CHAPTER IV
RESULTS OF THE STUDY

In this chapter, the results of the study were analyzed and presented in two parts: firstly **quantitative** data which consists of the results from the learner interviews, the results from the questionnaires and results from the pre/post study tests. The second part contains **qualitative** data resulting from the experiences of the learners after having been guided in the use Brown's reading strategies (2001), the results from the researcher's observation forms, results from peer teacher's observation forms and results from learner classroom evaluations for each lesson. The findings obtained from the study were analyzed to answer two research questions:

1) Does interactive language teaching approach improve learners' attitudes to and motivation for reading English?

2) Do Brown's reading strategies help improve learners reading comprehension?

1.   Results of Quantitative Data

1.1   Results of the learners' interviews

At the beginning of the course the teacher (researcher) interviewed the learners in class which was more convenient for both parties due to the tight teaching and learning schedule about eight hours per day. This time constraint negatively affected or prevented any additional after-school activities as all the learners had to go home since the school is located far from their villages with one transport provided back to their homes at one time each late afternoon. Thus the interview was an informal one which meant that both the teacher (researcher) and the learners felt relaxed when asking and answering the questions. Data was collected about learners' backgrounds to enable the teacher (researcher) to know as much about her learners as possible prior to the commencement of the main study. Demographic information was collected based on a number of key questions related to personal details, attitudes to reading and reading habits (concerning both reading in L1 and English), parental

attitudes to reading and parental reading habits and parental support and encouragement with regard to developing reading skills (see Appendix A). The collected data showed that all thirty five learners in the sample group were aged fourteen and consisted of a gender ratio of 37% male to 63% female as illustrated in Table 15 below:

Table 15 Sex and age

Sex		Age	
Male	**Female**	**13**	**14**
22	13	-	14
63 %	37 %	0%	100%

1.1.1 Results from question 1: Do you like reading English?

Nearly half of the learners did not like reading in English (48.57%) and more than half of the learners liked reading in English (51.43%) as shown in Table 16.

Table 16 Results of the learners' responses to question 1: 'Do you like reading English?'

	No. of 'Yes' responses	**No. of 'No' responses**
Learners	18 51.43%	17 48.57%

1.1.2 Results from question 2: 'What do you like to read in English?'

What the learners wanted to read most in English were cartoons (60%), and short stories and tales (25.71%). Other areas of interest were novels, articles about shopping, teenagers in other countries, Korean stars, local media stars and singers.

Table 17 Results of the learners' responses to question 2: What do you like to read in English?

Topics	Number of the learners/ percent
Cartoons	21 60%
Tales	9 25.71%
Shopping	1 2.86%
Teenagers in another country	1 2.86%
Korean stars,	1 2.86%
Stars/singers	1 2.86%

1.1.3   Results from question 3: 'What reading strategies do you use in reading English?'

Reading strategies that the learners used before the study were guessing (60%), using a dictionary (25.71%), asking friends (5.71%), phonemic spelling of individual words (5.71%) and asking a teacher (2.86%).

Table 18 Results of the learners' responses to question 3: 'What reading strategy do you use in reading English?'

Reading Strategies	Number of the learners
Guessing	21 60%
Using dictionary	9 25.71%
Asking friends	2 5.71%
Spelling	2 5.71%
Asking a teacher	1 2.86%

1.1.4 Results from question 4: 'How often do you read in Thai?'

It was surprised that more than half of the learners said they liked reading but most of the learners did not read even in Thai (68.57%). Some learners sometimes read in Thai (22.86%) and few learners often read in Thai (8.57).

Table 19 Results of the learners' responses to question 4: 'How often do you read in Thai?'

	No. of the learners who responded 'often'	No. of the learners who responded 'sometimes'	No. of the learners who responded 'never'
Learners	3 8.57%	8 22.86%	24 68.57%

1.1.5   Results from question 5: 'Do you read every day?'

The majority of learners did not read every day (68.57%), some learners responded that they sometimes read every day (22.86%) and few learners always read every day (8.57%).

Table 20 Results of the learners' responses to question 5: 'Do you read every day?'

	No. of the learners who say 'Yes'	No. of the learners who say 'Sometimes'	No. of the learners who say 'No'
Learners	3 8.57%	8 22.86%	24 68.57%

1.1.6   Results from question 6: 'Do your parents like reading?'

When asked about their parents, almost all of their parents did not like reading (97.14%), and only two parents liked reading (2.86%).

Table 21 Results of the learners' responses to question 6: 'Do your parents like reading?'

