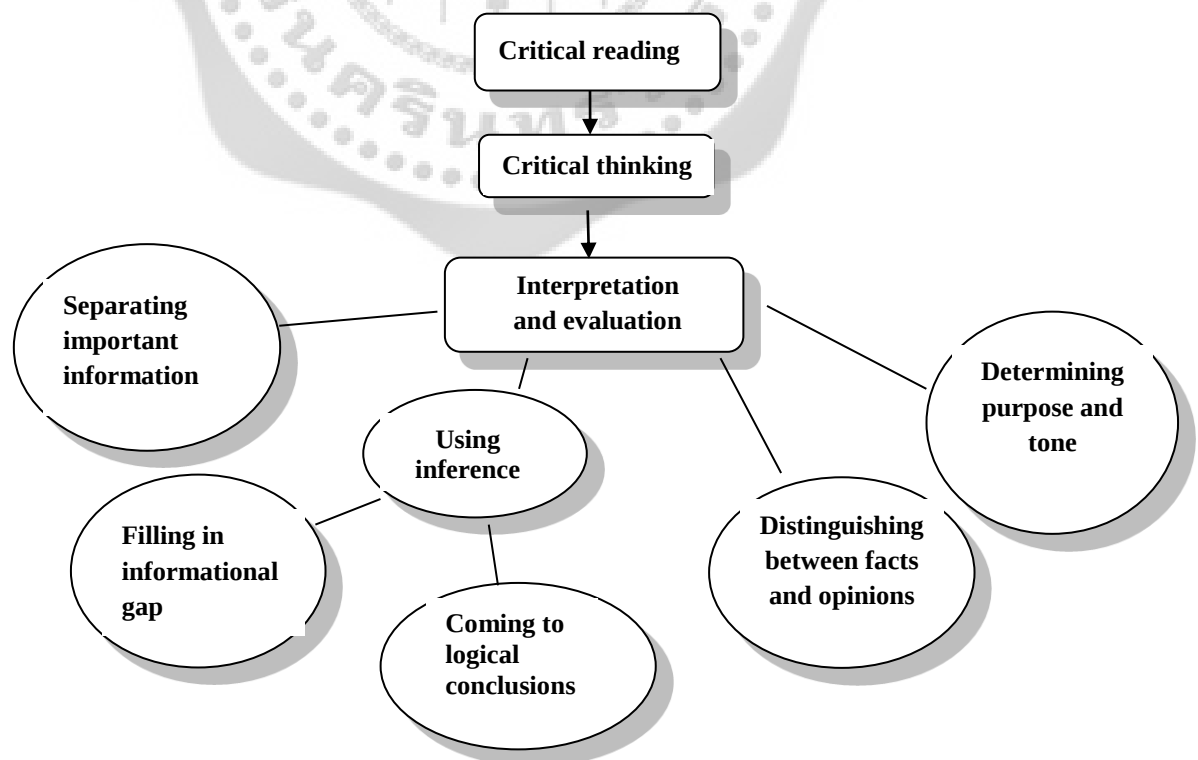


Figure 1: The relationship between critical thinking and critical reading skills

To sum up, critical reading is a high-level understanding of a written text, which requires skills of interpretation and evaluation to read between the lines and find the hidden meaning that authors do not state in the texts explicitly. It is also related to critical thinking given the level of thought required in analyzing texts. Critical reading skills consist of distinguishing facts from opinions, recognizing an author's purpose and tone, making inference, and drawing conclusions, while critical readers will become inquisitive, well-informed, open-minded, and flexible.

Reader-Response Theory

Reader-response theory was introduced in literary analysis in the early 1970s, but its roots can be traced back to the 1920s and 1930s. In the earliest days of the theory, I. A. Richards (a lecturer at Cambridge University) was interested in the process of reading itself, and he focused on how the readers responded to texts. In the 1930s, Louise M. Rosenblatt further developed Richards' contextual nature of the reading process; however, she focused only on the process of the creation of meaning of texts (Bressler, 2003). Rosenblatt explained that readers and texts must work together to construct such meaning, and in the process of creating the meaning, readers bring their traits, past experiences, view of the world, background, and knowledge to interact or transact with texts (Rosenblatt, 1988). According to Arnold (2006), reader-response theory gives authority to readers' responses, and he states that the development of reader-response theory finally places the emphasis on the readers' interpretations. This means the interpretations of readers will be valuable and reasonable to personal understanding.

From a reader-response perspective, readers are primary and active participants in the process of constructing textual meaning. Hirvela (1996) asserts that the interpretation readers make is a reflection of readers themselves; each reader allows himself or herself to be involved in the interpretation of the text. When they read, texts shape new

knowledge, new experiences, and new ideas for readers. However, readers cannot get one correct meaning from texts as, according to Russell (2001), each time readers read a text, the meaning they take from it will be different. This is because the text itself has more than one meaning, and can be recreated by readers based on their particular emotion of the moment, physical condition, and the circumstances when they read a text.

There are two stances to the reading of literary texts (Rosenblatt, 1988). Efferent reading requires readers to identify meaning, while aesthetic reading requires the reaction of readers to texts. Aesthetic reading is more emotional, while efferent reading is more factual (McLaughlin & DeVogd, 2004). Furthermore, aesthetic reading emphasizes readers only, and Rosenblatt (1988) states that:

“In the kind of reading, the reader adopts an attitude of readiness to focus attention on what is being lived through during the reading event. Welcomed into awareness are not only the public referents of the verbal signs but also the rest of the “iceberg” of sense, the sensations, images, feeling, and ideas that are the residue of past psychological event involving those words and their referents. Attention may even include the sounds and rhythm of the words themselves, heard in “the inner ear.” The aesthetic reader experiences, savors, the qualities of the structured ideas, situations, scenes, personalities, emotions, called forth, participating in the tensions, conflicts, and resolutions as they unfold” (Rosenblatt, 1988, p. 5)

In short, reader-response theory is a theory of reading that emphasizes individual readers. It believes that text itself can have the meaning when there is a collaboration of the readers and texts because readers bring their personality, traits, and past experiences to interact with and shape the new experience. In addition, texts can be interpreted differently depending on the emotion and circumstances of each reader.

To apply this approach in the EFL classroom, Khatib (2011) and Dhanapal (2011) suggested that teachers should emphasize the aesthetic mode of reading in which students can be encouraged to voice their feelings and personal interpretation of texts. Teachers in the reader-response classroom will see students as active participants and decision makers (Alazzi, 2007, p. 132), because the goal of reader-response is to encourage students to play a more active role in reading to experience texts in an aesthetic manner (Liaw, 1997, p. 114). Readers become central in meaning construction by bringing and sharing their schemata to texts while reading (Khuankaew, 2010, p. 12).

Russell (2011, p. 76) states that there are four main objectives of the reader-response approach to apply in a reading classroom:

- “1. To encourage individual readers to feel comfortable with their own responses to literary work
2. To encourage readers to seek out the reasons for their responses and thereby come to understand themselves better
3. To encourage readers to recognize, in the responses of others, the differences among people and to respect those differences
4. To encourage readers to recognize, in the responses of others, the similarity among people” (Russell, 2011, p. 76).

In a reader-response classroom, teachers are facilitators to help students remain on the right track, and they should establish a student-centered and democratic atmosphere in which students feel free to express their ideas and opinions. Moreover, teachers should realize that the students’ answers are not right or wrong, providing they can find evidence to support their opinions. Russell (2001, p. 76) recommends that teachers in reader-response classrooms should:

- “1. Bring children and books together

2. Give them as many different types of literature as possible
3. Encourage honesty and open responses
4. Challenge them to explore those responses and learn something about themselves
5. Provide them with critical language that they might clearly express their response
6. Encourage toleration
7. Encourage mutual understanding” (Russell, 2001, p.76)

The roles of teachers’ stated above will affect the way students express their ideas and opinions during group and class discussion. However, students in a reader-response classroom have to engage actively with texts during the interpreting process, because the texts read will be meaningless without students’ engagement (Ueai-chimlee, 2007, p. 28). Students will therefore have a crucial role in classroom discussion.

Arnold (2006), Dhanapal (2010), Ghaith and Madi (2008), Suzer (2006), and Ueai-chimlee (2007) suggested that to apply this approach to classrooms, teachers have to separate the whole process of reading into three stages: pre-reading, while-reading, and post-reading.

Pre-reading stage

The pre-reading stage provides many benefits to readers. One important function is to activate readers’ background knowledge, while the process also allows readers to formulate questions about the texts they read. They should be encouraged to draw inference, and to guess about what they will read, using their prior knowledge, because it helps students recognize the knowledge they already have. Frager (1993) stated that the pre-reading process could also help students build background knowledge, which readers may lack, while Yimwilai (2007) pointed out that background knowledge could help

students understand texts better because it offers specific concepts of texts they read.

Teachers may provide a list of difficult vocabulary, technical terms, colloquial words, or cultural points they may discover while reading.

While-reading stage

In the while-reading stage, students interact with texts in making meaning. This stage can enhance students' ability to deal with texts by supporting their linguistic and background knowledge, while this stage also helps students shape new knowledge. They will accumulate new experience and knowledge while reading, and this stage helps students confirm or disconfirm their original thoughts or prediction; if the prediction cannot be confirmed, students have to make a correction (Alyousef, 2005).

Post-reading stage

This stage helps students enhance their learning reinforcement and leads them to deeper analysis (Alyousef, 2005), as students can interpret texts, understand authors' point of view, and prepare themselves for such deep analysis. Yimwilai (2007) supported the notion that students at this stage will interpret and reflect on texts based on their understanding, and that they will value their reading experience.

However, this approach does not identify how to teach specifically; therefore, teachers who choose to apply this approach in their classroom must find activities that can make a connection between students and the texts they read. Many educators suggest the following possible activities:

1. Reading aloud

This activity can focus students' attention on what they read. According to Russell (2011), reading aloud is an interactive experience for students to share stories. Students will enjoy telling a story and learning how to pronounce words; they will also learn enunciation, proper inflection, appropriate tone, and thoughtful pacing.

2. Storytelling

This activity is the art of narrating a story from memory rather than reading, which helps students understand the story better. In addition, students will learn how to create their own story and to develop effective body movement and eye contact, clear enunciation, meaningful inflection, and proper pausing. Students will know when to slow down, when to speed up, when to talk in a whisper or when to shout to make their own story more interesting (Russell, 2011).

