

CHAPTER II

LITERATURE REVIEW

This study investigated the utilization of Brown's reading strategies (2001) through the interactive teaching approach to enhance learners' reading comprehension in relation to communicative language teaching and the learner-centered approach. This chapter covers the following major areas which are underlying this thesis:

1. Reading
2. Attitudes and Motivation
3. Interactive Language Teaching
4. Learner-Centered Approach
5. Language Learning Strategies
6. Related Research

1. Reading

1.1 Definition of reading

People read for different reasons, so they use different definitions for reading. According to Fizgeral & Fizgeral (1967) reading is to understand signs and words in context. Additionally, reading is more than deciphering printed words into sound, it is a complex procedure. To get meaning from texts necessitates thought and personal building of meaning (Reading: Instructional philosophy and teaching suggestions, 1997).

In Johnson, Templin & Zukowski/Faust's words (2002), reading is a process. It's learning to use set of skills as well. They define skills as a capability to do something well.

Attardo & Brown (2000) state reading is an active procedure. Readers bring their world knowledge to what they read.

Carrell & Grabe (2000) assert that reading requires some recognition that a reader binds in procedure at morphological, syntactic, semantic and discourse levels, in addition to binding to objectives, summarizing, interpretive describing in

a more detailed way from his knowledge, observing and evaluation of objective accomplishment. The reader creates a variety of modification to improve his/her comprehension, and repairs comprehension procedure as needed. Furthermore, these procedures are performed by the integration of energized procedures and resources (in working memory) under extreme processing-time limitation.

Platt et al. (1992) defined reading as:

1) Reading and understanding a print version in order to know its contents. Knowledge gained is called reading comprehension. This is usually silent reading.

2) Reading text aloud (oral reading). In doing so, readers may or may not understand the meaning.

According to the American Educational Research Association (2004), reading is a complex ability. Children have to master two particular skills-recognizing (decoding) the words and understanding what the texts state, and in Nuttal's word (1982), reading is a general resource for extending command of a language.

In conclusion, reading is a complex process. It requires many skills. In this study since the target learners were only beginners, reading refers to decoding and understanding texts. To do so, the learners utilized reading strategies to help them decode and comprehend the texts.

1.2 Reading comprehension

Reading comprehension is realizing the meaning of what is read, or the process of "building" meaning from a text. This is related to many components of the reading process in building knowledge from a text in the reader's mind (National Institute for Literacy, 2006). Reading comprehension can be improved by training the ability to self assess comprehension, actively testing comprehension using questionnaires, and by improving metacognition as defined below. Teaching conceptual and linguistics knowledge is also advantageous (Reading comprehension, 2006, p.1).

Ruddell (2001) states reading comprehension is the most general of academic goals. Reading comprehension is the building of meaning that corresponds to the writer's proposed meaning.

In this present study, reading comprehension was constructing meaning from what learners have read. Also, reading comprehension can be developed by training. Thus, the teacher (researcher) aimed to teach the target learners with Brown's reading strategies in order to improve the learners' comprehension.

1.2.1 Level of comprehension

Readers read texts for different purposes, so reading comprehension are often differentiated (Platt et al., 1992):

1) Literal Comprehension: Readers read text for knowing, memorizing or recalling information that are shown explicitly.

2) Inferential Comprehension: Readers read text in order to discover information which is behind the text.

3) Critical or Evaluative Comprehension: Readers read text to compare what they are reading with their knowledge of the world and values.

4) Appreciative Comprehension: Readers read text to obtain an emotional and other type of valued reaction from the text.

In this present study, the learners were beginner English readers so literal comprehension was the main focus.

1.3 Intensive reading

In the present study, the teacher (researcher) geared to train learners who were beginner level English readers to comprehend the text using Brown's reading strategies (2001). The learners were expected to read more outside the classroom after the training. Hence, intensive reading was a major focus in the study.

Pulverness et al. (2005) define intensive reading as a language learning activity. The learners read the texts to examine language in order to know the language used.

According to Brown (2001), intensive reading is usually a classroom-oriented activity where learners focus on the linguistic or semantic details of passage. Intensive reading makes the learners pay attention to grammatical forms, discourse markers and the other surface structure details. This makes the learners understand literal meaning, implications, rhetorical relationships and the like. Also, intensive

reading may be a totally content-related reading initiation because of subject-matter difficulty.

Hence, in this present study, intensive reading is referred to a classroom reading activity.

1.4 Extensive reading

The learners were trained to employ Brown's reading strategies (2001) in class. They were expected to be able to read in English by themselves outside classroom. The learners were assigned to read texts in English with no time limit and no pressure from the teacher. They were expected to develop better attitudes to and motivation for reading in English. Finally, they will continue reading in English all their lives. Therefore, extensive reading was focused on in this research paper as well.

According to Richards et al. (1992), extensive reading is "intended to cultivate good reading habits, to develop knowledge of vocabulary, and structure, and to support a fondness for reading".

Pulverness et al. (2005) define extensive reading as reading a long text such as an article or a story.

1.5 Reading strategies

The learners can comprehend texts more effectively if they utilize reading strategies. Besides, teaching reading strategies can help develop self-directed learning since the learners will be able to read in English by themselves outside classroom. Reading strategies are techniques which readers use when they read. Thousands of studies have found that in L1 reading, good readers are better at monitoring their comprehension, and they are more aware, flexible and efficient when using reading strategies. As for second language learners, there is not much research on reading strategies, so research on L1 reading strategies are applied (Garner, 1987, Pressley et al., 1992 cited in Song, 1998). There are various kinds of reading strategies.

1.5.1 Garner and Pressley et al's SQ3R: Are one efficient series process that helps readers understand what is read. Also, it can improve the readers' comprehension. The technique includes the following steps:

1) Survey

Reading text for general main ideas. The readers do not read all text but an overview.

2) Question

Before reading, the readers ask themselves from looking at the headings, subheadings and sometimes pictures.

3) Read

The readers read each section of the text in order to find answers to the questions that they have made up.

4) Recite

After reading each section the readers can now try to answer their questions. In this phase, reading the answers aloud and writing the answers down is highly recommended.

5) Review

After reading the whole text, the readers evaluate the significance of what they read. The readers do not read the text again but try to remember what has been read. Also, the readers think of questions and answer those questions in their minds.

1.5.2 Brown's reading strategies: These strategies were chosen because the strategies focus on basic to advanced level. Brown states that there are ten reading strategies which can help learners improve their comprehension:

1.5.2.1 Recognize the goal in reading

Efficient reading consists of clearly identifying the purpose in reading something. It is the most important thing that the readers read with purposes. To do this, readers know what they are looking for and can ignore less important information. It is important for the teacher to be certain that learners know their purpose in reading.

1.5.2.2 Implement graphemic rules and patterns to aid in bottom-up decoding (particularly for learners of initial level)

Making the connection between spoken and written English is one of the difficulties for beginner language learners. In general, learners are familiar with oral language. However, they have problems with learning English spelling conventions. Hints and explanations about English orthographic rules and peculiarities may be needed for those learners. One-to-one grapheme-phoneme connection will be obtained easily.