	No. of the learners who say 'Yes'	No. of the learners who say 'No'
Learners	1 2.86%	34 97.14%

1.1.7   Results from question 7: 'Do your parents encourage you to read?'

Though their parents did not like reading (97.14%), all of the learners stated that their parents encouraged them to read at home (100%).

Table 22 Results of the learners' responses to question 7: 'Do your parents encourage you to read?'

	No. of the learners who say 'Yes'	No. of the learners who say 'No'
Learners	35 100%	- -

1.1.8 Results of question 8: 'Did your parents teach you to read at home?'

All of the learners responded that their parents had taught them to read when they were very young children to some extent, for example with learning the Thai alphabet and very basic spelling.

Table 23 Results of the learners' responses to question 8: 'Did your parents teach you to read at home?'

	No. of the learners who responded 'yes'	No. of the learners who responded 'no'
Learners	35 100%	- -

1.1.9 Results from question 9: 'What do you do in your free time?'

When the learners had free time most of them watched television (80%), three of them read books (8.57%), two of them listened to music (5.71%), one learner used a computer (2.86%), and another one played games (2.86%).

Table 24 Results of the learners' responses to question 9: 'What do you do in your free time?'

Activity	Number of the learners
Watching TV.	28 80%
Reading books	3 8.57%
Listening to music	2 5.71%
Using a computer	1 2.86
Playing games	1 2.86

1.2 Results of the post interview

At the end of the course, the teacher (researcher) randomly interviewed three learners from each group. There were nine learners (25.71%) in total, with three male learners (8.57%) and six female learners (17.14%). The interviews focused on attitudes to and motivation for reading English, confidence in reading English, and self-assessment as illustrated below:

1.2.1 Results of the learners' responses to question 1: Do you like reading English?

Nine learners responded that they liked reading English (25.71%).

1.2.2 Results of the learners' responses to question 2: Will you continue reading English by yourself outside the classroom?

Nine learners responded that they would continue reading English by themselves outside the classroom (25.71%).

1.2.3 Results of the learners' responses to question 3: Do you think your English reading skills improved?

The three male learners responded that they think their English reading skills improved a little (8.57%) and the six female learners responded that their English reading skills improved considerably (17.14%).

1.3 Questionnaire analysis results

At the beginning and the end of this research study, the learners were given the questionnaires and the data obtained was analyzed to assess attitudes towards reading and motivation for reading in English by means score ($\bar{x}$) and standard deviation (S.D.) on five scales:

Strongly agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly Disagree	=	1

The mean scores were obtained from the following ranges of responses.

Strongly agree	=	4.51 - 5.00
Agree	=	3.51 - 4.50
Neutral	=	2.51 - 3.50
Disagree	=	1.51 - 2.50
Strongly Disagree	=	1.00 -1.50

1.3.1 Attitudes to reading

This data about attitudes to reading was obtained from learner responses to15 statements that asked learners to assess their feelings towards various aspects of reading (see appendix B). The results are shown in Table 25.

Table 25 Results of the learners' attitudes to reading

Learners' attitude to reading	$\bar{x}$ (Means)	S.D.	No. of subjects	t-test	df
Pre-questionnaire	3.52	0.75	35	3.06	34
Post-questionnaire	4.01	0.47	35		

** $p < 0.05$

As illustrated in the Table 25, the mean scores before the study were 3.52 and the mean score after the study was 4.01. The differences between pre/post means scores was at the level of .05 significance (t=3.06, 34df, p>0.05). This meant that the first research question, 'Does interactive language teaching approach improve the learners' attitudes to and motivation for reading English?' was positively verified.

1.3.2 Motivation for reading

This was obtained from nine statements about motivation for reading English that learners were asked to agree or disagree with on a scale of 1 (strong disagreement) to 5 (strong agreement) (see Appendix B). The results are shown in Table 26.

Table 26 Results of the learners' motivation for reading in English

Learners' motivation for reading	$\bar{x}$ (Means)	S.D.	No. of subjects	t-test	df
Pre-questionnaire	3.19	0.51	35	4.58	34
Post-questionnaire	3.69	0.50	35		

** $p < 0.05$

According to Table 18, the result showed that the mean score before the study was 3.19 and the mean score after the study was 3.69. The differences between the pre/post means scores was at the level of 0.05 significance (t-test=4.58, 34df, p>0.05). This proved that, in relation to the question 'Does the interactive language teaching approach improve the learners' attitudes to and motivation for reading in English?', motivation had been improved.