3. Book discussion

The book discussion is an activity that involves asking questions of varying levels of sophistication. The first level should involve memory questions that ask students to recall information from the story; such questions can help determine whether students comprehended the story. The second level should consist of interpretation questions, which require students to make inferences and draw conclusions from the facts given in the story. These questions may require analysis or synthesis. The third level is application questions, which will help students identify the relationship between the stories and students' life, because application is the transfer of information acquired from literary work to one's own life (Russell, 2011).

4. Keeping a reading log

This activity can help students understand texts better, and requires them to have a notebook in which to record their initial reactions in a reading log. Teachers encourage them to reflect on the texts they read, and tell them that while writing a reading log they should be honest about their feelings. If they are not sure what the story is about, they can write about their confusion; they can also express what they like or do not like about the story, including what interests them. At this point, teachers should encourage them to

relate their own experiences or background knowledge and to raise questions if they do not understand (Spack, 1998).

5. Journal entries

Writing a journal entry is another activity with many benefits for students. According to Tucker (2000), “journal entries can be used to great advantage in making students feel comfortable in classroom.” Students can respond to texts freely or note an observation from the story that prompts them to feel something, whether it is to agree or disagree, like or dislike. They can then share their observations with friends, or extend their understanding of how the story affects the readers by studying the views of other critics outside classroom. Learning from professional critics can help students develop their thinking skills; they can confirm their support, or extend or refute their ideas. Teachers may question students to help them further their focus (Tucker, 2000, p. 202).

In conclusion, the reader-response approach consists of three stages: pre-reading, while-reading, and post-reading, each with specific purposes. Pre-reading helps stimulate students’ background knowledge or build background knowledge that they may lack. While-reading helps students shape new knowledge by sharing their experience, and allows them to confirm their predictions. Post-reading helps students to understand texts better and leads them to a deeper analysis. Moreover, there are many activities that can be utilized in the reader-response classroom, including reading aloud, storytelling, book discussion, keeping a reading log, and journal entries. The instructors who aim to apply this approach to their classroom have to determine which activities are most suitable for his or her contexts.

Related Research

Many studies indicate that the reader-response approach can promote students' critical reading skills. For example, Liaw (1997) studied the reader-response approach for literature reading in EFL classroom with 52 Taiwanese university freshmen. They were assigned to read two books in their free time and compile response logs as a reaction to the literary texts. The findings revealed that students experienced literary texts aesthetically, and a high level of transaction between literary texts and the students themselves, a transaction that the students said they were interested in.

Suzer (2006) also studied the reader-response approach to teaching poetry analysis, in this case with 35 undergraduate students taking the "Poetry: Analysis and Teaching" course at Hacettepe University's ELT department. The students were taught the features of the reader-response approach and assigned to read a poem with consideration of a reader-response lesson plan. The results revealed that students preferred the reader-response approach to a traditional one, and that they had more opportunities to express ideas freely.

In addition, Ghaith and Madi (2008) studied the effects of reader-response versus new criticism on literary reading during a study using a qualitative pretest-posttest design. The participants were 28 EFL learners enrolled in twelfth-grade classes at a private school in Beirut, Lebanon, who were divided into experimental and control groups. All participants were assigned to read the same literary texts, but the experimental group was asked to use the reader-response and new criticism approaches. The researchers found that the reader-response approach could positively affect students' literary reading, especially the appreciation of literary values.

Dhanapal (2010) also integrated the stylistics and reader-response approaches to promote the critical thinking skills of 50 Malaysian students, half from an urban school

and half from a rural school. Both groups of students were taught literary texts with an integrated approach involving reader-response and stylistics, and the results revealed that the integrated approach could increase students' critical thinking skills significantly.

In addition, Khatib (2011) conducted a study involving applying the reader-response approach to the teaching of English short stories. The participants, 45 Iranian students at Allameh Tabataba'i University, were split into two groups, one taught using the traditional method of teaching literature, the other by implementing a reader-response approach. The findings revealed that the students who experienced the reader-response approach could provide aesthetic responses to literary texts.

From the above discussion, it is clear that the reader-response approach is an effective teaching method to improve students in many learning fields. However, the research studies on the use of the reader-response approach to promote students' critical reading skills are limited. Therefore, the researcher would like to study the effectiveness of the reader-response approach in enhancing students' critical reading skills in Thailand.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe, in detail, the research methodology employed in this study. It begins by presenting the research procedures, research design, participants, data collection and research instruments. Next, it addresses the procedures of data analysis.

Research Procedure

Research Design

This study was a single-group, pretest-posttest experimental research study that employed the reader-response approach in designing four lesson plans to develop the critical reading skills of Thai students in an eleventh grade English-math program. The Critical Reading Test was used to measure students' critical reading skills before and after the instruction in the 2013 academic year. Students' reading logs were used to observe their understanding of the stories they had been assigned to read during the teaching and to assess their critical reading skills in other ways. Also, they were used to support the findings of the study. The Students' Attitudes toward the Instruction Based on Reader-Response Approach Questionnaire was used to study students' opinions toward the teaching method. Additionally, the Students' Attitudes toward English Reading Questionnaire was used to study students' opinions on English Reading after the instruction based on the reader-response approach.

The Participants

The participants of this study was eleventh grade students from Chomsurang Upatham School in Ayutthaya Province, Thailand. The reason for choosing this school was the vision of the school which emphasizes the importance of thinking process

development and English language proficiency. Therefore, the objectives of this study supported the vision of this school.

The participants of the study were thirty-one students in grade eleven in the English-math program. The reasons for choosing these students were: (a) they were required to take the Reading and Writing course (ENG 30204) according to The Basic Education Core Curriculum 2008 of Thailand; (b) they were required to take English courses more than other programs, and, therefore, the students' English proficiency was strong enough to complete all activities in English; (c) they would be taking the Ordinary National Education Test (O-NET) in grade twelve, so it would be useful for them to build a strong foundation in critical reading skills. There were thirty- four students in the program who took the Reading and Writing course in the second semester of academic year 2013. The students who were absent on the first day of the experiment were excluded because they missed the pretest. Consequently, the number of the participants was reduced to thirty-one.

Research Instruments

The instruments of this study can be described as follows:

1. Lesson Plans Based on the Reader-Response Approach

Four lesson plans based on the reader-response approach (see Appendix A) were designed by the researcher. The teaching process was divided into three stages: pre-reading, while-reading and post-reading. The details of the teaching method were:

Pre-Reading Stage:

- i. Students were assigned to take a literary text to read at home.
- ii. In class, the instructor asked some questions that related to students' life and the story they read to activate their background knowledge.

iii. After that, the instructor provided some necessary background information and the biography of the author. This was pre-reading stage for the classroom.

While-Reading Stage:

i. This stage took place in the classroom in the form of discussion with the help of the instructor. The instructor asked students with some comprehensive and critical questions to examine their understanding and their opinions about the story they read.

ii. The instructor introduced students to one critical reading skill.

iii. Students were asked to do while-reading activities such as completing work sheets.

Post-Reading Stage:

i: Students were asked to do post-reading activities such as writing reading logs or designing projects related to the literary text.

In designing the lesson plans, the researcher selected four short stories that were appropriate to the students' age and interests. Each lesson plan was also designed to develop one element of critical reading skills, as follows:

Lesson plan 1: "Am I Blue?" by Alice Walker; Topic: Distinguishing Facts from Opinions (200 minutes).

Lesson plan 2: "Lamb to the Slaughter" by Roald Dahl; Topic: Recognizing the Author's Purpose and Tone (200 minutes).

Lesson plan 3: "Why Mosquitoes Buzz in People's Ears;" Topic: Making Inferences (100 minutes).

Lesson plan 4: "The Hummingbird that Lived through Winter" by William Stonehill Saroyan; Topic: Drawing Conclusions (100 minutes).

2. The Critical Reading Test

The Critical Reading test (see Appendix B) was designed to measure students' critical reading skills before and after the instruction. The test consisted of two parts: a multiple-choice part and a writing part. The multiple-choice part consisted of twenty items concerning a poem, a play, and two short prose pieces. The questions were designed to test four main elements of critical reading skills: distinguishing facts from opinions, recognizing the author's purpose and tone, making inferences, and drawing conclusions. Table 1 presents the categories for each critical reading skill, along with the number of the items.

Table 1 *The Categories of Critical Reading Skills and Number of Items Used in the Critical Reading Test*

Categories of Critical Reading Skills	Numbers of Item	Item Used in the Critical Reading Test
Distinguishing Facts From Opinions	5	1, 7, 11, 16, 20
Recognizing an Author's Purpose and Tone	5	2, 9, 12, 15, 19
Making Inferences	5	5, 6, 8, 13, 17
Drawing Conclusions	5	3, 4, 10, 14, 18
Total	20	

In addition to the multiple-choice items, the Critical Reading Test consisted of two open-ended questions. The students were asked to share their opinions about the story they read; to clearly present and support their own thought with details, examples and evidences, and their past experiences, worldviews, or knowledge.

3. A Questionnaire on Students' Attitudes toward Instruction Based on the Reader-Response Approach

The Students' Attitudes toward the Instruction Based on Reader-Response Approach questionnaire (see Appendix C) was designed by the researcher to examine

students' attitudes toward the teaching method. The questionnaire contained three parts. The first part asked students' demographic information. The second part contained twenty statements (fifteen positive and five negative items). It was also designed as a 5-point Likert Scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The details were presented in Table 2.

Table 2 *The Number of Positive and Negative Items Used in the Questionnaire of Students' Attitudes toward the Instruction based on the Reader-Response Approach.*

Student's Attitudes toward the Instruction Based on the Reader-Response Approach	Number of Items	Items in the Questionnaire
Positive Statements	15	1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 15, 16, 18, 19, 20
Negative Statements	5	4, 8, 13, 14, 17
Total	20	

The last part was an open-ended question that gave students the opportunity to leave comments or any further suggestions regarding the teaching method.

4. A Questionnaire on Students' Attitudes toward English Reading

The questionnaire was designed to examine students' attitudes toward English reading (see Appendix D) after the instruction based on the reader-response approach. The questionnaire consisted of seven positive and eight negative statements presented in Table 3.