1.5.2.3 Employ efficient silent reading techniques for moderately rapid comprehension (for intermediate to advanced levels)

This strategy is sometimes difficult for beginner language learners since they have problems with limited vocabulary and grammatical patterns and even intermediate to advanced levels may also need help from the teacher to read efficiently. The teacher (researcher) therefore needed to ensure this strategy met the learners' abilities by constantly reinforcing the idea that when the learners tried to read by themselves silently they did not have to understand every word.

1.5.2.4 Skim the text for main ideas

Skimming is reading quickly through a whole text for the gist. When the learners start to focus in reading, this gives them a group start. The teacher can instruct the learners to skim by giving those learners thirty seconds to read a few pages of material quickly. Then ask them to close their books and describe what they have learned.

1.5.2.5 Scan the text for the exact information

Scanning is quickly searching for specific information in a text. The teacher can ask learners to look for names or dates, to find the definition of a key concept or to write down a certain number or supporting details. The aim of scanning is to find specific information without reading all of the text. Apart from being totally significant to academic English, scanning is also vital in vocational or general English to deal with genres such as schedules, manuals, forms and other sources of dense information.

1.5.2.6 Use semantic mapping or clustering

Using semantic mapping or clustering can help readers to gather information in order. This can be done personally, but this makes for a

fruitful group work technique as learners jointly induce order and hierarchy to a passage.

1.5.2.7 Guess when you are not certain

This category is tremendously large. The learners can guess to find

- a. The meaning of a word
- b. A grammatical association
- c. A relationship
- d. Implied meaning (“between the lines”)
- e. A cultural reference
- f. Content messages.

If learners understand how to do this, they will be better at reading. The most important part of guessing is to make it rationally accurate. The teacher can help the learners to guess accurately by encouraging them to use efficient reparation strategies to fill in the gaps by using whatever clues are available to them. The clues include word analysis, word associations and textual structure, other schemata, context situation. All of these give non-linguistic clues.

1.5.2.8 Analyze vocabulary

When learners do not remember a word, there is one way for them to make guessing successful. This way is to analyze the word in terms of what they know about it. There are some helpful techniques as follows:

- 1) Search for prefixes (e.g. im-, dis-, bi-,) that may provide hints.
- 2) Search for suffixes (e.g. -able, -en, -less, etc.) that may change meanings of words.
- 3) Look for roots that are familiar.
- 4) Search for grammar in contexts that may indicate information.
- 5) Search for semantic context (theme) for hints.

1.5.2.9 Distinguish between factual and implied meanings

The application of sophisticated top-down processing skills is required. Not all readers can understand all language correctly by attending to

its literal, framework. Normally, implied meaning has to be inferred from processing “pragmatic” information.

1.5.2.10 Capitalize on discourse markers to process relationship

In English, discourse markers signal relationships among ideas through phrases, clauses and sentences. Comprehension of such markers can enhance the learners’ reading efficiency.

In conclusion, reading strategies are tools that the learners employ to achieve a goal when they read.

1.6 Teaching reading strategies

Reading strategies are techniques that readers use when they read. The strategies range from bottom-up vocabulary strategies to more comprehensive action; for example, linking what is being read to a reader’s world knowledge. Research results have shown that more proficient readers use different types of strategies and they use them in different ways (Renandya & Richards, 2002). Additionally, learners who are equipped with reading strategies can improve their performance on comprehension and recall tests (Janzen, 2002). Thus, the researcher will teach Brown’s reading strategies (2001) to the target learners in order to enhance their reading comprehension. The teacher (researcher) had adopted Janzen’s methods for teaching reading strategies in this study since they were considered the most relevant to interactive whole class teaching and they were suitable to the target learners. According to Janzen (2002), there are five processes in teaching reading strategies to learners as follows:

1.6.1 General strategy discussion

Janzen (2002) employs discussion at the beginning of the class to explain the method she is using to move toward reading. Also, she uses the discussion to make certain that her learners know the value of the strategies, and to make certain that they are linking their development in reading to the use of strategies. Encouraging transfer of training to other reading tasks is another objective of the general discussion the value of strategies.

At the beginning of course, the teacher (researcher) discussed reading strategies with the learners. This meant that reading strategies and strategic

reading were clarified. This was very important since not all of the target learners know reading strategies. The learners could work in group to brainstorm and write down what they know about reading strategies they know on their papers. Afterward, at the beginning of every hour, the teacher (researcher) reviewed Brown's reading strategies (2001) with the learners.

1.6.2 Teacher modeling

The teacher (researcher) acted as a model for learner to learn and explain how to employ reading strategy at the beginning of the course. The learners could observe and listen to how to utilize the strategies.

1.6.3 Learner reading

Janzen (2002) initially inspires her learners to think and think aloud, though she knows that this process will take time. The teacher (researcher) did not ask the learners to think aloud, but read aloud. This was because thinking aloud was not the aim of the study. In this study, spelling and pronunciation of words were focused on since the learners were early beginners in reading English. The learners could practice reading strategies by making the correspondence between spoken and written text.

1.6.4 Analysis of strategy use

Janzen (2002) and her learners immediately examine the strategies used through full class discussion after they have finished reading a text, focusing on the questions 'What did the learners do and when?' and 'What strategies did the reader employ?' The teacher (researcher) observed the class while the learners are reading. At the end of the class, the teacher (researcher) discussed with the learners what reading strategies they utilized and why.

1.6.5 Strategy explanation and discussion

The teacher (researcher) discussed and explains Brown's reading strategies (2001) at the beginning. The target learners recognized reading strategies and gave feedback at the end of the class.

2. Attitudes and Motivation

2.1 Attitudes

Attitudes in particular to this research are language attitudes, which means what learners feel about a certain language i.e. English here. According to Gardner & Lambert's (1972) studies, positive attitudes toward language develop proficiency. This study, therefore, focuses on enhancing learners' attitudes to English due to the awareness of its impacts on their learning to read in English. Therefore, the specific definition of attitude in this study is based on that of Richards et al. (1992. p.199). They have defined attitudes as follows:

*The attitudes which speakers of different languages or language varieties have toward each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social **status**, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on **second language** or **foreign language** learning. The measurement of language attitudes provides information which is useful in language teaching and **language planning**.*

A research study entitled 'The relation between students' attitudes towards foreign language and foreign language achievement' reveals learners' achievement and learners' attitudes towards foreign language is greatly related (İnal et al., 2004).

Similarly, a research study entitled 'Chinese Students' Motivation to Learn English at the Tertiary Level' shows that the learners who have more positive attitudes towards learning English have higher scores on the proficiency test (Liu, 2005).

Attardo & Brown (2000) state that attitude is considered a part of motivation, is going to be discussed in the following section.

2.2 Motivation

Motivation is also crucial to language learning. Therefore, it is vital to enhance learners' attitude and motivation in order to help them become successful in

learning. The followings are the definitions of motivations which are presented from simple to complicated levels.