1.3.3 Attitudes toward Self-Directed Learning

The reason why attitudes towards self-directed learning was added as in the attitudes part here was from the belief that the ultimate goal of all teaching and learning is to enable the learner to become independent learners. Moreover, this belief is relevant to the expected outcome of the learner –centered approach to move learners towards more autonomous learners. More importantly, in this target situation, the reading ability of the majority of the learners was lower than the standard of their educational level. As a result, enhancing their attitudes towards self-directed learning through reading outside the class on their own interests and ability was very essential to help them gradually improve their reading ability and their responsibility for their own learning.

The findings of this part were obtained from twenty statements about attitudes toward self-directed learning that learners were asked to agree or disagree with on a scale of 1 (strong disagreement) to 5 (strong agreement) (see Appendix B). The results are shown in Table 27.

Table 27 Results from questionnaires on attitude to self-directed learning

Learners' attitude to self-directed learning	$\bar{x}$ (Means)	S.D.	No. of subjects	t-test	df
Pre-questionnaire	3.06	0.52	35	2.58	34
Post-questionnaire	3.35	0.31	35		

** $p < 0.05$

Table 27 shows the mean scores of the statements designed to elicit the learners' attitudes to self-directed learning. The difference between the mean scores before (3.06) and after (3.35) the study was significant at the 0.05 level (t-test=2.58, 34df, p>0.05). Clearly, the learners' attitude to self-directed learning had greatly improved during the study despite the needs to develop their reading ability step by step.

1.4 Analysis of the Pre/Post Test Results

The main aim of the pre/post test was to compare the learners' scores in the same test of reading comprehension, which had been carefully selected in line with ability of the learners, before and after the study. It must be noted that there were some changes of the order of the reading passages and the questions in the post test to prevent the memorization of the answers if possible.

Table 28 The Comparison between the results of the pre/post tests of the three
groups of the learners

	Bottom Set				Middle Set				Top Set		
No.	**Pre**	**Post**	**Difference**	**No.**	**Pre**	**Post**	**Difference**	**No.**	**Pre**	**Post**	**Difference**
1	3	5	2	1	7	9	2	1	8	18	10
2	6	8	2	2	7	9	2	2	8	12	4
3	4	10	6	3	6	8	2	3	10	15	5
4	5	7	2	4	9	10	1	4	15	18	3
5	3	5	2	5	9	12	3	5	11	12	1
6	5	7	2	6	5	9	4	6	11	14	3
7	6	8	2	7	9	10	1	7	13	13	0
8	6	7	1	8	9	11	2	8	12	17	5
9	6	8	2	9	8	9	1	9	16	20	4
10	6	6	0	10	6	8	2	10	18	24	6
11	6	8	2	11	9	10	1	11	11	14	3
12	6	8	2					12	12	15	3
$\bar{x}$	5.17	7.25	2.08	$\bar{x}$	7.64	9.55	1.90	$\bar{x}$	12.08	16	3.92

Table 29 Results of pre/post test scores by the learners

Result of pre/post test	No. of Subjects	$\bar{x}$ (Means)	S.D.	t-value	Sig	df
Pre-test	35	8.31	3.57	8.043**	1.6896	34
Post-test	35	10.97	4.44			

** $p < 0.05$

As shown in Table 28, the mean of each group of learners implied the improved reading ability of each group of learners. Obviously, the degree of the improvement in the bottom group was higher than the middle group while that of the top group was much higher than those two groups. This was the result of the different degree of their efforts on their learning. That meant the top group paid more attention and put more effort than the rest. However, overall means clearly indicated that the implementation effectively enhanced the learners' reading ability resulting in better comprehension.

Also, in Table 29, the mean of the pre-test score was 8.31 and the mean of the post-test score was 10.97. The differences between the pre and post test scores was at the level of 0.05 significance (t=8.043, 34df, p>0.05). This proved that in response to question two, 'Do Brown's reading strategies improve the learner's reading comprehension?', a positive result was indicated.

2. Results of Qualitative Data

2.1 Overall results of implementing Brown's reading strategies (2001)

In order to answer research question two more clearly, this section aims to describe how the teacher (researcher) guided the learners to use Brown's reading strategies (2001) through interactive language teaching. The teacher (researcher) also took another role as an observer; therefore, she had included some information from the researcher observation forms to provide more details on the study. The observation process was very important to gain the insight of the learners' application

of Brown's reading strategies (2001). The findings showed that only some of Brown's reading strategies (2001) were used or applied by the learners because of the nature of the reading items and their abilities. However, the teacher (researcher) tried to guide them to focus on the strategies appropriate to the reading items.