Table 3 *The Categories of Students' Attitudes toward English Reading and the Number of Items Used in the Questionnaire*

Categories of Students' Attitudes toward English Reading	Number of Items	Items in the Questionnaire
Students' Perceptions of English Reading		
Positive statements	2	1, 3
Negative statements	3	2, 4, 5
Students' Feelings toward English Reading		
Positive statements	3	6, 8, 10
Negative statements	2	7, 9
Students' Behaviors in English Reading		
Positive statements	3	11, 13, 14
Negative statements	2	12, 15
Total	15	

Additionally, the open-ended questions provided at the ends of the two questionnaires were used to determine students' opinions and suggestions, as well as any problems found during the instruction. The results of these instruments revealed students' attitudes toward both the instruction based on the reader-response approach and English reading.

5. Students' Reading Logs

The students' reading logs were used to investigate the students' understandings of the texts they were assigned to read during the instruction. The students were asked to write what they thought and how they felt about the stories at four different times (the third week, the fifth week, the sixth week, and the seventh week). The data from the reading logs were used to support the findings from the test and the questionnaires.

To ensure the content validity, three experts in English language teaching were asked to review all the instruments. After that, the researcher revised the instruments based on the experts' comments such as language and ambiguity. Also, some statements were deleted, modified, and added to increase clarity.

Pilot Study

To determine the reliability, all instruments were tried out with thirty-three students majoring in English-Social Studies, who were enrolled in Reading and Writing (ENG 30204), at Chomsurang Upathum School in Ayutthaya Province in the second semester of the academic year 2013. The instruments were analyzed using the reliability co-efficient Cronbach's alpha. The reliability of the test, the questionnaire on the teaching method, and the questionnaire on students' attitudes toward English reading were 0.769, 0.860 and 0.832 respectively. Since Cronbach's alpha value was higher than 0.7, the research instruments of this study were strong enough to evaluate students' critical reading skills, and attitudes towards the instruction and English reading.

Additionally, the pilot study revealed some interesting areas for improving the lesson plans. It was found that students lacked interest in discussion due to their English language competence. They mentioned that they understood the questions, but that they did not know how to communicate their ideas in English. Moreover, they added that they were afraid of speaking English incorrectly due to gaps in their English language competence. These problems the researcher found in the pilot study brought about some changes to the lesson plans. These changes included asking more simple questions and encouraging students to speak more.

Data Collection Procedures

1. The participants in the study were students enrolled in the ENG 30204 Reading and Writing course, and the pretest was administered in the first week in order to determine the students' critical reading skills before the instruction.
2. The researcher taught the students for eight weeks using four lesson plans based on the reader-response approach. Each week lasted 100 minutes.

3. After the eight-week instruction, the students were asked to retake the critical reading test and to complete the two questionnaires.

Data Analysis

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

1. To evaluate the writing part of the test, the researcher used a critical reading rubric which was adopted from the CRHS Critical Reading Rubric and the MISD ELA Unit Assessment (2007) as shown in Appendix E. Also, this rubric was used to see how the students responded to the text and how well they supported their opinions with their background knowledge, worldviews, personal traits, or past experiences. The rubric construction was avoided the inclusion of unrelated factors, such as grammatical errors. Thus, this rubric was suitable to assess students' critical reading skills. The data from the critical reading test were analyzed by mean scores and standard deviations. After that the mean scores of the pretest and the posttest were compared by using the *t*-test analysis to see the difference before and after the instruction.

2. The data from the two questionnaires were scored as following:

For the positive statements,

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

For the negative statements,

Opinion	Score
Strongly agree	= 1

Agree	=	2
Neutral	=	3
Disagree	=	4
Strongly disagree	=	5

The data from the questionnaires were analyzed by using mean scores and standard deviations. The level of the students' opinions was determined by using the following criteria.

Mean scores	Scale Level
0-0.99	Highly negative
1.00-1.99	Negative
2.00-2.99	Average
3.00-3.99	Positive
4.00-4.99	Highly positive

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

4. The data from the Students' Reading Logs were analyzed by the content analysis and the percentage. To decode and group the students' writing into each element of critical reading skills, the researcher reviewed all their writing and categorized each piece of writing as following criteria:

Elements of Critical Reading Skills	Key Terms
Distinguishing Facts and Opinion	"...is a fact,... is an opinion"
Recognizing Author's Purpose and Sharing	"The story is about..., The author's purpose is..., The story showed/
Complex Emotions	revealed/demonstrated that..., I feel..."

Making Inference and Connecting

“I think a character is..., I guess...

Students’ Personalities to Character

“A character is the same as...”

Drawing Conclusion

“I learn that..., I know that..., I have
new knowledge that ...”



CHAPTER IV

FINDINGS

This study was conducted to investigate the effects of instruction based on the reader-response approach on developing Thai students' critical reading skills.

Additionally, this study aimed to examine students' attitudes toward instruction based on the reader-response approach, as well as their attitudes toward English reading. This chapter presents the findings of the study. The first part of the chapter presents the results of the data analysis on students' scores on the pretest and the posttest of critical reading. The second part presents the results of the two questionnaires.

Critical Reading Skills

To determine the students' critical reading skills, the data from the students' scores on the pretest and posttest were analyzed via mean scores, standard deviation, and a dependent t-test analysis. The results were presented in Table 4.

Table 4 *A Comparison of Students' Mean Scores on the Pretest and the Posttest of Critical Reading Skills.*

Critical Reading Skills	N	Mean	SD	df	t	p-value
Pretest	31	15.68	3.600	30	-3.409	.001*
Posttest	31	17.61	4.455			

*Significance at the 0.05 level ($p < 0.05$)

Table 4 reveals that the mean score of the posttest was significantly higher than that of the pretest. The mean score of the pretest was 15.68, and the mean score of the posttest was 17.61. The level of significance was set at the 0.05 level. The p-value (0.001) was lower than the set value (0.05). Thus, there was a statistical difference

between the mean scores of the pretest and that of the posttest. It can be concluded that the critical reading skills of the students were improved after the experiment.

Students' Attitudes toward the Instruction Based on the Reader-Response Approach

The data from the questionnaire on students' attitudes toward the instruction based on reader-response approach were analyzed using mean scores and standard deviations.

The results are presented in Table 5.

Table 5 *Students' Attitudes toward the Instructions Based on Reader-Response Approach*

Questionnaire Item	N	M	SD	Level
1. I think activities in class are very interesting.	31	3.90	0.53	Positive
2. Activities in class help me think and read better.	31	3.90	0.59	Positive
3. Activities in class help me think and read more critically.	31	4.06	0.57	Highly Positive
4. I feel uncomfortable with class activities.	31	3.74	0.63	Positive
5. I have more chances to participate in class activities.	31	3.90	0.73	Positive
6. Activities in class are useful for my decision making in daily situations.	31	3.64	0.66	Positive
7. I think activities in class are effective in developing my critical reading skills.	31	4.00	0.73	Highly Positive
8. The teacher's techniques are ineffective.	31	4.25	0.51	Highly Positive
9. Activities in class help me select appropriate text carefully.	31	3.74	0.57	Positive
10. I have a lot of fun from class activities.	31	3.64	0.70	Positive
11. I think more creatively after attending this class.	31	3.74	0.63	Positive
12. After attending this class, I can evaluate information better.	31	3.67	0.65	Positive
13. I think class activities are too difficult for me.	31	3.32	0.54	Positive
14. I found that class activities are boring.	31	3.61	0.61	Positive
15. After attending this class, I can Communicate my ideas clearly.	31	3.67	0.65	Positive

Questionnaire Item	N	M	SD	Level
16. I have more confidence in expressing my ideas.	31	3.77	0.80	Positive
17. The teacher pays attention to some students in class.	31	4.03	0.75	Positive
18. I can apply what I learn to my daily life.	31	4.06	0.67	Positive
19. After attending this class, I can support my ideas with reasons more logically.	31	3.80	0.65	Positive
20. If I were an English teacher, I would like to use these activities in my classroom.	31	3.38	0.71	Positive
Average	31	3.79	0.64	Positive

As shown in Table 5, students had positive attitudes toward the instruction based on the reader-response approach. The average mean score was 3.79, and the standard deviation was 0.64.

The open-ended question data from the questionnaire of students' attitudes toward instruction based on the reader-response approach also supported these findings. Many students indicated that the instruction based on the reader-response approach was practical to use in daily life. One of them stated, "The instruction was effective in developing critical reading skills and writing." Another added, "I know how to read critically and express my ideas logically. Also, I have learned many things from the stories I have read."

Students' Attitudes toward English Reading

To explore students' attitudes toward English reading, the data from the questionnaire on students' attitudes toward English reading were analyzed using mean scores and standard deviations. The results are presented in Table 6.

Table 6 *Students' Attitudes toward English Reading*

Questionnaire Item	N	M	SD	Level
Students' Perception in English Reading				
1. Reading English text is a good way to learn English	31	4.45	0.50	Highly Positive
2. English reading is not necessary for Thai people.	31	4.45	0.80	Highly Positive
3. English reading broadens my knowledge of life.	31	4.45	0.50	Highly Positive
4. English reading is unable to improve my English skills.	31	4.29	0.58	Highly Positive
5. English reading is a waste of my time.	31	4.58	0.67	Highly Positive
Students' Feeling toward English Reading				
6. I feel discontented whenever I have to read English text.	31	4.03	0.65	Highly Positive
7. English reading is enjoyable.	31	4.00	0.57	Highly Positive
8. I am stressed when I read English text.	31	3.45	0.62	Positive
9. I feel comfortable in English reading class.	31	3.61	0.71	Positive
10. English reading is boring	31	3.74	0.77	Positive
Student' Behavior in English Reading				
11. I read English stories in my free time.	31	2.93	0.57	Average
12. If it is necessary, I will avoid reading in English.	31	3.74	0.77	Positive
13. I read English text every day at least a passage a day.	31	2.61	0.76	Average
14. I can apply what I have read in English to my daily life.	31	4.29	0.64	Highly Positive
15. I will read in English only when I am forced to.	31	4.51	0.56	Highly Positive
Average	31	3.95	0.64	Positive

Table 6 reveals that students have positive attitudes toward English reading. The average mean score of every item was 3.95, and the standard deviation was 0.64.