‘Motivation is the factors that determine a person’s desire to do something.’(Richards et al., 1992. p.238).

‘Motivation is the extent to which you make choices about a) goals to pursue and b) the effort that you will devote to that pursuit.’ (Brown, 2001, p. 72).

Dornyei (2002) defines motivation as a reason to make people determined to do something, how long they will keep up this activity and how they will follow it up.

From all of the definitions and the types of motivation mentioned above, in particularly the definition of motivation in this research is based on the combinations of definitions proposed by Richards et al. (1992). That is the motivation in this research means the learners want and be willing to put effort in learning English with a clear objective to improve their own reading comprehension.

In dealing with improving both attitudes to and motivation for learning to read in English, the teacher (researcher) plays an important role to help the learners to develop it and also to maintain it to achieve their learning goal. This has been done through interactive language teaching approach which was the main teaching and learning approach in this study.

If the learners’ attitudes and motivation are increased, it is expected that the chance to be successful in learning better. These are some recommendations to help learners to develop better motivation which is also adopted in this study.

Present a motivating model to learners.

Create a good atmosphere in the classroom.

Employ interesting tasks in an interesting way, and make task achievable.

Develop a good relationship with learners.

Make the learners think they can be good at learning language.

Make a language class attractive.

Promote independent learning.

Make the course related to the learners’ lives.

Make the learners become more aware of their learning goals.

Make the learners acquainted with target language culture.

(Adapted from “Ten Commandments for motivating language learners: Results of an empirical study” by Dornyei & Csizer (1998 cited in Pulverness et al., 2007).

Gardner & Lambert (1972) presented the idea of instrumental and integrative motivation in language learning. Integrative motivation means that the learners want to be members of the second language speech community or communicate with people who speak English. On the other hand, the latter means that the learners only learn English to pass exams and/or obtain employment. It is clear that the type of motivation which the learners in the target situation have is only the instrumental one i.e. to pass the exam. However, in order to help them develop another type of motivation i.e. intrinsic motivation about which Brown (2001) states that it focuses on the learner’s willingness and happiness to involve in the learning process, the study emphasized on Brown’s intrinsic motivation. This was also expected the learners would be able to use it to enhance their learning ability especially in reading English.

3. The Interactive Language Teaching Approach: Brown’s Model

Brown is a professor at San Francisco State University (SFSU), where he is director of the American Language Institute. In the past, he taught at the University of Michigan and the University of Illinois. He was the president of TESOL 1980-81. From 1970-79 he acted as the editor of *Language Learning*. He has taught in the United States of America and other countries—Brazil, the Dominican Republic, Egypt, Hong Kong, Japan, Korea, Mexico, Portugal, Singapore, Spain, Taiwan, Thailand, Turkey and Yugoslavia.

The interactive language teaching approach is closely related to whole class interactive teaching. The two approaches focus on group work, peer interaction among learners and the interaction between learners and teachers. In interactive classes, learners are likely to be livelier in class when learning, and this was relevant to another objective of the study which was the aim of improving learners’ attitudes to and motivation for reading English.

According to the Department for Children, Schools and Families of England (DfEE) (2008), interactive whole class teaching is defined as:

High quality direct, interactive teaching is oral, collaborative and lively. It is not achieved by lecturing the class, or by expecting pupils to teach themselves indirectly during practical work or from books. It is a two-way process in which pupils are expected to play an active part by answering questions, working together collaboratively (Department for Children, Schools and Families of England, 2008, p.1)

There are some differences between interactive language teaching and whole class interactive teaching approaches; the interactive language teaching approach focuses on teaching *language* from beginner to advance levels (Brown, 2001). On the other hand, Geoff (2006), the author of Britain's best selling teacher training text states that the whole class interactive teaching approach is intended to teach *math* and *fundamental literacy*. Additionally, interactive whole class teaching aspires to get the whole class to agree on their class answers through discussion and evaluation. Conversely, interactive language teaching does not aim to get the whole class to agree on the answers but focuses more on the process used in formulating answers and is less concerned about whether these are right or wrong.

In this research study, the term 'interactive language teaching approach' is used. Brown designed the interactive language teaching approach to teach English as a *second* or *foreign* language whereas interactive whole class teaching was designed to teach *first* language to learners in England. Nevertheless, both interactive language teaching and whole class interactive teaching approaches are adopted into this study. According to Hardman et al. (2004), since 1998 interactive whole class teaching has been a major focus in the National Literacy Strategy (NLS) at primary level in England. The method raises literacy and understanding among learners by high quality interaction.

Hammonds (2004) states a New Zealand interactive teaching approach was developed through research in the Science Project (LISP) at Waikato University in the 80s. The approach allows learners to learn from doing which is needed for a teacher to interact and challenge the learners to expose their new ideas. The learners will be taught learning goals, how to learn and how to assess themselves. The approach aspires to change the learners into independent learners. Group work is focused on in this approach as it encourages and develops interaction.

Interaction is the exchange of ideas, thoughts and feelings between people. In an interactive classroom, learners can interact with peers and the teacher to enhance their knowledge of language. According to the UK Department for Children (2007), second language learners gain much more language acquired incidentally through interaction with peers and adults. Furthermore, in the interactive classroom, pair work, group work, employing authentic materials and producing meaningful and authentic language are more likely to be found (Brown, 2001).

Aliponga (2005) has taught learners at all proficiency levels, from beginner to advanced classes. In reading classes, he utilizes interactive teaching to promote learners' comprehension and his research has found that learners are happy and satisfied whenever they are able to participate in lively classroom activities.

Hai-yan (2007) finds that in China, language teaching has gradually changed from translation methods into the communicative language teaching approach adopting interactive teaching methods. The approach focuses on interactive tasks which aim to create interactions between teachers and learners and among learner themselves.

Manorat (2004) conducted the research project 'A case study of the relationship between learning styles and explicit/implicit feedback among learners at Suranaree University of Technology' and stated that interaction was one of the factors that could simplify language learning by allowing students to use more language in class and in a more natural way.

Based on the ideas mentioned above, it can be inferred that the interactive teaching approach encourages learners to participate in the teaching and learning process. The learners have the chance to be listeners and speakers. The learners gain language knowledge through interacting with peers and a teacher. The teacher knows what is going to be taught, and the learners know their learning objectives. Authentic language is used in teaching and evaluation. This present study was based on Brown's interactive language teaching approach (2001) and whole class interactive teaching as defined above (English, Hargreaves & Hislam, 2002; Geoff, 2006; Hammonds, 2004; Hardman, Mroz, et al., 2004; Prat, 2006). To employ the interactive teaching approach effectively, a teacher should know and be able to confidently use the following interactive principles.

3.1 Interactive principles

There are many ways in designing interactive teaching approach lessons. The study selected Brown's principles of the interactive language teaching approach since the principles are clear and practical. Also, the principles create self-directed learning. Moreover, the study also chose some principles of whole class interactive teaching approach from NLS since they helped the teacher in being well-prepared before teaching.