It must be noted that when the teacher (researcher) asked the learners at the end of the lessons whether they had any questions about the lesson, none were forthcoming. It was difficult to infer from this whether the students had understood everything or whether they just wanted to leave the class due to the time constraint. English lessons for this class took place during the last period of Monday and Tuesday, and before lunch time on Friday. On Monday and Tuesday, the learners might have wanted to leave the class to join the other learners in after school assembly before teachers who were on duty would let them go home. On Friday, the learners always tried to leave class around thirty minutes early as they said they were hungry since the class ended immediately before lunchtime; therefore, making it was difficult to get them to concentrate. All of these factors had negative effects on the implementation of the approach mainly in terms of their concentration and their motivation. The narrative description was employed to reflect how the teacher (researcher) implemented the approach and how she tried to solve the problems to make it work as much as possible. The narrative description was presented in sequence starting from the first reading item up until the last one as follows.

2.1.1 Reading item one: read about Jennifer Sue

Group work activity: Interview

Pre-reading: To activate the learners' interest, the teacher (researcher) asked the learners to look at a photograph related to the reading text and predict what the paragraph would be about. Also this aimed at eliciting the background knowledge of the learners. Then the teacher (researcher) told the learners to read a paragraph about Jennifer Sue in order to find out some information about her (Browns' reading strategy one (2001): Having a purpose to read).

During-reading: The teacher (researcher) read the text out loud to the learners twice. Then the teacher (researcher) asked the learners to read the text out loud one after another. The teacher (researcher) noticed that half of the learners (51.43%) could not read some words, so the researcher taught the learners to employ

Brown's reading strategy two (2001): Graphemic rules and patterns. The teacher (researcher) asked the learners how many brothers and sisters Jennifer had (Brown's reading strategy six (2001): Scan). Some learners (31.43%) competed with each other to answer the questions. Then the teacher (researcher) elicited the meaning of 'language' (Brown's reading strategy seven (2001): Guess). Afterwards, the researcher asked the learners to look at the discourse marker 'because' (Brown's reading strategy ten (2001): Capitalize on discourse markers to analyze language relationships. The teacher (researcher) taught the learners that the clause using the verb 'want' is used to describe reasons for doing things. The teacher (researcher) noticed that some learners (28.57) talked to each other and made some noise which disturbed the others. The teacher (researcher) had to stop teaching in order to discipline the learners. After that, the teacher (researcher) asked the learners to read the paragraph silently as quickly as possible and then describe what the paragraph was about (Brown's reading strategy four (2001): Skim). The teacher (researcher) noticed that twelve learners might not have understood the lesson (34.29%). The ten learners who seemed not to understand were male learners who generally very badly behaved. All of them were weak in English and they had not paid much attention to studying since they were in Matthayom Suksa one. The other two learners were also male who not badly behaved and were weak in English. The remainder of the class (65.71%) seemed to understand the lesson.

After--reading: The learners interviewed each other in pairs using questions from a handout and then changed partners to compare ideas. The teacher (researcher) provided several reasons for learning English to them. Then the teacher (researcher) asked the learners to interview each other in pairs about themselves using the same questions on the handout. Two learners (5.71%) did not know how to give information about where they live in English. They stated that:

'Ma' am, I do not know how to say the word 'ban' (village) in English'

After that, the teacher (researcher) asked the whole class to interview the teacher (researcher). Finally, the teacher (researcher) asked the learners to do exercises which were based on writing answers to comprehension questions and then producing a piece of writing about themselves using the reading text as a model.

The teacher (researcher) also asked the learners whether they had any questions about the lesson but none was forthcoming.

At the end of the lesson: The teacher (researcher) and the learners discussed the reading strategies the learners had employed which were Brown's reading strategy one: Having a purpose to read, strategy two: Using graphemic rules and patterns, strategy three: Utilizing silent reading techniques, strategy four: Skimming, strategy five: Scanning, strategy seven: Guessing and strategy ten: Capitalizing on discourse markers to process relationship (2001). The teacher (researcher) also asked the learners whether they had any questions about the lesson. Finally the teacher (researcher) analyzed any problems that had arisen relating to the use of grammar and noted these errors for correction and further practice in a subsequent lesson if necessary. She also provided a handout focusing on the grammatical points causing the problems for their reading. In this way, reading activities can become useful for providing current information about the strengths and weaknesses of a particular class at a particular time.

2.1.2 Reading item two: Friends Everywhere

Group work activity: Comprehension and Question Formation

Pre-reading: The teacher (researcher) asked the learners to read a paragraph entitled 'Friends Everywhere' in order to find out information about where various friends are from (Browns' reading strategy one (2001): Having a purpose to read).