Students' Reading Logs

The results from the students' reading logs also supported the test results. From the reading logs, it was found that students improved their critical reading skills after the instruction. They could analyze text using three main elements of critical reading skills. The first one was author's purpose for a story, and sharing complex emotions and feelings. The second one was making inferences, and connecting students' personalities to the character in a story. The third one was drawing conclusions. The results were presented in table 7.

Table 7 *Students' Improvement of Critical Reading Skills*

Elements of Critical reading Skills	Reading Log 1		Reading Log 2		Reading Log 3		Reading Log 4	
	N=	Percent	N=	Percent	N=	Percent	N=	Percent
	31	age (%)	31	age (%)	31	age (%)	31	age (%)
Recognizing Author's purpose and Sharing Complex Emotions	22	71.0	14	45.2	17	54.8	16	51.6
Making Inferences and Connecting Students' Personalities to a Character	0	0	20	64.5	13	41.9	19	61.3
Drawing Conclusions	14	45.2	7	22.6	22	71.0	17	54.8
Average		38.7		44.09		55.91		55.91

Table 7 revealed that there was an improvement of critical reading skills. The average percentage of each reading log was dramatically increased. For example, the average percentage of reading log 1 was 38.7%. The reading log 2 was 44.09%. The reading log 3 was 55.91%, and the reading log 4 was 55.91%.

Table 7 also revealed that after studying each element of critical reading skills, students applied that element to their reading logs. For example, in reading log 1, students studied distinguishing facts and opinions and identifying author's purpose. The

percentage was 71.0%. In reading log 2, students studied identifying author's purpose. The percentage of applying was 45.2%. In reading 3 and 4, students learned making inferences and drawing conclusions. Moreover, reading log 3 and 4 showed that students applied all elements to these two reading logs. The percentage of all elements was high.

The first element of critical skills found in the reading logs was identifying author's purpose and sharing complex emotion. Students could show complex emotions and feelings toward the stories they were assigned to read. They could show emotions of sadness, sympathy, and pity, and they could express their feelings about the story. Furthermore, students could indicate the author's purpose. The following are some examples:

Student 1: When I read "Am I Blue?" I think that Blue is depressed, lonely and sad because he is abandoned by human. People only think that animals are just food for them. From the character Blue, I think the author tries to tell us that animals are the same as humans. If they are left, animals are suffering. Also, human beings do not think that animals suffered from their abandonment. Finally, animals are left to die. What happened in "Am I Blue?" is a problem in our society now.

In this example, the first and second lines show that this student could share her feelings about the story she read. She empathized with what happened to Blue (a character in the story). She could also explain the reasons that made Blue feel sorry. The last line demonstrates that this student was able to relate the text to the situations or problems in society. She understood that the suffering of animals is a problem that happens in the modern society.

Student 2: I think “Am I Blue?” presents the truth that happens in our society now. People do not understand animals. Animals have feelings as humans do. Animals want love, friends, and care, but they cannot tell human what they want. Blue is sad because his owner does not understand him.

From this example, the first line could be interpreted as the student indicating the author’s purpose. She thought that the author’s message was about animals’ rights and what animals feel when they are left. The last sentence also revealed her feelings and emotions about the issue: She felt sad that Blue was abandoned.

The second element found in the reading logs was making inferences and connecting students’ personalities to a character. The students could connect their personalities to the characters in a story. They could also analyze the characters and infer what kinds of people the characters were. This type of analysis can be seen in the following example:

Student 3: In the story “The Hummingbird that Lived through Winter,” I think the old man Dikran loves animals. From his action in the story, I think he is gentle, lovely, kind, and generous to animals. From the words he says, “Each of them is our bird,” I feel happy, and I like his words.

The second line of this example shows that this student knew what kind of person the character was by what the character did in the story. She thought the old man was kind because he took very good care of the injured bird.

Student 4: When I read “Lamb to the Slaughter,” I think Mary Maloney is a strong girl. She kills her husband without thinking, but she is good at keeping her

real emotions. She does not express her feeling when her husband died. This shows me that Mary is a strong woman. She is the same as me.

This example reveals that this student could relate her own personality to that of the character. The student judged what Mary did in the story as being indicative of a strong woman, who was good at keeping her emotion under control when faced with the tough situation. In the fourth line, this student tried to express that Mary's personality was similar to her own. She also supported her claim by providing evidence from the story.

The final element was drawing conclusions. Students were able to conclude what they learned from the story. The following are some examples:

Student 5: I learn from the story ("Why Mosquitoes Buzz in People's Ears") that we should have responsibility in our duties and do our best. If there is something bad happened, I will think of my duty first because it can lead problems to other people.

This student claimed that she learned about the chaos that happened in the jungle. She also suggested that, if people were responsible for what they needed to do, they would live together in peace, and chaos would not happen.

Student 6: "The Hummingbird that Lived through Winter" tells me that human and animals can live happily together. If human take good care of nature, nature will give good things back to us. Therefore, we should pay attention to nature. Even though something in nature is very small, it might be very important.

This example revealed that this student was able to conclude what she learned from the story. She thought that nature was very important to human beings and that they

should take care of it. Moreover, her writing showed that she was able to develop suggestions for what people should do about nature: She advised people that they should love nature.



CHAPTER V

CONCLUSION AND DISCUSSION

The current study aimed to investigate the effects of instruction based on the reader-response approach on developing students' critical reading skills and attitudes toward the instruction and English reading. This chapter presents a summary of the research, the results of using instruction based on the reader-response approach to develop students' critical reading skills, the results of the students' attitudes toward instruction based on the reader-response approach, and the results of the students' attitudes toward English reading. In addition, this chapter presents a conclusion of the study and a discussion of the findings. The limitations of the study, its implications, and recommendations for the further studies are also discussed.

Conclusion

This study was conducted to achieve the following objectives:

1. To investigate the effects of instruction based on the reader-response approach on critical reading skills.
2. To study students' attitudes toward instruction based on the reader-response approach.
3. To examine students' attitudes toward English reading.

The current study was a single-group, pretest-posttest experimental research study. All participants were 11th-grade students enrolled in a reading and writing course (ENG 30204) in the 2013 academic year. The research instruments used in this study were 1) four lesson plans that employed the reader-response approach to teach critical reading skills, 2) pre and post critical reading tests, 3) a questionnaire on students' attitudes toward the instruction based on the reader-response approach, 4) a questionnaire

on students' attitudes toward English reading, and 5) students' reading logs. Mean scores, standard deviations, and dependent *t*-test analyses were used to analyze the data. Before the experiment began, the participants were asked to take the pretest in order to determine their initial critical reading skills. Then, they instructed through four lesson plans based on the reader-response approach. In the final week, they were asked to retake the test to determine the improvement of their critical reading skills. The students were also asked to complete the two questionnaires in the final week.

The findings of the study were:

1. The students' mean score for the posttest ($M = 17.61$) was significantly higher than that of the pretest ($M = 15.68$).
2. The students had positive attitudes toward instruction based on the reader-response approach ($M=3.79$).
3. The students had positive attitudes toward English reading ($M = 3.95$).
4. The results of the students' reading logs supported the findings from the test, since the logs also showed an improvement in students' critical reading skills. Therefore, the instruction based on the reader-response approach was effective in developing Thai students' critical reading skills.

Discussion

It is clear that the students who participated in this study developed their critical reading skills after participating in instruction based on the reader-response approach. The findings revealed that the instruction based on the reader-response approach enabled students to develop their critical reading skills. The findings of the study were correlated with the results of previous studies, such as those by Liaw (1997), Suzer (2006) and Ghaith and Madi (2008). The explanation for this correlation is that the reader-response approach involves an aesthetic mode of reading, which gives students the opportunity to

involve themselves in the texts (i.e., to transact with the texts). This mode of reading also helped students relate their past experiences, worldviews, background knowledge, and feelings to the text in order to understand and develop their ideas. Therefore, the aesthetic mode of reading had an impact on students' critical reading performance. Suzer (2006) pointed out that when readers connect texts with their own feelings, they can develop their ideas regarding the author's intention in writing the work. This finding is in agreement with Ghaith and Madi (2008), who supported the idea that the transaction between readers and texts in the aesthetic mode of the reader-response approach is the best way to foster readers entering the world of literary texts. Through this approach, readers can improve and support their ideas using background knowledge.

In addition, the reader-response activities used in the instruction had an impact on developing the students' critical reading skills. First, this study employed classroom discussion, which focuses on the sharing of opinions among students. The classroom discussion activity facilitated the development of students' critical reading skills. As Suzer (2006) and Khuankaew (2010) have stated, talking and sharing ideas with friends could help students analyze texts more deeply. Thus, through discussion activities, students learned to see the similarities and differences between their ideas and those of their friends—insights that could help them expand their views and began to read and respond critically.

In this study, the students' reading logs also had an impact on the students' critical reading skill development. After the class discussion, students were required to reflect on their own thoughts regarding the stories they read. This activity enabled students to read and think critically about what happened in the texts and on the author's intention, and then to relate the texts to their own life experiences. Furthermore, this activity helped them to explore themselves, activating their background knowledge to help them

understand both the texts and themselves better. In the writing of their reading logs, students did not have to think much about grammar, so they felt more comfortable. Therefore, writing reading logs helped the students develop their critical reading skills. They were able to express complex emotions and feelings and could develop ways to solve problems using their imagination. They could make inferences and draw conclusions about what the authors did not state directly in the texts. This finding is consistent with the findings of Carlisle (2000) and Yimwilai (2009). In Carlisle's study, it was also found that students developed their own individual responses to the stories they read. With the reading log activity, students were able to relate what happened in the stories to their lives, and they could respond to the stories by reading critically. This activity enabled them to improve their reading. Moreover, Yimwilai (2009) suggested that reading logs can help students develop their interpretation abilities. Students use their daily lives and past experiences to deal with the problems they meet. This interpretation ability could lead to an improvement in critical reading skills.