3.1.1 Brown's principles of interactive language teaching (2001)

3.1.1.1 Automaticity: Brown (2001) states that it involves meaning rather than accuracy. If learners can produce language without thinking of accuracy, the learners then will be able to produce language automatically. This research focused on fluency more than accuracy.

3.1.1.2 Intrinsic Motivation: Brown (2001) reports learners are happy to participate in teaching and learning in class. In the target classroom, most of the learners thought reading English was difficult and boring and only study in order to pass exams. Therefore, developing intrinsic motivation was of major importance.

3.1.1.3 Strategic Investment: Brown (2001) states that strategies are very important to language learners in the interactive teaching approach. In this study, Brown's reading strategies were focused in order to help the learners comprehend text more effectively.

3.1.1.4 Risk Taking: Brown (2001) mentions that in an interactive class, the learners should take risk when they produce language. They should not let being laughed at or shunned so as to prevent them from speaking. In the target classroom, most of the learners were afraid to use English. They were shy or they did not want to 'lose face' by appearing foolish in front of their peers. Therefore, this principle was also essential.

3.1.1.5 The Language-Culture Connection: Brown (2001) states that culture is important to writing and speaking. While this principle seemed the least important in this study, it was still necessary, since language is part of culture. Hence, it was important to inform the target learners about native speakers' culture. This would help to improve the target learners understanding of other nations and of native speakers' cultures.

3.1.1.6 **Interlanguage:** Brown (2001) reports that language learners have their own language when they learn. Making errors is normal in the language classroom, and correcting language is vital to the developmental progression. This principle was important to the target classroom as well.

3.1.1.7 **Communicative competence:** Brown (2001) states that communicative competence should be at the heart of the language classroom, so teaching and learning should move toward communicative competence. The teacher (researcher) focused on communicative competence, especially sociolinguistic and strategic competence when teaching the learners.

3.1.2 UK National Literacy Strategy's rationale of whole class interactive teaching (English et al., 2002):

Although this study was conducted in relation to L1 acquisition, a number of its recommendations are relevant to the language classroom

3.1.2.1 **Discursive content**—there should be a high proportion of good quality oral exchange. Due to the target learners' low ability in speaking English, 'high proportion of good quality oral exchange' had been adapted to encourage the learners to speak some English in class for this study.

3.1.2.2 **Interaction-in class** the learners' involvement is to be encouraged, anticipated and extended. The teacher (researcher) focused on this principle. In class, the target learners were given confidence to express their ideas and speak up. The teacher (researcher) had an expectation that the learners would participate in teaching and learning by doing so.

3.1.2.3 **Well-Paced lessons**-there should be a sense of urgency, driven by the need to make progress and succeed in the aims of lessons. In this study, the researcher also focuses on this principle. The teacher (researcher) wanted the class to run smoothly and to meet the objectives of the researcher. Therefore, during teaching the teacher (researcher) used observation completed by both the teacher (researcher) and the observer from the Foreign Language Department in the school to record information about how successfully the researcher encourages interaction in class. In addition, the teacher (researcher) provided classroom evaluation forms for the learners to tell the teacher (researcher) what they liked about the classes and what they wanted to change.

3.1.2.4 Confident teachers-where the teachers have an obvious understanding of objectives and how to achieve them.

3.1.2.5 Ambitious targets-in which there is a sense of optimism about, and high potential for, success. The researcher has applied this principle to achieving the goals of the study. Also, the teacher (researcher) expected that the learners would improve their reading comprehension, attitudes to and motivation for reading English, and raise awareness of self-directed learning.

In summary, to promote interactive language teaching effectively, different kinds of principles need to be well selected to suit the target situation. The teacher (researcher) took these principles into account when planning lessons. The present study focused on automaticity, intrinsic motivation, strategic investment, risk taking, interlanguage, communicative competence, interactive and well-paced lessons, developing confidence and having ambitious goals. This should mean that following the input from reading activities, the learners are free to ask and answer questions or present ideas without thinking of accuracy. The learners should take a risk when producing language and the teacher corrects their mistakes appropriately in order to make the learners able to correct themselves outside the classroom. The learners should become happy to participate in teaching and learning and do so in a lively manner. The learners should know how to comprehend the text more effectively. The teacher focuses on developing learners with good communicative ability. Besides, the teacher had to encourage the learners' participation and interaction. The teacher was confident about the aim of making teaching and learning successful. Above all, the teacher had to set high expectations to achieve the goals. To make teaching and learning successful the teacher should know his/her roles in the interactive teaching approach. In the next section, these roles are discussed.

3.2 Roles of the interactive teacher

Teaching methods have shifted from traditional to communicative, and the roles of the teacher have changed in accordance with the methods. In a traditional method class, the teacher's role is as an expert and authority who leads learners to learn (Johns, 1997). In an interactive class, Brown (2001) states the teacher takes five roles in order to achieve the ultimate goal of allowing the learners to be

independent or self-directed learners—a controller, a director, a manager, a facilitator and a resource person. Also, Geoff (2006) asserts that there are two further roles in the interactive whole class teaching approach which are providing a good model to students and being a monitor.

3.2.1 The teacher as a controller

This role has always taken place in traditional educational institutes where in the classroom, the teacher controls everything including what language the students have to use. However, to promote interaction in class the teacher should allow freer student reaction allowing learners to choose the language they use. However, controlling is still necessary to some extent in the interactive classroom in order to organize the class and the tasks and activities that take place. The teacher must also plan what and how to teach. Therefore, the teacher (researcher) must take on this role.

3.2.2 The teacher as a director

When in the classroom, it is the duty of the teacher to keep the learners involvement smooth and effective by offering both a model for the learners to copy and being able to respond to questions promptly. This can help improve communicative competence. Some target learners were shy to speak English so the researcher should act as a conductor to direct the learners to speak out. In this study, the learners took a reading course but speaking was still important. This was because the learners would receive input from reading and produce output through speaking.

3.2.3 The teacher as a manager

The teacher should take on the role of manager by ensuring that learners keep moving toward goals and are involved in ongoing assessment and feedback. In doing so, the manager allows the group to work to the best of their ability.

3.2.4 The teacher as a facilitator

Learning language is easier to the learners because the teacher acts as a facilitator. The teacher helps the learners to overcome obstacles in learning language. This does not mean that the teacher manages or directs the learners to learn but the teachers encourage the learners to learn softly. Finally, the learners will find

their own learning style to learn language. In doing so, the learners were encouraged to learn language to communicate and not only learning grammar.

3.2.5 The teacher as a resource person

The point of this role is that the learners come to consult the teacher by themselves. The teacher is always available for the learners. This does not mean that in class the learners can learn what they want to learn. The teacher still plans and manages the class but can sometimes just sit and allow the learners to practice language within their own linguistic ability.

3.2.6 The teacher as a model

The teacher modeled an activity to the learners. The teacher (researcher) employed Brown's reading strategies to show the learners the first time. This was very crucial since the learners do not know reading strategies and have never use reading strategies before. The teacher (researcher) showed them how to use Brown's Reading Strategies (2001) actively. Moreover, the teacher (researcher) was a good model of using English accurately in all four skills.