During-reading: The teacher (researcher) read the text to the learners and then asked the learners to try to read silently by themselves (Brown's reading strategy three (2001): Silent reading techniques for moderately rapid comprehension). Fourteen learners (40%) could not read some of the words, so the researcher taught the learners to employ Brown's reading strategy two (2001): Graphemic rules and patterns. The teacher (researcher) asked the learners to guess the meaning of 'everywhere' and 'all over' (Browns' reading strategy seven (2001): Guess). The researcher asked the learners where people in the paragraph were from, for example, 'Where is Kate from?' (Brown's reading strategy six (2001): Scan). Afterwards, the researcher asked the learners to look at the discourse marker 'and' (Brown's reading strategy ten (2001): Capitalize on discourse markers to analyze

language relationships). The teacher (researcher) taught the learners that the discourse marker 'and' was used to connect words and phrases or to show relationships between facts in a text. The teacher (researcher) asked the learners to make a cluster of countries and nationalities in mind map form (Browns' reading strategy six (2001): Use semantic mapping or clustering). The teacher (researcher) noticed that some learners (22.86%) did not do anything, so the teacher (researcher) had to work with them to help them make these clusters. After that, the teacher (researcher) asked the learners to describe what the paragraph was about (Brown's reading strategy four (2001): Skim)

After reading: The teacher (researcher) asked the learners to form questions using yes/no questions and 'wh' questions to ask other learners in their groups about details in the text. Some examples of the questions that were generated are; 'Where is Kate from?' and 'Is Jordi Spanish?.' Some learners said they were from countries which were not in the text. Two examples of this were;

'He's from Laos'.

'She's from Burma'.

At the end of the lesson: The teacher (researcher) and the learners discussed which of Brown's reading strategies (2001) the learners had employed. The majority of the learners, twenty two of them (77.14%), said that they had used Brown' reading strategy one: Having a purpose to read, strategy two: Using graphemic rules and patterns, strategy three: Utilizing silent reading techniques, strategy four: Skimming, strategy five: Scanning, strategy six: Using semantic mapping or clustering, strategy seven: Guessing and strategy ten: Capitalizing on discourse markers to process relationship (2001). Ten learners (28.57%) had been unable to use any of the strategies, perhaps because of their low abilities in English. Nevertheless, considering their eager to take part in the learning process, it indicated their better motivation to do the learning process themselves. This hardly happened in the past. The teacher (researcher) took this into consideration to find a better way to help them learn more effectively in the next lesson.

2.1.3 Reading item three: Monday to Friday

Group work activity: Conducting Peer Interviews about Daily Routines

Pre-reading: The teacher (researcher) asked the learners to brainstorm a list of some basic daily activities in Thai in order to introduce the concept of daily routines. The teacher (researcher) pre-taught vocabulary by writing the verbs about daily routines such as 'get up' and 'have breakfast' on the board and describing them with gestures for each. The teacher (researcher) then drilled the verbs reading them out loud to the learners so that they could recognize the sound of each one. Then the teacher (researcher) asked the learners to repeat the words together. The teacher (researcher) noticed that fifteen learners could not read some words. Therefore, the researcher taught the learners to employ Brown's reading strategy two: Employ graphemic rules and patterns to aid in bottom up decoding. Then the teacher (researcher) made gestures to the learners to elicit each of the verbs as a competition between the groups to see who could name the verb first. Some learners (14.29%) asked the teacher (researcher) to perform some of the gestures twice, asking:

'Ma' am, again please.'

The teacher (researcher) noticed that the majority of learners (60%) competed with each other to say the words. The teacher (researcher) cleaned the whiteboard and asked the learners to choose two learners to come and perform the gestures in front of the class. The learners chose the top two among them in the class to make the gestures, and because all of their peers respected them it meant that all of the class paid attention to them. Then the teacher (researcher) asked the learners to take turns performing the gestures for the verbs within their groups to reinforce their understanding of them. The teacher (researcher) noticed that most of the learners (94.29%) took part in doing the activity well, and they seemed to enjoy the activity which was evident from their interaction together with smiles and laughter. After that the teacher (researcher) asked every group to send a representative to make at least one gesture related to words given to them by the teacher (researcher) on a piece of paper. The majority of learners (85.71%) laughed and some learners (14.29%) teased their friends. All of them seemed to enjoy this, too, again evident from the rate of their interaction and participation in the activity.

For the next stage of the lesson, the teacher (researcher) asked the learners to read a paragraph called 'Monday to Friday' in order to find out what a man called Andrew usually does from Monday to Friday and noting any similar routines with themselves (Browns' reading strategy one (2001): Having a purpose to read).