The reading materials used in this study also played a significant role in improving students' critical reading skills. This is because literary texts are commonly used student analysis of themes, plots, and characters. Bagherkazemi and Alemi (2010) stated that students can criticize and judge the values of literary texts by connecting their experiences with situations or problems in the stories. Connecting themselves with situations in the stories helps students develop their thinking systems (Suzer, 2006). Moreover, literary texts are useful in student-centered atmospheres, which is the main point of the reader-response classroom. Since literary text analysis is facilitated by authentic communication and active involvement, students are able to discuss and work in groups with friends (Bagherkazemi, 2010). Additionally, literary texts encourage personal involvement. Savvidou (2004) argued that, while reading, students become

involved by sharing their experiences, which helps them comprehend texts and gain new knowledge from stories.

Moreover, the instruction based on the reader-response approach helped students to have positive attitudes toward this new learning style. The findings from the questionnaires on students' attitudes toward the instruction showed that their attitudes were positive. Since the reader-response approach divided the reading process into three stages (pre-reading, while-reading and post-reading), students could develop their critical reading skills and participate in each stage. The findings were similar to those of Suzer (2006) and Yimwilai (2009). Each stage had a particular purpose with regard to developing students' critical reading skills. For example, the pre-reading stage helped students build their background knowledge (which students may lack) and provided preparation for a deeper analysis. Suzer (2006) stated that this stage also helped students connect past experiences to new experiences. Thus, the pre-reading stage was the first step in discovering new knowledge. When students had enough background knowledge, they were able to read and respond to the texts critically. The while-reading stage helped students explore the world of the texts (Yimwilai, 2009). Students interacted with the texts to shape their new knowledge, and the knowledge they received helped them enhance their critical reading skills. Finally, the post-reading stage helped students build a deeper analysis. Students were able to reflect their opinions on texts with understanding. Therefore, three stages in the instruction based on the reader-response approach are practical for enhancing students' critical reading skills.

Additionally, the classroom atmosphere had an impact on developing students' critical reading skills. Based on Russell (2001), students had to feel comfortable discussing and sharing their opinions with friends in the student-centered environment. Russell (2001) has also claimed that a student-centered and democratic atmosphere in

classrooms leads students to feel more comfortable in responding to what they read and sharing their responses with friends. In other words, when students feel comfortable, they respond more to the story in classroom discussion.

The instruction also enabled students to develop positive attitudes toward English reading. This is because the instruction based on the reader-response approach was different from traditional teaching methods. This instruction required students' engagement in every activity; thus, the students had more opportunity to participate in the learning process. Moreover, this instruction used literary texts for reading materials, since most of the plots of the stories were similar to the students' lives or society. Therefore, the students were able to understand the texts better. Finally, the students knew that English reading helped them improve other English skills. This finding agrees with that of Sawarit (2008), who argued that English reading activities in instruction lead to new knowledge, increases sophistication, and shapes personality for students.

However, this study also found some concerns with regard to using this instruction method, since some students left a few comments. One of them said, "there were too many activities with the limit of the teaching time, and the numbers of students. Therefore, I thought the instruction was not interesting enough for me." Another added, "I thought there should be some video clips about the stories or songs. The instruction would be more interesting." The comments that students left will be useful in improving the instruction more effective in the future.

This study also found some interesting points regarding students' behaviors in English reading. According to the results from the English reading questionnaire, students rarely read in English, and they only read in English when they were forced to (e.g., when their instructors assigned them to read in English as part of their grade). This finding correlated with that of Seitz's study (2010), in which it was found that students

lack interest and motivation in reading English—both of which are crucial to activate students' behaviors in reading. This study also found that the instruction had an impact on reading performance. When students were provided cognitive and emotional support, their motivation increased. As a result, English instructors should seek additional teaching methods and ways to build students' motivation and interest in order to encourage them to read in English.

According to the results and the concerns found in this study, the researcher realized that improving students' critical reading skills was still challenging and demanding for Thai instructors. It is because there were two main points I learnt from this study. The first one was it was very difficult to control the students' interpretation. They were told that their answer was not right or wrong if they could support their thought with evidence. However, their interpretation might go on the wrong track, so the researcher realized that the researcher should have more participation in their discussion. They researcher might share her own idea with students. Students would learn to see other analysis which could provide them a new idea and keep them on the right track. Secondly, the researcher found that Thai students were unfamiliar with the discussion learning style, so they did not want to talk at the beginning of the experiment. However, the support from the instructor could be the solution. From what I learnt, it could be concluded that teaching students' critical reading skills was difficult and challenging for Thai instructors.

Limitation of the Study

1. This study was limited to the eleventh grade students at a government school, which was a very particular group of the students. Therefore, the findings might not be representative of students in other grade levels and might not generalize to other groups of students in different contexts.

2. This study aimed to study the effectiveness of the reader-response approach in improving students' critical reading skills. Also, it was a one-group experimental research. Therefore, there was no other approach or benchmark to compare to this approach.

Implications of the Study

The findings of this study have a number of important implications for Thai language classrooms. The implications of this study are as follows:

1. Based on the findings discussed, the reader-response approach was able to help students improve their critical reading skills. Therefore, this approach could be used as an alternative instructional method for educators and instructors to enhance students' critical reading skills.
2. Based on the findings, the reader-response approach is beneficial in reading classrooms. Thus, this approach should be integrated in the EFL curriculum to provide students with a new, effective learning style.

Recommendations for Further Studies

The following are some recommendations for further studies:

1. This study followed a single-group, pretest-posttest design experimental design; therefore, it would be interesting to compare the reader-response approach to other approaches seeking to enhance students' critical reading skills.
2. This study was conducted to examine the effects of the reader-response approach on the eleventh grade students in the English-math program. Therefore, it would be interesting to study the effects of this approach with other students in other programs, such as Science-math, English-social studies and other language arts programs.

3. This study employed literary reading texts to enhance students' critical reading skills. Thus, it would be interesting to conduct research using other kinds of texts, such as news and non-fiction texts.





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APPENDICES



APPENDIX A

Sample of Lesson Plan

Lesson Plan 1

“Am I Blue?”

Level: Grade 11 Students

Date: _____

Time: 200 minutes

Topic: Distinguishing Facts from Opinions

Objective:

1. Students will be able to analyze and distinguish facts from opinions in a text based on the information given.
2. Students will be able to express ideas logically.
3. Students will be able to understand animal's rights.

Material Needed: A short story “Am I Blue?” written by Alice Walker, Handout 1:

Alice Walker's biography, Handout 2: Completing the chart, Handout 3: Distinguishing Facts from Opinion, 5 Colored paper size A3.

Teaching Procedure

Pre-reading Stage

1. Ask students whether they have pets at home? If yes, what are their names?
2. Ask students when their pets need something from them, how do they know?
3. Discuss with the students about how animals communicate with human. Share some ideas about how animals express their feeling to human.
4. Give students background knowledge about Alice Walker, so they are able to understand the author and can understand why Alice Walker wrote this piece of writing (Show students Handout 1).

While- reading Stage

1. Ask students the following questions;
 - a. Who was Blue?
 - b. How and where did Blue live?

- c. Who was Blue's owner?
- d. Who fed Blue with apples?
- e. When Blue's partner had gone, how did he feel?
- f. Why did Blue have a partner?

The instructor checks the answer with the students as a whole class discussion. Then, distributes the handout 2 (Completing the chart), asks students to fill in the chart.

2. Ask students to discuss these questions that focus on students' opinions.

- a. In "Am I Blue?," what did you feel towards what happened to Blue?
- b. According to the story, when Blue got his partner, how did he feel? and how do you know?
- c. At the end of the story, one day, the author ate steaks with misery, as she took her first bite, she spit it out, why did she do like that?
- d. If you were a narrator of the story, what would you do to help Blue?
- e. Explain about animal communication.

Animals are as human being in the way that they have feeling, emotion, physical and social needs. They need food, shelter, water, friend, play, and exercise. Unfortunately, some people ignore animals' needs. It is possible that neglecting animals' needs can lead animals to be suffered.

3. Introduce students to facts and opinions. Give some examples.

- a. What is a fact? (Write examples on the board)
- b. What is an opinion? (Write examples on the board)
- c. Ask students to work in a group of 5 people to find 5 facts and 5 opinions in the story.

d. Distribute handout 3: Distinguishing Facts from Opinions. Ask students to work together, and discuss about the answers of the exercise.

4. Distribute color paper to students and ask them to work in a group of 5 to find a passage that they think it connects something to them. For example, it can connect to their experiences, their own life, or a passage that affect their feelings or emotions. Then write the selected passage on the one side of the color paper and express why they choose the passage, and how it connects to them on the other side of the paper. After that, ask the representative of each group to present the passage they choose and their reflection. Then encourage students from other groups to discuss whether they agree or disagree, or they have some other things to add or leave comments.

Post –reading Stage

1. Ask students to work in a small group of 4-5, design a project to protect the animals' rights.
2. Assign them to write their ideas about the story on their reading log.

Handout 1: Biography Information of Alice Walker**Alice Walker**

Alice Walker is best known for her novel *The Color Purple* (1982), which won both a Pulitzer Prize and an American Book Award and was made into a movie by Steven Spielberg. Born into a sharecropping family in Eatonton, Georgia, in 1944, Walker is the youngest of eight children. She spent two years at Spelman College in Atlanta before transferring to Sarah Lawrence College. Upon graduation in 1965, Walker became active in the civil rights movement, helping to register voters in Georgia by day and pursuing her writing by night. She has won fellowships from the Radcliffe Institute, the Guggenheim Foundation, and the National Endowment for the Arts. In addition to *The Color Purple*, Walker's novels include *The Third Life of Grange Copeland* (1970), *The Temple of My Familiar* (1989), and *The Way Forward Is with a Broken Heart* (2000). She has also written several volumes of poetry; two short-story collections; a biography of Langston Hughes; an anthology of the work of Zora Neale Hurston; and the essays in the collections *In Search of Our Mother's Gardens* (1983) and *Living by the Word* (1988). Walker has taught at numerous colleges and universities, including Jackson State College, Wellesley, Yale, and the University of California at Berkeley.



Handout 3: Distinguishing Facts from Opinions.

Practice 1: Fact-Finding

Directions: Read each paragraph. For each underlined phrase, write fact or opinion in the blank.