3.2.7 The teacher as a monitor

The teacher (researcher) monitored the learners when doing activities and learning in class. The teacher (researcher) could make sure that the learners use the language correctly, practice the language and understand the lessons pertaining to the language.

In summary, the teacher's roles are vital to the achievement of teaching and learning goals. The teacher should adopt appropriate roles according to the situation to ensure that lessons are successful. The teacher (researcher) had to employ all of the roles but using a different role to suit each teaching situation. This was because of the teacher (researcher) has been teaching in the target school for three years and therefore the teacher (researcher) knows what the teacher roles should be in class in order to make the class run smoothly and successfully.

3.3 Principles for designing interactive reading techniques

To teach reading to the learners effectively the teacher must know the principles of how to do so. Renandya (2006) proposes some principles to teach reading; for example, connecting learners' background knowledge to new

information, thinking deeply leads to deeper learning and involvement. In this study, Brown's principles for designing interactive reading techniques were chosen because they guide the teacher how to teach reading in interactive language teaching approach and how to assess the learners appropriately. According to Brown (2001), the following are steps for designing interactive reading techniques:

3.3.1 The teacher should know the steps of reading instructions.

It is assumed that learners of English as a second language (ESL) or learners of English as a foreign language (EFL) can read English if they can read in their native language. Furthermore, it is believed that the learners will be good readers if they spend time on extensive reading. In fact, there are many reading skills that the learners need to learn from the teacher. Therefore, it is necessary for the teacher to know steps of reading instructions so that the teacher can teach the learners to read English effectively.

3.3.2 The teacher should be inspired.

This means that the teacher should employ texts that are interesting, and allow the learners to choose their topics.

3.3.3 The teacher should choose authentic texts that are suitable to the learners' abilities.

Authentic texts are essential to the learners. However, the authentic texts that are simplified to meet the learners' abilities are controversial. To avoid the problem with simplified texts the teacher can use easy authentic texts. If the teacher wants to utilize the simplified texts, of course, he/she can do it. Nuttall (1996; cited in Brown, 2001) provided three criteria for choosing reading materials for learners: (1) Suitability of Content: Choosing text that is interesting, pleasant, challenging and suitable for learners' aims in learning English. (2) Exploitability: Materials that aid the attainment of definite language and content objectives, that are exploitable for instructional assignments and techniques, and that can be integrated with other skills (listening, speaking and writing). (3) Readability: Materials that challenge learners in lexical and structural difficulty, but do not overwhelm them.

3.3.4 The teacher should know how to help the learners continue to improve their reading strategies more and more.

3.3.5 The teacher should include both bottom-up and top-down techniques.

Nowadays, the communicative approach and authentic materials are popular and are used all around the world. However, sometimes the teacher neglects to teach the learners the fundamentals of reading. The teacher should teach reading from a basic level to an advanced level suitable to the learner's abilities.

The following rubric is worth keeping in mind when teaching reading:

1) Before reading: The teacher introduces the topic. He then encourages the learners to employ skimming, scanning, predicting and their background knowledge. By doing this, the learners can utilize the best of their knowledge and skills to make reading a text easy.

2) While reading: All readings are not extensive or global. There may be some data that the learners need to jot down when they are reading. The learners should have aims in reading rather than reading because they are ordered to do so.

3) After reading: Giving the learners comprehension questions is appropriate after they have finished reading. Moreover, the teacher can ask the learners to study words, recognize the author's purpose, talk about the writers' line of reasoning, and consider grammatical structure very carefully. Also, the teacher can guide learners in the direction of a follow up writing exercise.

3.3.6 The teacher should evaluate the learners' comprehension appropriately.

After reading, there are many ways for the teacher to evaluate if the learners comprehend text or not. The teacher, for example, can ask the learners to answer questions, allow the learners to follow the instructions and ask the learners to write down what they have read.

In conclusion, the teachers need to prepare the lessons carefully and bring the principles into their instructions. There are six principles applied to designing interactive reading materials. The teacher (researcher) studied all of the principles and applied them to the classroom carefully.

3.4 Group work

With the interactive teaching approach, learners have to interact with the teachers or peers to increase their language knowledge. So group work is considered essential. Interactive teaching mainly focuses on group work since the learners can interact with the teachers and their peers to gain language knowledge (Brown, 2001). Research shows that learners can learn more in small groups and when they are involved in the teaching and learning process. Also the learners can remember what they have learnt longer when learning in small groups (Beckman, 1990; Chickering & Gamson, 1991; Collier, 1980; Cooper & Associates, 1990; Goodsell et al., 1992; Johnson & Johnson, 1989; Johnson et al., 1991; Kohn, 1986; McKeachie et al., 1986; Slavin, 1980, 1983; Whitman, 1988; cited in Davis, 1993). In language teaching, group work is defined as learning activities that allow learners to work together in a small group (Platt et al., 1992).

According to the British Council (2003), group work came into English teaching as a foreign language (EFL) with communicative methodologies in the 1970s. Before that, in EFL classes, 80 percent of class time was used by teachers' talking, and the rest was the learners' time. Therefore, the learners hardly got a chance to practice English. Group work gives a chance for even the less confident learners to practice language. In group work, the learners can help each other instead of relying on the teacher. In the meantime, the teacher only monitors progress, facilitates, advises and encourages them appropriately (British Council, 2003; Chaudron & Crookes, 2001). There are a variety of terms that refer to this form of instruction and there are some differences among these: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, group work, group problem solving and group investigation (Davis, 1993; Ruddle, 2001).

Pulverness et al. (2003) from Cambridge University state that group work depends on type of activity, type of learners and purpose of activity. Many studies found that grouping enables learners to learn language in an EFL context. This is highly relevant in Thailand and can develop learners' attitude as well (Wichadee, 2005; Torwong, 2003; Iamsaard, 1994). Moreover, according to Vietnam's English teacher and trainer network (2002), group work is promoted in English classroom

since the learners have much more opportunities to practice English. Normally, group work should have six or fewer learners. Having more than six learners can destroy the most important aim of grouping which is to provide learners with a greater chance to speak.

3.4.1 Group work activities

In an interactive language teaching class, group work is focused. To encourage successful grouping in the class, the teacher should choose a suitable task. The teacher (researcher) selected the activities that are proposed by Brown (2001), Aliponga (2005), Buehl (2001) and Bell International College (2008). The following were selected activities in the present study:

3.4.1.1 Jigsaw Reading

The purpose of jigsaw reading is to pool pieces of information from each member of a group in order to build up a whole meaning or text (Brown, 2001). Jigsaw reading increases teamwork and cooperative learning skills among learners and support active participation of learners (Foreign language teaching guidance, 2002; Aaronson et al., 1975; Aaronson et al., 1978, cited in Ruddell, 2001).

1) One well-known jigsaw reading technique is the ‘strip story’. The teacher cuts the topic into pieces and asks each group to put them into order.