During-reading: The teacher (researcher) read 'Monday to Friday' out loud to the learners. Some learners (28.57%) talked to their friends so the teacher (researcher) stopped reading to tell them to listen carefully. Then the teacher (researcher) asked the learners to try to read silently by themselves (Brown's reading strategy three (2001): Silent reading techniques for moderately rapid comprehension). Some learners (34.29%) could not read some words so the researcher taught the learners to employ Brown's reading strategy two (2001): Graphemic rules and patterns. The teacher (researcher) asked the learners to try to guess the meaning of words they did not know rather than using a dictionary and comparing ideas within their groups before checking with the teacher (researcher) (Browns' reading strategy seven (2001): Guess). The teacher (researcher) then asked the learners some comprehension questions about when Andrew does activities from his routine, for example 'When does he get up?' (Brown's reading strategy six (2001): Scan). After that, the researcher asked the learners to describe what the paragraph was about (Brown's reading strategy four (2001): Skim).

After reading: The teacher (researcher) asked the learners to do a comprehension exercise based on Andrew's day individually and then to compare answers in pairs and then small groups. As a follow up interactive activity, the teacher (researcher) then asked the learners, in groups, to make a cluster of verbs based on the activities that Andrew does each day (Browns' reading strategy six (2001): Use semantic mapping or clustering). Next the teacher (researcher) wrote some questions about the reading item on the whiteboard and allowed the learners some time to think of the answers in the groups before checking with the whole class by writing the answers on the whiteboard and then reading the questions and the answers out loud to the learners. The teacher (researcher) then drilled these with the class and then allowed the learners to practice asking questions and giving answers in pairs. The learners in groups were then asked to transform the questions into second person ('you') questions, eliciting these from the group and writing these up on the

whiteboard in corrected form to provide an accurate model. Learners then used the verbs to think about and describe their own routines and the questions to interview each other about these routines. Groups were then invited to give feedback to the class. The teacher (researcher) noticed that some learners (34.29%) could not manage this task so the teacher (researcher) had to help them how to ask and answer the questions. Finally, the teacher (researcher) asked the learners to compare their daily routines with Andrew to see if any of them were the same. None of them said their daily routines were the same as Andrew's. One response was that:

'Ma' am, my daily routines are not fixed; I change times and routines every day'.

At the end of the lesson: The teacher (researcher) and the learners discussed which of Brown's reading strategies 1, 2, 4, 5, 6, 7 and 10 (see p.34-36) learners had used. The majority of the learners (85.71) said that they employed Brown's reading strategy one: Having a purpose to read, strategy two: Using graphemic rules and patterns, strategy three: Utilizing silent reading techniques, strategy four: Skimming, strategy five: Scanning, strategy six: Using semantic mapping or clustering, and strategy seven: Guessing (2001) Eight learners (22.86 %) seemed to understand how to use these more effectively. Ten learners (28.57%) had been unable to use any of the strategies, perhaps because of their low abilities in English. Despite being unable to apply necessary reading strategies, the learners still showed their good impression on having an opportunity to actively participate in the learning process. In other words, they did not take a passive role as they used to in learning English. They tried to pay more attention and put more efforts in their learning. This was a good sign out of the implementation of the approach.

2.1.4 Reading item four: Rita

Group work activity: Jigsaw Reading

Pre-reading: Before class, the teacher (researcher) divided the reading item 'Rita' into two parts: one and two. Learners were put into groups which were divided into A and B halves. The teacher (researcher) formulated three questions for each reading item for the learners to answer after reading. The teacher (researcher) gave groups A the reading item part one and groups B the reading item part two. When explaining how to do the activity, some learners (42.86%) talked with each

other so the teacher (researcher) had to stop explaining and tell them to listen. One learner (2.86%) said that:

'Teacher, I just asked my friend how to do the activity'.

The teacher (researcher) read reading parts A to groups A and read reading part B to groups B.

During-reading: The teacher (researcher) then asked the learners to read and try to comprehend their reading (Browns' reading strategy one: Having a purpose to read and Brown's reading strategy three (2001): Silent reading techniques for moderately rapid comprehension (2001). More than half of the learners (60%) could not read some words so the teacher (researcher) taught them to use Brown's reading strategy two: graphemic rules and patterns (2001). The teacher (researcher) asked the learners to analyze the words 'nightlife' and 'friendly' (Browns' reading strategy eight (2001): Analyze vocabulary) and explain what they understood from each word and things that they associated with them. The teacher (researcher) asked the learners to look at the discourse marker 'but'. The teacher (researcher) taught the learners that the discourse marker 'but' shows opposite or unlike relationships between things (Brown' reading strategy ten: Capitalize on discourse marker to process relationships). The teacher (researcher) then asked the learners to guess meanings of words that they did not know (Browns' reading strategy seven (2001): Guess).