1. India is one of the most interesting countries in the world. In my opinion, its geography

a.

b.

is one reason why. The country has jungles filled with monkeys and other animals. It also

c.

d.

has hot, dry dessert, fertile river valleys, and tall, snow-covered mountains that are the most

e.

beautiful you will find.

a. _____

d. _____

b. _____

e. _____

c. _____

Practice 2: More Fact-Finding

Directions: Read each paragraph and answer the questions.

Paragraph

Under the Ptolemies, the port city of Alexandria became the premier city of the Hellenistic world. It was a dynamic cosmopolitan city that by the end of the first century B.C. boasted almost one million inhabitants. Alexandria was a bustling port city where the main enterprise was the pursuit of wealth. The harbors were busy and the market throurging, and international banks grew to serve the people. To make sure ships could

enter the port safely, Hellenistic scientists built a huge lighthouse on an island (Pharos) outside the harbor. The structure was 440 feet high, and the light from the lantern at the top was intensified by a system of reflectors. Ships approaching the harbor were guided by the beam of the lighthouse that was looked on as one of the seven wonders of the ancient world.

1. “Alexandria was a bustling port city where the main enterprise was the pursuit of wealth.”

This statement represents

- a. a fact.
- b. an opinion.

2. “The structure was 440 feet high, and the light system from the lantern at the top was intensified by a system of reflectors.”

This statement represents

- a. a fact
- b. an opinion.

3. “Ships approaching the harbor were guided by the beam of the lighthouse that was looked on as one of the seven wonders of the ancient world.

This statement represents

- a. a fact
- b. an opinion.

AM I BLUE?**Alice Walker**

For about three years my companion and I rented a small house in the country that stood on the edge of a large meadow that appeared to run from the end of our deck straight into the mountains. The mountains, however, were quite far away, and between us and them was, in fact, a town. It was one of the many pleasant aspects of the house that you never really were aware of this.

It was a house of many windows, low, wide, nearly floor to ceiling in the living room, which faced the meadow, and it was from one of these that I first saw our closet neighbor, a large white horse, cropping grass, flipping its mane, and ambling about — not over the entire meadow, which stretched well out of sight the house, but over the five or so fenced-in acres that were next to the twenty-odd that we had rented. I soon learned that the horse, whose name was Blue, belonged to a man who lived in another town, but was boarded by our neighbors next door. Occasionally, one of the children, usually a stocky teen-ager, but sometimes a much younger girl or boy, could be seen riding Blue. They would appear in the meadow, climb up on his back, ride furiously for ten or fifteen minutes, then get off, slap Blue on the flanks, and not be seen again for a month or more.

There were many apple trees in our yard, and one by the fence that Blue could almost reach. We were soon in the habit of feeding him apples, which he relished, especially because by the middle of summer the meadow grasses— so green and succulent since January — had dried out from lack of rain, and Blue stumbled about munching the dried stalks half-heartedly. Sometimes he would stand very still just by the apple tree, and when one of us came out he would whiny, snort loudly, or stamp the ground. This meant, of course: I want an apple.

It was quite wonderful to pick a few apples, or collect those that had fallen to the ground overnight, and patiently hold them, one by one, top to his large, toothy mouth. I remained as thrilled as child by his flexible dark lips, huge, cubelike teeth that crunched the apples, core and all, with such finality, and his high, broad-breasted *enormity*; beside which, I felt small indeed. When I was a child, I used to ride horses, and was especially friendly with one named Nan until the day I was riding and my brother deliberately spooked her and I was thrown, head first, against the trunk of a tree. When I came to, I was in bed and my brother was bending worriedly over me; we silently agreed that

perhaps horseback riding was not the safest sport for me. Since then I have walked, and prefer walking to horseback riding— but I had forgotten the depth of feeling one could see in horses' eyes.

I was therefore unprepared for the expression in Blue's. Blue was lonely. Blue was horribly lonely and bored. I was not shocked that this should be the case; five acres to tramp by yourself, endlessly, even in the most beautiful of meadows —and his was — cannot provide many interesting events, and once the rainy season to dry that was about it. No, I was shocked that I had forgotten that human animals and nonhuman animals can communicate quite well; if we are brought up around animals as children we take this for granted. By the time we are adults we no longer remember. However, the animals have not changes. They are in fact *completed* creations (at least they seem to be, so much more than we) who are not likely to change; it is their nature to express themselves. What else are they going to express? And they do. And, generally speaking, they are ignored.

After giving Blue the apples, I would wander back to the house, aware that he was observing me. Were more apples not forthcoming then? Was that to be his sole entertainment for the day? My partner's small son had decided he wanted to learn how to piece a quilt; we worked in silence on our respective squares as I thought ...

Well, about slavery: about white children, who were raised by black people, who knew their first all-accepting love from black women, and then, when they were twelve or so, were told they must “forget” the deep levels of communication between themselves and “mammy” that they knew. Later they would be able to relate quite calmly, “My old mammy was sold to another good family.” “My old mammy was _____.” Fill in the blank. Many more years later a white woman would say: “I can't understand these Negroes, these blacks. What do they want? They're so different from us.”

And about the Indians, considered to be “like animals” by the “settlers” (a very benign euphemism for what they actually were), who did not understand their description as a compliment.

And about the thousands of American men who marry Japanese, Korean, Filipina, and other non-English-speaking women and of how happy they report they are, “*blissfully*,” until their brides learn to speak English, at which point the marriage tend to fall apart. What then did the men see, when they looked into the eyes of the women they married, before they could speak English? Apparently only their own reflections.

I thought of society's impatience with the young. "Why are they playing the music so loud?" Perhaps the children have listened to much of the music of oppressed people their parents danced to before they were born, with its passionate but soft cries for acceptance and love, and they have wondered why their parents failed to hear.

I do not know how long Blue had inhabited his five beautiful, boring acres before we moved into our house; a year after we had arrived— and had also traveled to other valleys, other cities, other worlds — he was still there.

But then, in our second year at the house, something happened in Blue's life. One morning, looking out the window at the fog that lay like a ribbon over the meadow, I saw another horse, a brown one, at the other end of Blue's field. Blue appeared to be afraid of it, and for several days made no attempt to go near. We went away for a week. When we returned, Blue had decided to make friends and the two horses ambled or galloped along together, and Blue did not come nearly as often to the fence underneath the apple tree.

When he did, bringing his new friend with him, there was a different look in his eyes. A look of independence, of self-possession, of inalienable *horseness*. His friend eventually became pregnant. For months and months there was, it seemed to me, a mutual feeling between me and the horses of justice, of peace. I fed apples to them both. The look in Blue's eyes was one of unabashed "*this is itness*."

It did not, however, last forever. One day, after a visit to the city. I went out to give Blue some apples. He stood waiting, or so I thought, though not beneath the tree. When I shook the tree and jumped back from the shower of apples, he made no move. I carried some over to him. He managed to half- crunch one. The rest he let fall to the ground. I dreaded looking into his eyes— because I had of course noticed that Brown, his partner, had gone — but I did look. If I had been born into slavery, and my partner had been sold or killed, my eyes would have looked like that. The children next door explained that Blue's partner had been "put with him" (the same expression that ole people used, I had noticed, when speaking of an ancestor during slavery who had been impregnated by her owner) so that they could mate and she conceive. Since that was accomplished, she had been taken back by her owner, who lived somewhere else.

Will she be back? I asked.

They didn't know.

Blue was like a crazed person. Blue was, to me, a crazed person. He galloped furiously, as if he were being ridden, around and around his five beautiful acres. He

whinnied until he couldn't. He tore at the ground with his hooves. He butted himself against his single shade tree. He looked always and always toward the road down which his partner had gone. And then, occasionally, when he came up for apples, or I took apples for him, he looked at me. It was a look so piercing, so full of grief, a look so *human*, I almost laughed (I felt too sad to cry) to think there are people who do not know that animals suffer. People like me who have forgotten, and daily forget, all that animals try to tell us. "Everything you do to us will happen to you; we are your teachers, as you are mine. We are one lesson" is essentially it, I think. There are those who never once have even considered animals' rights: those who have been taught that animals actually want to be used and abused by us, as small children "love" to be frightened, or women "love" to be mutilated and raped.... They are the great-grandchildren of those who honestly thought, because someone taught them this: "Woman can't think" and "niggers can't faint." But most disturbing of all, in Blue's large brown eyes was a new look, more painful than the look of despair: the look of disgust with human beings, with life; the look of hatred. And it was odd what the look of hatred did. It gave him, for the first time, the look of a beast. And what that meant was that he had put up a barrier within to protect himself from further violence; all the apples in the world wouldn't change the fact.

And so Blue remained, a beautiful part of our landscape, very peaceful to look at from the window, white against the grass. Once our friend came to visit and said, looking out on the soothing view: "And it *would* have to be a *white* house; the very image of freedom." And I thought, yes, the animals are forced to become for us merely "images" of what they once so beautifully expressed. And we are used to drinking milk from containers showing "contented" cows, whose real lives we want to hear nothing about, eating eggs and drumsticks from "happy" hens, and munching hamburgers advertised by bulls of integrity who seem to command their fate.

As we talked of freedom and justice one day for all, we sat down to steaks. I am eating misery, I thought, as I took the first bite. And spit it out.



APPENDIX B
Critical Reading Test

Critical Reading Test

Time: 2 hours

Mark: 30 marks

Name: _____ **Class:** _____

Part 1: Multiple-Choices

Read this poem and answer the questions.

Nature's Power

Show respect for every creature
 Care for nature's every feature
 Nature will look after you
 If you look after nature, too
 Every sunset, every snowflake (5)
 Every storm and every earthquake
 Every raindrop, every flower
 Is a sign of nature's power
 Every noisy roll of thunder
 Shows the power we are under (10)
 Lightning strikes and hailstones fall
 Nature's power controls it all
 From roaring lion to purring cat
 From cooing dove to squeaking bat
 Nature gives life to them all (15)
 To every creature, great and small

(Upstream 5 Student's Book)

1. Which of the following statement is a fact? (Distinguishing Facts from Opinions)
 - a. "Nature will look after you" (Line 3)
 - b. "Is a sign of nature's power" (Line 8)
 - c. "Lightning strikes and hailstones fall", (Line 11)
 - d. "Nature gives life to them all" (Line 15)
2. The tone of this poem is _____. (Recognizing Author's Purpose and Tone).

a. instructive	b. fearful
c. dreadful	d. amazed

3. What do we learn from the poem? (Drawing Conclusions)
 - a. We should love every creature in nature.
 - b. We should be fearful of nature because nature is powerful.
 - c. We should realize that nature can control our life.
 - d. We should realize that what we do for nature, nature will give back to us.
4. This poem would most likely to be found in _____. (Drawing Conclusions)
 - a. a scientific textbook
 - b. a house & garden book
 - c. an environmental book
 - d. a religious book
5. According to the poem, why do we have to care for nature? (Making Inference)
 - a. Because nature control everything.
 - b. Because nature is the living place of every creature.
 - c. Because nature is very important for every creature.
 - d. Because nature is very useful for human being.