2) Another technique is to select a topic for every group and then give one sentence to a member of each group. After that, the members that obtain the same sentence study the sentence. Finally, they rejoin their first groups to explain their sentences (Brown, 2001, Foreign language teaching guidance, 2002). The researcher will employ both kinds of jigsaw reading techniques.

3.4.1.2 Comprehension and question formation

Comprehension and Question Formation can encourage interaction; moreover, this can enhance learner’s comprehension. In the class room, the teacher first uses questions to activate the learners’ prior knowledge. This can also motivate and prepare the learners for the lesson (Aliponga, 2005). The learners will then be asked to read the text in order to answer the questions. The questions should

range from easy to difficult. Lastly, the teacher will ask the learners to formulate questions and ask the questions to other members of the group.

3.4.1.3 Reader's Theater is one of the activities in the interactive language teaching. The technique provides both fluency and high level comprehension through repeated reading and interactive dealings with language (Harrell & Jordan, 2006)

1) Reader's Theater

Reader's Theater is a mode of theater where the actors can look at their scripts, or the actors can sit/stand jointly on a stage. Together they read the scripts. When acting the actors help the audience to recognize what is happening by using the expression in their voices. Also, the actors employ facial expressions. In other words, as Harrell & Jordan (2006) state, Reader's Theater is a pleasurable and active-reading process. In a classroom readers will present text in a non-threatening, controlled and prepared setting.

Normally, a group of learners read prepared scripts that are interesting and important, such as literature and/or curricular materials. With this method learners have a chance to explore the text using the process of rehearsal and repeated readings. Therefore, learners can increase their fluency and comprehension. The teacher (researcher) gave the learners a chance to choose their scripts. The teacher (researcher) provided the scripts which are suitable to the learners' abilities and interests. After that, the teacher (researcher) allowed the learners to rehearse in groups until the learners are ready to perform. The learners could bring the scripts home to rehearse in case that they cannot finish it in class. At the beginning of the next hour, the learners performed their scripts.

2) Reader's theater read-aloud

Buehl (2001) developed Readers' Theater Read-Aloud in the interactive classroom. This activity is similar to Reader's Theater. The teacher (researcher) asked the learners to choose between Reader's Theater Read-aloud and Reader's Theater. Buehl (2001) suggests how to use Reader's Theater read-aloud as follows:

Preview materials to classify passages that could be adapted for read-aloud by a group of learners. Learners in groups of four or five can

read sentences one by one. For instance, learners take turns reading aloud a science passage on space. Learner A goes through the first sentence aloud, learner B goes through the second sentence aloud, and so on through the paragraph. Reader's Theater Read-Alouds need not be complicated outputs. Nevertheless, they give the learners adequate time to review their lines. Therefore, they can read the scripts to the class smoothly.

In this research study, the teacher (researcher) asked the learners to perform Reader's Theater or Reader's Theater Read-Alouds. The learners did not have to write their own scripts since the teacher (researcher) provided them with many scripts. Each group selected the scripts. The teacher (researcher) used the scripts from the Internet and books, and chose topics based on the learners need and ability.

3.4.1.4 Interview: Is one of techniques which is often used in the interactive teaching approach. This technique can be used in pairs or groups. Learners of all levels develop get proficiency from interviewing activities. At the beginner level, the interviews are limited background information and formulating questions. The interviews can ask more complicated questions for intermediate or advance levels such as opinion (Brown, 2001). The teacher (researcher) asked the learners to read a text about people. The learners would then have to interview their partners about people they read about. Afterward, they would have to answer questions provided by the teacher (researcher).

3.4.1.5 Reading Strips: This activity is also practical and efficient in reading class. The learners do the activity in groups. The teacher put strips of texts for every group at the front or back of the classroom. The teacher then asks each group to choose a representative to read a strip then he/she will tell his/her group to write the sentence that he has read. The learners take turns to read the text (Thai Ministry Advanced Teaching Course, 2008).

In sum, the group work techniques were employed in teaching the target class. This was because the techniques encourage interaction in the classroom; the learners have a chance to practice the target language. Finally, the learners were expected to gain comprehension through interaction. The group work techniques were

brainstorming, jigsaw, questioning, Reader's Theater and interviewing. In the next section, communicative language teaching is discussed.

3.5 Communicative language teaching approach

The communicative language teaching approach (CLT) has been used around the world for fifteen years. Interactive language teaching is one of the approaches in the communicative era. In CLT, learners are the center in teaching and learning (Academic Department, 2002). This is one of the most relevant objectives from the study which aims to support learner centeredness. The main focus of the approach is to produce learners capable of communicating in English. When using the approach in the classroom, teachers can use many methods such as task-based activities. In the classroom, the objective of language teaching is to improve communicative competence or communicative, grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Moreover, teachers should think of learners' needs and should challenge what learners will face in the future when planning a curriculum or a lesson plan. This can be used as an instrument to promote learner centeredness. Most importantly, CLT focuses not only on increasing learners' abilities in speaking but also in reading and writing (Murcia, 2001). According to Mackenzie (2002), a professor of Obirin University and national director of programs for JALT and conference chair of the JALT National Conference, Thai learners are mostly taught only English grammar, and teacher-centered methods are mostly used in classes in the Thai context. Therefore, CLT has been adopted to this research study in an attempt to improve this situation.

In conclusion, there are many things for teachers to concern themselves with when using CLT. Nevertheless, the main focus of the approach is to produce learners with abilities in communicative competence.

4 Learner-Centered Approach

In the interactive teaching approach learners are the center of the teaching and learning process. The learner-centered approach is a key requirement of the study and the learners are expected to be more self-directed after the course. They are expected to be able to read by themselves outside classroom. Thai Academic Department has

promoted learner-centered approach throughout the country. The Department stated that teaching English through a learner-centered approach has similar principles as in communicative language teaching approach.

4.1 Definition

The learner-centered approach places learners at the middle of education. This starts with recognizing learners' educational background. The teacher then carries on assessing the learner's development toward learning goals. The teacher's role in this approach is as a guide to facilitate the learners' education in learning English and to build up fundamental learning skills which can help the learners learn all their lives. The approach attempts to employ a variety of methodologies; time and place can not limit the process. Also, it is flexible and skill-based (Arizona Faculty's Council (AFC): Definition of learner-centered education, 2002).

McCombs is a senior research scientist at the University of Denver Research Institute in Colorado, in which she is a director of the Human Motivation, Learning and Development Center. Besides, McCombs is the primary author of Learner-Centered Psychological Principles (LCPs), disseminated by the American Psychological Association. McCombs (2003) stated that learner-centered viewpoint double-focused on each learner, their genetics, backgrounds, viewpoints, abilities, needs, talents and attentions. Also, this centered on learning and the most excellent information about learning. It focused how learning happens and how to teach efficiently encouraging the uppermost of motivation, learning and achievement for all learners as well. This double-focused to notify and urge making a decision on education.

According to Academic Department (2001), learner-centered language curriculum focuses on developing learners to know language use and language learning in an informed instruction and self-directed manner.