After Reading: When the teacher (researcher) was confident that all of the learners in each group understood their parts, the researcher gave groups A and B questions corresponding to reading item they had not read. The majority of the learners (85.71%) looked tired at this point so the teacher (researcher) told them to take a break for around five minutes. When class resumed, the teacher (researcher) asked the learners to make A/B pairs so that they could interview each other about the item they had each read. In doing so the class was very noisy. Some learners (28.57%) ran to find their partners. While the learners were interviewing each other, the teacher (researcher) monitored the learners closely and noticed some learners (40%) could not ask or answer some questions. This meant that the teacher (researcher) had to teach them again pair by pair. Most of the learners (60%) attempted to ask and answer the questions well. Finally, the teacher (researcher) asked the learners about Rita's

opinions about various things in the text, for instance, 'What does she think of the restaurants and nightlife in Madrid?' (Brown's reading strategy six (2001): Scan). More than half of the learners (60%) who knew the information competed with each other to answer the questions.

At the end of the lesson: The teacher (researcher) and the learners discussed which of Brown's reading strategies 1, 2, 3, 4, 5, 7, 8 and 10 the learners had used. The majority of learners (68.57%) said they used Brown's reading strategy one: Having a purpose to read, strategy two: Using graphemic rules and patterns, strategy three: Utilizing silent reading techniques, strategy four: Skimming, strategy five: Scanning, strategy seven: Guessing, strategy eight: (2001) The researcher also asked the learners whether they had any questions about the lesson but none of the learners were forthcoming. Some learners (40%) pestered the teacher (researcher) to let them go since it was the time for after school-assembly before going home. They said that they had heard the teacher on duty call assembly and were worried about arriving late so were keen to leave class. Although the learners did not ask any question, there were some points from their evaluation form that the learners expected the teachers to help them more in their learning which the teacher put in to her lesson plan for the next lesson. This circle had been repeated again and again throughout the course.

However, the teacher could see that the learners enjoyed involving in this learning process as they had a chance to help each other to learn through their cooperation which was expected to result in their better language acquisition as it was done without stress.

2.1.5   Reading item five: It's Saturday! What are you doing?

Group work activity: Strip story

Pre-reading: Before teaching the teacher (researcher) cut the four paragraphs into sentences. At the start of the lesson the researcher gave the cut up texts out to the learners working in small groups and allowed them a few minutes to try to reassemble the text in the correct order. Learners were then encouraged to go and compare their text ordering with other groups and ask them about the reasons why they had ordered anything differently, providing good group interaction from the beginning. Some learners (14.28%) talked to their friends so the teacher (researcher)

told them to do activity. The teacher (researcher) then read each paragraph out to the class so that the learners could listen, read and make any final changes as necessary (Browns' reading strategy one (2001): Having a purpose to read). The teacher (researcher) then asked the learners to try to read each paragraph again silently by themselves (Brown's reading strategy three (2001): Silent reading techniques for moderately rapid comprehension) and then to describe what each paragraph was about (Brown's reading strategy four (2001): Skim).Then the teacher (researcher) asked the learners to match each paragraph to the correct picture and compare answers within their groups and arrange the paragraphs in a possible time sequence, giving reasons for their choices.

During-reading: Some of the learners (40%) could not read some words so the teacher (researcher) taught the learners to employ Brown's reading strategy two (2001): Graphemic rules and patterns. The teacher (researcher) asked the learners to guess meaning of 'together', 'other' and 'laptop computer' (Brown' reading strategy seven (2001): Guess). The teacher (researcher) asked the learners to look at the discourse marker 'so'. The teacher (researcher) taught the learners that the discourse marker 'so' shows results (Brown' reading strategy ten: Capitalize on discourse marker to process relationships). The researcher asked the learners to analyze 'granddaughter' (Browns' reading strategy eight (2001): Analyze vocabulary). The teacher (researcher) asked the learners about the time in paragraph 4 (Brown's reading strategy six (2001): Scan). Afterwards, the teacher (researcher) asked the learners to make a cluster of verbs from the things that people are doing in the texts (Browns' reading strategy six: Use semantic mapping or clustering).

After reading: The teacher (researcher) asked the learners in groups to produce four sentences about things people were doing in the texts and finally to imagine that it was Saturday and write some sentences to describe what they were doing. They then read these out within their groups and noted any similarities to explain to the class.