Direction: Read “Red Carnations,” and answer the questions.

Red Carnations
By Glenn Hughes

Boy: (crossing to bench) I think I will sit down, if you don't mind. (He sits down on the opposite end of bench.)

MAN: Have a cigar?

Boy: No, thanks, I'll just finish this cigarette. (He turns directly to the MAN, and as he does, he eye lights on the carnation in the other's lapel. He shows annoyance. He takes one from his own lapel, hesitates a moment, then replaces it. The MAN, noticing the action, smells his.)

MAN: Pretty flowers, carnations, aren't they? I am very fond of them, and I see your taste runs in the same direction.

Boy: (disturbed) Yes. Very fine flower. But I—well, I hope you won't think me silly, but would you mind keeping your carnation out of sight for a while, until—well, if you would hide it for a few minutes, I'd be very grateful.

MAN: (good-naturedly) Now, I'd like nothing better than to do you a favor, Mr.—
Mr.—

Boy: Smith.

MAN: Thank you, Mr. Smith. That's strange. Very strange.

Boy: What is strange? The name of Smith?

MAN: Yes, strange that you should have it when that is my name, too.

Boy: Oh, your name is Smith, too? Well, after all, there are lots of us in the world—lots of us Smiths, I mean—so there is no reason why such a coincidence—

MAN: Of course not, of course not—only, I was thinking about the red carnations.

Boy: Well, I don't see—

MAN: I may be mistaken, of course. But two Smiths, meeting in the same spot at the same hour, both wearing red carnations! You must confess it's a bit—

Boy: By Jove! So it is! (He looks intently, suspiciously, at the MAN.) I wish you could move to another spot, or take that flower out of your lapel, or—it isn't absolutely necessary for you to wear it, is it?

MAN: But it is! Absolutely! And you are going to cause me all sorts of trouble if you don't move, or change your name, or at least throw away your carnation.

Boy: I can't! My Lord, man, she doesn't know me! That is, she doesn't know what I look like. That is why she asked me to wear a red carnation.

MAN: But I can't. The woman I am to meet does not know me by sight. She asked me to wear a red carnation. So you see, I can't help you out. After all, a man must look to his own affairs first.

Boy: What a coincidence! (brightening) Oh, well, it may not matter. One of them will arrive before the other does. If you recognize her as your—ah—friend, you can speak up at once, and get out of the way. If mine should arrive first, I shall do the same.

(More Reading Power)

6. Where are they? (Making Inference)

- | | |
|--------------------------|---------------------------|
| a. In the movie theatre. | b. At the park. |
| c. In the museum. | d. At the amusement park. |

7. What is an opinion? (Distinguishing Facts from Opinions)

- The two men sit down on the same bench.
- The two men wear red carnations on their lapels.
- The two men have the same names.
- The two men are waiting for women intently.

8. According to the play, who are the women they are meeting? (Making Inference)
- their friends whom they have never met
 - their lovers whom they are going to have dinner with.
 - their women whom they fall in love with.
 - their women whom they are going to date with.
9. The tone of this play is _____. (Recognizing Author's purpose and Tone)
- confused
 - silly
 - humorous
 - pitiful
10. What do we learn from this play? (Drawing Conclusions)
- Do not ask others to do what you cannot do.
 - If we work hard, we get what we want.
 - A coincidence may lead to trouble.
 - Always try our best to solve the problem.

Direction: Read "The Ant and the Grasshopper" and answer the questions.

Aesop

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil, an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; "we have got plenty of food at present." But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food, and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew

It is best to prepare for the days of necessity.

(The International Story)

11. All the following statements are facts EXCEPT _____. (Distinguishing Facts from Opinions)
- The Grasshopper met an Ant one day in the summer.

- b. The Ant took an ear of corn to his nest while passing the Grasshopper.
 - c. The Grasshopper had plenty of food.
 - d. When the winter came, the Grasshopper had no food.
12. The author of this story intends to _____. (Recognizing Author's Purpose and Tone).
- a. to entertain us about the life of animals.
 - b. to show us the way of animals live their lives.
 - c. to instruct us that do not be careless about spending our lives.
 - d. to describe to us about animals' lives in the jungle.
13. It can be inferred that _____. (Making Inferences)
- a. The Grasshopper is careless about spending his life in the jungle.
 - b. The Grasshopper likes to talk to other animals.
 - c. The Grasshopper is a lazy animal.
 - d. The Ant is a good animal.
14. What do we learn from this story? (Drawing Conclusions)
- a. We should be friends with other people.
 - b. We should behave well to avoid disaster.
 - c. We should be happy with things around our life.
 - d. We should be positive about our life.

Direction: Read "The Wisdom of Solomon" and answer the questions.

The Wisdom of Solomon

As the two women came to King Solomon to plead their case, one of them spoke first. "I plead with you, Sire, to hear what I have to say!"

"Speak!" said the King. "What is your problem?"

She pointed to another woman who was standing near her with a tiny baby in her arm. "Sire, this woman and I live in the same house. About two weeks ago I gave birth to a son. She helped me. She and I were the only ones there." As she spoke, tears came to her eyes.

"Go on, my daughter," said the King.

“Three days later, my lord, this woman also had a baby. And it, too, was a son. I helped her birth. There were still only two of us in the house.” Tears streamed from her eyes as she continued.

“A few days later, her baby died in the night because she accidentally lay on it as she slept. And then she took my son from my bed while I was sleeping and put her dead child beside me.” She continued to weep as she spoke. “When I got up in the morning to nurse my son, I found that it was dead; but when I examined it, I discovered that it was not my child.”

“That’s not the way it was!” the other woman interrupted. “That is not the way it was at all! She’s just making up an emotional story for you, Sire, and she has produced some tears to go with it! This is my son; the dead child is hers!”

“You’re lying!” said the other woman. “And you know it! The living son is mine and is mine and the other is hers!”

“Oh no it isn’t!” said the other woman, as she held the child close to her. “It’s the other way around! This is my son!”

And in this way they argued back and forth in front of the King. Solomon had listened and observed carefully and it seemed as though he had made up his mind. However, he asked the woman to lay the child down in front of him. He looked intently at the child and then at each of woman as though he was trying to determine by appearance whose child it was. Then, to the great came with a sword in his hands. “Divide the child in two parts!” he said coldly. “Give half to one and half to the other!”

As the guard raised the sword to obey the King, the first woman cried out, “Don’t kill the child, my lord! Please don’t do it! Let him live and give him to her.”

The other woman, however, thought Solomon’s idea was a good one. “Cut it in two!” she shouted. “Then neither one of us will have it!”

Then the King raised his hand and spoke. “Don’t kill the child! Give it to the first woman! He commanded, pointing out her. “She is the mother!”

.....

15. The author of this story tends to _____. (Recognizing Author’s Purpose and tone).

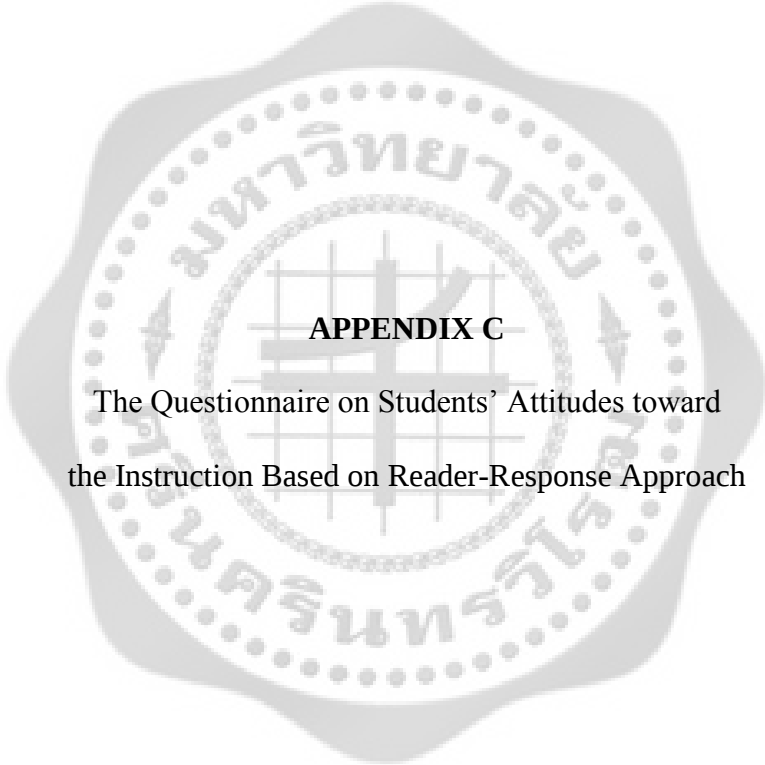
- a. to show us about how the king works.
- b. to describe us that how fair the king is to prove the case.
- c. to inform us that how wise the king is to prove the case.

- d. to describe to us that how cruel the king is.
16. What is an opinion? (Distinguishing Facts from Opinions)
- a. The two women came to the king Solomon.
 - b. King Solomon's idea was a good one.
 - c. The first woman spoke to the king with tears on her eyes.
 - d. The first mother is the son's mother.
17. Why does the king command a guard to kill the son? (Making Inferences)
- a. to sacrifice the son to himself as the king of the kingdom.
 - b. to prove the truth about the case.
 - c. to help his people to live happily.
 - d. to discover a way to prove who the son's mother is.
18. What is the lesson of the story? (Drawing Conclusions)
- a. Do not lie and be greedy.
 - b. Justice always exists in the society.
 - c. Mother's love is a true love.
 - d. King is always wise and fair.
19. The tone of the story is entirely _____. (Recognizing Author's Purpose and Tone)
- a. regretful
 - b. neutral
 - c. critical
 - d. relaxed
20. Which is a fact? (Distinguishing Facts from Opinions)
- a. The second woman is greedy and foolish.
 - b. King Solomon can judge the case fairly.
 - c. The second mother's son is dead.
 - d. The first woman spoke to the king sadly.