In Tudor's definition (1996), learner-centeredness is generally designed for enhancing language teaching both in terms of content and form of instruction which is based on the needs and the personality of the learners.

The learner-centered approach has various definitions. In this study, Tudor's definition was chosen because it is most relevant to the objective of the

research study which is based on Thai Academic Department. Tudor focuses on the needs and the personality of the learners, and this would make the reading class interesting to the learners. Finally, the learners' attitudes to and motivation for reading in English might be improved. Also, these helped the learners realized they were actually learning and fulfilling their reading skills' needs. In doing so, the teacher (researcher) had an expectation that the learners would take more responsibility for their own learning.

4.2 History of learner-centered approach

In 1990, the American Psychological Association (APA) performed the extraordinary task which aimed to integrate research and theory from psychology and education to form teaching and learning structure. At that time, there were twelve principles for schools to redesign for improvement (APA, 1993, cited in McCombs, 2003). Then in 1997, the document was edited, and at the present there are fourteen principles. Besides dealing with learners and learning, the revised document also deals with variety of standards.



4.3 Learner-centered principles

Learner-centered principles are reflected in Psychological Principles below. There are fourteen principles:

Table 4 Leaner-Centered Psychological Principles: Guidelines for school reform and redesign

<p>COGNITIVE AND METACOGNITIVE FACTORS</p> <p>Principle 1: Nature of learning process. The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.</p> <p>Principle 2: Goals of learning process.</p> <p>The successful learner, over time and with support and instructional guidance, can create meaningful, coherent representations of knowledge.</p> <p>Principle 3: Construction of knowledge.</p> <p>The successful learner can link new information with existing knowledge in meaningful ways.</p> <p>Principle 4: Strategic thinking.</p> <p>The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.</p> <p>Principle 5: Thinking about thinking.</p> <p>Higher order strategies for selecting and monitoring mental operations facilitate creative and critical thinking.</p> <p>Principle 6: Context of learning</p> <p>Learning is influenced by environmental factors, including culture, technology, and instructional practices.</p> <p>MOTIVATIONAL AND AFFECTIVE FACTORS</p> <p>Principle 7: Motivational and emotional influences on learning.</p> <p>What and how much is learned is influenced by the learner's motivation. Motivation to learn, in turn, is influenced by the individual's emotional states, beliefs, interests and goal, and habits of thinking.</p> <p>Principle 8: Intrinsic motivation to learn</p> <p>The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control</p>	<p>Principle 9: Effects of motivation on effort</p> <p>Acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learners' motivation to learn, the willingness to exert this effort is unlike without coercion.</p> <p>DEVELOPMENTAL AND SOCIAL FACTORS</p> <p>Principle 10: Developmental influence on learning</p> <p>As individuals develop, they develop, they encounter different opportunities and experience different constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is taken into account.</p> <p>Principle 11: Social influences on learning</p> <p>Learning is influenced by social interactions, interpersonal relations, and communication with others.</p> <p>INDIVIDUAL DIFFERENCES FACTORS</p> <p>Principle 12: Individual differences in learning</p> <p>Learners have different strategies, approaches, and capabilities for learning that are a function of prior experience and heredity.</p> <p>Principle13: Learning and diversity</p> <p>Learning is most effective when differences in learners' linguistic cultural, and social backgrounds are taken into account.</p> <p>Principle 14: Standards and assessment</p> <p>Setting appropriately high and challenging standards and assessing the learner and learning progress including diagnostic, process, and outcome assessment-are integral parts of learning process.</p>
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(APA Work Group of the Board of Educational Affairs, 1997, cited in McCombs, 2000)

The teacher (researcher) focused on thirteen principles except learning and diversity. This was because of all target learners are in the same district; thus, diversity is not a problem.

4.4 The learner-centered approach in the study

Thailand reformed education in 1999 (Office of the Basic Education Commission, 2006). The reform used guidelines from American experience in educational reform in 1883 especially in learner-centered approach. Though learner-centered was created and developed in the United States of America, it is considered a universal approach to all learners in different nations (Phungphol, 2005.) One of the many important reasons that Thailand needs to reform education is that Thai education focuses on the teacher-centered approach which has led to many of the current problems in the education system (Wasi, 1998).

In the target school for this study, teaching and learning is not yet learner-centered and is still struggling to move toward this goal even though learner-centered approaches has been promoted by the government. One of the main reasons the situation is not improving is because this approach required highly qualified or competent teachers to hand it. Most of the teachers in the target situation are still needed to be well trained to be able to apply or adapt to this new approach and take on the principles and practices necessary to help learners to learn more effectively. In the present study, the teacher (researcher) implemented them by focusing on the learners and their interests, background, background knowledge, needs, ability, motivation for and attitudes to reading in English.

It can be concluded that the learner-centered approach considers the learners to be the most important part of education. Also learners' factors such as their background, learning goal, ability and interest are taken into account. The teacher, therefore, has to use a variety of teaching techniques, materials and activities that suit the learners. The ultimate goal of teaching and learning is to help learners move towards more independent learners. In the next section, self-directed learning is discussed.

4.5 Self-directed learning

The ultimate goal of education is to change the learners to be self-directed. Therefore, self-directed learning is a target of every subject. In this research study interactive language teaching was employed since the study aimed to help the learners become self-directed. Self-directed learning is a result of giving the chance for the learners to vigorously involve themselves in the learning process. In other words, self-directed learning is a result of education. In this study, the learners were expected to raise their awareness of self-directed learning through interactive language teaching, learner-centered and CLT approaches.

4.5.1 Definition

Self-directed learning (SLD) happens when learners make their own decisions in learning (Morrison, n.d.). The learners know their objectives and the means of learning. Also, they know what they are going to learn and how they are going to learn. Hiemstra and Judd are professors at Iowa State University. Hiemstra & Judd (2005) stated that self-directed learning is when learners take responsibility for their own learning with or without help from others. The learners know their needs and purposes. Also, they know how to recognize human and other resources in learning, how to pick and employ suitable learning strategies and how to assess learning outcomes.

4.5.2 History of self-directed learning

Self-directed learning has occurred throughout the world since the Classical Age. Many world famous philosophers, for instance, Socrates, Plato and Aristotle, took self-directed learning as an important thing in their lives. Later, around 150 years ago, scholars in the United States began to study a systematic method of self-directed learning. However, self-directed learning became a main research topic only three decades ago. A study by Tough, a Canadian researcher, was the first attempt to know learners in person. He published "The Adult's Learning" (1979) in an attempt to investigate self-directed teaching activities and following research with other subjects. After that, the study has stimulated many similar researches in many places (Hiemstra, 1994).

4.5.3 Characteristics of self-directed learners

According to Carver and Dickinson (1982), self-directed learners have characteristics as following:

- 1) Being responsible to keep the course's aims and objectives.
- 2) Monitoring the progress of the course and its carrying on in relation to their purposes.
- 3) Assessing their learning progress themselves.
- 4) Being active learners i.e. trying to find every opportunity to comprehend, practice and learn. In order to become more self-directed learners, the learners need to be trained to acquire and use necessary language learning strategies which are presented in the following section.