Part Two: Open-ended Questions. (10 Marks)**Directions: Read “The Wisdom of King Solomon” and answer the questions**

21. Does the King remind you of someone you have known before? Explain. (Express ideas logically)

22. If there were no King as in the story, do you think what would happen? Why? (Express ideas logically)



APPENDIX C

The Questionnaire on Students' Attitudes toward
the Instruction Based on Reader-Response Approach

QUESTIONNAIRE

Students' Attitudes toward the Instruction Based on Reader-response Approach

Part I: Demographic Information

Direction: Check the appropriate category.

Gender: _____ male _____ female

Part II: Opinion Rating Scale

Direction: Please tick the choice of the following statements that is closest to your opinion.

Items Statements		Rating Scale				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1.	I think activities in class are very interesting.					
2.	Activities in class help me think and read better.					
3.	Activities in class help me think and read more critically.					
4.	I feel uncomfortable with class activities.					
5.	I have more chances to participate in class activities.					
6.	Activities in class are useful for my decision making in daily situations.					
7.	I think activities in class are effective in developing my critical reading skills.					
8.	The teacher's techniques are ineffective.					

9.	Activities in class help me make select appropriate text carefully.					
10.	I have a lot of fun from activities in class.					
11.	I think more creatively after attending this class.					
12.	After attending this class, I can evaluate information better.					
13.	I think activities in class are too difficult for me.					
14.	I found that class activities are boring.					
15.	After attending this class, I can communicate my ideas clearly.					
16.	I have more confidence in expressing my ideas.					
17.	The teacher pays attention to some students in class.					
18.	I can apply what I learn to my daily life.					
19.	After attending this class, I can support my ideas with reasons more logically.					
20.	If I were an English teacher, I would like to use these activities in my classroom.					

Part III: Open Response.

Are there any comments or ideas about this class that you would like to say?



Questionnaire

Students' Attitudes toward the Instruction Based on Reader-Response Approach (Thai Version)

แบบสอบถาม

ทัศนคติของนักเรียนที่มีวิธีการสอนตามแนวคิดการตอบสนองของผู้อ่าน

ส่วนที่ 1: ข้อมูลทั่วไป

คำชี้แจง: ให้นักเรียนทำเครื่องหมาย / ในช่องที่เหมาะสม

เพศ: _____ ชาย _____ หญิง _____

ส่วนที่ 2:

คำชี้แจง: โปรดทำเครื่องหมาย ในช่องที่ตรงกับความคิดเห็นของนักเรียนมากที่สุด

ข้อ		ระดับความคิดเห็น				
		เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็น ด้วย 2	ไม่เห็น ด้วยอย่าง ยิ่ง 1
1.	ฉันคิดว่ากิจกรรมในห้องเรียน น่าสนใจ					
2.	กิจกรรมในห้องเรียนช่วยให้ฉันคิด และอ่านได้ดีขึ้น					
3.	กิจกรรมในชั้นเรียนช่วยให้ฉันคิด และอ่านในเชิงคิดวิเคราะห์ได้มาก ขึ้น					
4.	ฉันรู้สึกดีต่อกับกิจกรรมภายในชั้น เรียน					
5.	ฉันมีโอกาสดำเนินการในกิจกรรม ภายในชั้นเรียนมากขึ้น					
6.	กิจกรรมภายในชั้นเรียนเป็น ประโยชน์ต่อการตัดสินใจใน					

	ชีวิตประจำวันของฉัน					
7.	ฉันคิดว่ากิจกรรมภายในชั้นเรียนมี ประสิทธิผลต่อการพัฒนาทักษะการ คิดเชิงวิเคราะห์					
8.	เทคนิคของผู้สอนไม่มีประสิทธิภาพ					
9.	กิจกรรมภายในชั้นเรียนช่วยให้ฉัน เลือกบทความหรือข้อมูลได้ ระมัดระวังมากขึ้น					
10.	ฉันสนุกกับกิจกรรมภายในชั้นเรียน					
11.	ฉันมีความคิดสร้างสรรค์มากขึ้น หลังจากเข้าเรียนชั้นนี้.					
12.	หลังจากเข้าเรียนชั้นนี้ ฉันสามารถ ประเมินข้อมูลโดยใช้เหตุผลได้ดีขึ้น					
13.	ฉันคิดว่ากิจกรรมในชั้นเรียนนี้ยาก เกินไป					
14.	ฉันพบว่ากิจกรรมในชั้นเรียนนี้น่า เบื่อ					
15.	หลังจากเข้าเรียนชั้นนี้ ฉันสามารถ เสนอความคิดได้ชัดเจนมากขึ้น					
16.	ฉันมีความมั่นใจมากขึ้นในการ แสดงความคิดเห็น					
17.	ผู้สอนใส่ใจเฉพาะนักเรียนบางคน เท่านั้น					
18.	ฉันสามารถนำสิ่งที่ได้เรียนรู้จากชั้น เรียนนี้ไปใช้ในชีวิตประจำวันได้					
19.	หลังจากเข้าเรียนชั้นนี้ ฉันสามารถ สนับสนุนความคิดของฉันด้วย เหตุผลอย่างเป็นเหตุเป็นผลมากขึ้น					
20.	ถ้าฉันเป็นครู ฉันจะใช้วิธีการสอน ในชั้นเรียนนี้กับชั้นเรียนของฉัน					

ส่วนที่ 3: คำถามทั่วไป

คุณมีคำถามหรือคำแนะนำเกี่ยวกับวิธีการสอนนี้หรือไม่





APPENDIX D

The Questionnaire on Students' Attitudes toward English Reading

QUESTIONNAIRE
Students' Attitudes toward English reading

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

Items Statements	Rating Scale				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Part 1: Students' Perception in English Reading					
1. Reading English text 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 is unable to 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 text.					
7. English reading is enjoyable.					
8. I am stressed when I read English text.					
9. I feel comfortable in English reading class.					

10. English reading is boring.					
Part 3: Students' Behavior in English Reading					
11. I read English stories in my free time.					
12. If it is necessary, I will avoid reading in English.					
13. I read English text 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 not read in English only when I am forced to.					

Comments and

suggestions:

QUESTIONNAIRE

Students' Attitudes toward English reading (Thai Version)

แบบสอบถาม

ทัศนคติของนักเรียนที่มีต่อการอ่านภาษาอังกฤษ

คำชี้แจง: แบบสอบถามนี้เป็นแบบสอบถามวัดทัศนคติที่มีต่อการอ่านภาษาอังกฤษของนักเรียน จงอ่านข้อความแล้วเลือกช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

ข้อ	ระดับความคิดเห็น				
	เห็นด้วย อย่างยิ่ง 5	เห็นด้วย 4	ปานกลาง 3	ไม่เห็น ด้วย 2	ไม่เห็น ด้วยอย่าง ยิ่ง 1
ส่วนที่ 1: ด้านความรู้ความเข้าใจ					
1. การอ่านภาษาอังกฤษเป็นแนวทางที่ดีในการเรียนรู้ภาษาอังกฤษ					
2. การอ่านภาษาอังกฤษไม่จำเป็นสำหรับคนไทย					
3. การอ่านภาษาอังกฤษสามารถเพิ่มความรู้ทั่วไปเกี่ยวกับชีวิตของฉันได้					
4. การอ่านภาษาอังกฤษไม่สามารถพัฒนาทักษะภาษาอังกฤษด้านอื่นๆ ของฉัน					
5. การอ่านภาษาอังกฤษเป็นการสิ้นเปลืองเวลา					
ส่วนที่ 2: ด้านความรู้สึก					
6. ฉันรู้สึกไม่พอใจเมื่อต้องอ่านภาษาอังกฤษ					

7. การอ่านภาษาอังกฤษเป็นสิ่งที่สนุก					
8. ฉันรู้สึกเครียดเมื่ออ่านภาษาอังกฤษ					
9. ฉันรู้สึกสบายใจเมื่อเรียนวิชาการ อ่านภาษาอังกฤษ					
10. การอ่านภาษาอังกฤษเป็นสิ่งที่น่า เบื่อ					
ส่วนที่ 3: ด้านพฤติกรรม					
11. ฉันอ่านเรื่องราวเป็นภาษาอังกฤษ เมื่อฉันมีเวลาว่าง					
12. หากจำเป็นฉันหลีกเลี่ยงการอ่าน ภาษาอังกฤษ					
13. ฉันอ่านบทความภาษาอังกฤษอย่าง น้อยวันละหนึ่งบทความทุกวัน					
14. ฉันสามารถนำความรู้ที่ได้จากการ อ่านภาษาอังกฤษไปใช้ในชีวิตประจำวัน ได้					
15. ฉันไม่อ่านภาษาอังกฤษแม้ว่าจะถูก บังคับ					

ข้อคิดเห็นและคำแนะนำ: _____



APPENDIX E
Critical Reading Rubric

**Critical Reading Rubric
Adapted from CRHS and MISD (2007)**

Questions	Distinguished (5)	Proficient (4)	Fair (3)	Developing (2)	Unacceptable (1)
Does the king remind you of someone you have known before? Explain.	Answer is significant and relevant with supporting many details, examples and evidence to the ideas. Answer reveals making excellent and meaningful connection with students' traits, personality, world view point, or knowledge.	Answer is significant, and relevant with providing some adequate details, examples and evidence to develop the ideas. Answer reveals good connection with students' traits, personality, world view point, or knowledge.	Answer is relevant but has few details to support the answer. Answer reveals some limited connections with students' traits, personality, world view point, or knowledge.	Answer reveals minimal comprehension of the question and supports minimal details, examples and evidence. Make limited connection with students' traits, personality, world view point, or knowledge.	Answer is inaccurate or presents a misinterpretation with no relevance to the questions. Ideas are not developed with details. Answer reveals no connection to the students' traits, personality, world view point, or knowledge.
If there were no king as in the story, do you think what would happen? Why?					



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