5 Language Learning Strategies

Assisting learners to improve their learning strategies can help to enhance self-directed learning (Oxford, 1990) and develop learner centeredness. Language learning strategies are important to language learners. Therefore, the target learners should know and utilize the strategies in order to help them learn and use language proficiently. According to Attardo & Brown, there are three strategies--metacognitive, cognitive and social strategies. In this study all three of these strategies were employed, but the main focus was social strategies and affective strategies (as described below).

This study also employed some of Oxford's learning strategies since they were for ESL learners. Moreover, the strategies have been used in many places and have been found useful and effective (Lessard-Clouston, 1997; Griffiths, 2004; Hancock, 2002; Hismanoglu, 2000; Yang, 2007). According to Oxford (2001), there are six main groups of learning strategies:

5.1 Metacognitive Strategies help the learners to manage all their learning process. Learners can utilize metacognitive strategies to organize and plan their learning. For example, they pay attention to specific words or structures that they have questions about. The strategies are recognizing learning styles and needs, designed for an L2 assignment, collecting and organizing materials, organizing their free time and studying, checking mistakes, assessing task success, and assessing the

success of any kind of learning. The teacher will also assign the learners to read articles or stories in English outside classroom. Then the learners have to summarize and write their opinions about what is read to the teacher

5.2 Cognitive Strategies facilitate the learners' use of language material directly. The learners can use cognitive strategies to make their learning more simple, for example, through the use of flash cards and other visual stimulus, and also through reasoning, analysis, notetaking, summarizing, synthesizing, outlining, reorganizing information to increase stronger schemas, practicing the naturalistic settings, and practicing structures.

5.3 Memory-Related Strategies assist the learners to connect their background knowledge to new ones. However, these strategies do not engage deep understanding of the learners but only help the learners to learn in order. At the beginning, the learners employ more memory-related strategies than at any other stage.

5.4 Compensatory Strategies enable the learners to guessing missing words in context. In listening and reading, the strategies are guessed from the context. In speaking and writing, the strategies are employing related words and "talking around" the missing words.

5.5 Affective Strategies are classifying the learners' mood and nervousness level, feelings, giving the learners for good performance, encouraging themselves to learn. Also, the learners should be encouraged to have a good sense of humor in the classroom, perhaps listen to music to enhance mood and to try to be positive about all aspects of learning. (Oxford, 2003)

5.6 Social Strategies help the learners to cooperate with other people, understand the target language and its culture. The learners use social strategies to learn in groups (2000). Social strategies are asking questions to get confirmation, asking questions when one is not clear, asking for some help in doing a language assignment, having a conversation with a native-speaking partner and discovering culture and social norms.

Good language learners often use metacognitive and cognitive strategies together. As for social and affective strategies, the learners do not talk about them much. Maybe L2 researchers fail to ask the learners about these or the learners do not think these are strategies. Many researches found that learners are successful using

learning strategies when they are instructed how to use them clearly in class (Oxford, 2002).

In short, learning strategies are tools which learners use to achieve their goals in learning. These can include learning strategies that are metacognitive, cognitive, memory-related, compensatory, affective and social strategies.

6 Related Research

This section is divided into two categories: related research in Thailand and related research in other countries.

6.1 Related research in Thailand

In Thailand, there are three groups of related research which are working in a group on a university level, working in a group in an elementary level and promoting reading ability through self-directed learning.

6.1.1 Using group work

1) Wichadee (2004) conducted a study entitled "The Effects of Cooperative Learning on English Reading Skills and Attitudes of the First-Year Students at Bangkok University". The purposes of the research are to study the effects of cooperative learning on English reading skill development of 40 first-year students at BU, to survey the students' attitudes towards cooperative learning method used in an English classroom and to examine their cooperative learning behaviors. The study found that the students get higher reading comprehension scores, and the students have a positive attitude toward cooperative learning. The finding also shows that the students perform well in doing their tasks. Likewise, this present study will investigate on group work which is focused in interactive teaching approach on a Matthayom level.

2) Iamsaard (1995) conducted a study entitled 'A Comparison of the Achievement in English Reading Comprehension of Prathom Suksa V (the fifth grade) Students through the Group process and the Conventional Method'. The purpose of the study was to compare the learning achievement in English reading comprehension of Prathom Suksa V students between those learning through the group process and those learning through conventional methods. The study found that the English reading comprehension achievement of the experimental group (group

process) was higher than that of the control group (conventional method) at the 0.5 level of significance. Similarly, this present study will investigate in implementing interacting teaching which focuses on group work in Matthayom level.

6.1.2 Improving reading comprehension

1) Namphadon (2007) investigated a research paper “Enhancing Students’ Strategies for Reading Comprehension through a CALL Program”. The participants were in a Khon Kaen University. The purpose of the study was to enhance reading strategies through a Computer-Assisted Language Learning (CALL) program in order to improve reading comprehension. The finding shows that there was difference between the scores of the pre-test and the post-test. The scores of the post-test of most students were significantly higher than those of the pre-test at the 0.05 level. Likewise, this research study will investigate Brown’s reading strategies (2001) through interactive language teaching in Matthayom level.

6.2 Related research in other countries

6.2.1 Language learning strategies

Lee & Oxford (2008) conducted a research paper entitled “Understanding EFL Learners’ Strategy Use and Strategy Awareness”. The participants were in high schools and universities in Korea. The purpose of the study was to discuss the statistically important strategy awareness, English-learning self-image and the importance of English with regards to language learning strategy use of Korean students. The finding shows that students who value English as important (importance of English), assess their proficiency as high (English-learning self-image) and being conscious of many languages learning strategies, utilized learning strategies more often than those who did not (all significant at $p < .000$). Korean cultural background was related to strategy consciousness and strategy use. The results of cognitive and cultural understanding were presented. Therefore, this research study will investigate language learning strategies but on a secondary level.

6.2.2 Teaching reading strategies

Song (1998) conducted a study entitled "Teaching Reading Strategies in an Ongoing EFL University Reading Classroom" in a university context. The purpose of this study was to investigate strategy training for reading in an

ongoing university foreign language reading program. The finding shows that strategy training is efficient to develop the learners reading comprehension. The finding also suggests that reading strategies should be taught explicitly and directly in a reading class. Similarly, this study will investigate the teaching of reading strategies on a secondary level.

6.2.3 The interactive ESL Class

Na, Lin-yao and Ji-wei (2008) conducted a research paper entitled 'Relations Network in the Interactive ESL Class: Analysis of Individuals, Groups, and Whole Classroom Network' in China. The purpose of the study was to come up with some indications for the interactive class of English as a second language (ESL). The finding shows that Cooper's 'empathy' model and Rovai's sense of classroom community are being employed in organizing an interactive ESL class. Also, the finding argues that a balanced and natural relations system is vital in the teaching-learning process. Cultural awareness is very significant in the preparation of an interactive class of ESL. Likewise, this study will conduct interactive language teaching at secondary level.