At the end of the lesson: The teacher (researcher) and the learners discussed about what Brown's reading strategies (2001) 1, 2, 3, 4, 5, 7, 8 and 10 the learners had used. Through this activity, the learners gained more collaboration among themselves to help each other to learn with joyfulness. This was believed to

move them towards better attitudes to and motivation for learning English not only enhancing their learning ability.

2.1.6 Reading item six: Read about Henry and write the prices on the price tags.

Group work activity: Reading strip

Pre-reading: As a warm-up activity, the learners were taught vocabulary related to asking for and buying things from a shop. The teacher then presented realia related to clothing with price tags in Thai baht which were displayed around the room. The class was then divided into A's and B's and asked to take on the role of buyers and sellers and do a role-play activity. Most of the learners made a lot of noise (65.71%).

Next, the teacher (researcher) stuck the text on the wall at the far end of the classroom. Learners were put into their groups and told that each group had to send a member to read the text and then come back to dictate it to the group to write down. The teacher (researcher) told the learners that everyone in the group had to take turns being a 'runner' so a new student must go to read the text each time. The teacher (researcher) told all groups to compete with each other to try to finish first. After finishing the activity, the teacher (researcher) asked the learners to read a paragraph about 'Henry' in order to find out what he is buying (Browns' reading strategy one (2001): Having a purpose to read).

During-reading: The teacher (researcher) asked the learners to try to read silently by themselves (Brown's reading strategy three (2001): Silent reading techniques for moderately rapid comprehension) and then to describe what the paragraph was about (Brown's reading strategy four (2001): Skim). Some of the learners (40%) could not read some words so the teacher (researcher) taught the learners to employ Brown's reading strategy two (2001): Graphemic rules and patterns. The teacher (researcher) asked the learners to analyze 'price tag' (Brown's reading strategy eight: Analyze vocabulary). The teacher (researcher) then asked the learners to guess meaning of 'cost' and 'sneaker' (Brown' reading strategy seven (2001): Guess). The teacher (researcher) asked the learners about prices, for example, 'How much does a cap cost?' (Brown's reading strategy six (2001): Scan).

Afterwards, the teacher (researcher) asked the learners to make a cluster of things that Henry is buying (Browns' reading strategy six: Use semantic mapping or clustering).

After reading: The teacher (researcher) asked the learners to write the prices from the text on the price tags in the picture and then to calculate how much Henry spends in total and compare answers with other groups.

At the end of the lesson: The teacher (researcher) and the learners discussed which Brown's reading strategies (2001) the learners felt they had used and why they had been useful. Not only was the teacher (researcher) pleased with the performance of the learners but the latter also were very enthusiastic to take part in their learning process. The process of learning by doing greatly helped them to learn without any anxiety but with excitement and happiness. It was expected that this positively influenced their attitudes to and motivation for learning English as well as enable them improve their reading ability.

2.1.7 Reading item seven: Dear diary

Group work activity: Pair-work Interviews

Pre-reading: As a warm-up activity, learners were asked to work in pairs to find out three or four things that their partner had done the day before. They were then asked to feedback this information in groups and note any similarities that they could then tell the class. However, some learners (28.57%) were unwilling or unable to do this activity at this stage.

During-reading: After finishing the dictation stage of the lesson and checking that learners had completed texts, the teacher (researcher) asked the learners to re-read the text silently by themselves (Brown's reading strategy three (2001): Silent reading techniques for moderately rapid comprehension) in order to find out what the writer did yesterday (Browns' reading strategy one (2001): Having a purpose to read). Some of the learners (30%) could not read some words so the teacher (researcher) taught the learners to employ Brown's reading strategy two (2001): Graphemic rules and patterns. After that, the researcher asked the learners to describe what the paragraph was about (Brown's reading strategy four (2001): Skim). The researcher asked the learners about what time the writer did the various activities, for instance, 'When did he/she go to fitness center?' (Brown's reading strategy six (2001): Scan). The teacher (researcher) then asked the learners to try to find and

underline verbs in the text and note their past tense forms (Brown's reading strategy eight: Analyze vocabulary) and guess the meaning of any unknown verbs (Brown' reading strategy seven (2001): Guess).

After reading: The teacher (researcher) asked the learners to form pairs again, ensuring that each was working with a different partner to the pre-reading activity. They were then asked again to find out and note down three or four things their partner had done the day before. The learners were able to do this much more effectively than at the pre-reading stage as they were able to use the verbs from the text that they had focused on earlier in the class.

At the end of the lesson: The teacher (researcher) and the learners discussed which of Brown's reading strategies (2001) the learners had used and their effectiveness. Even though the learners could produce only a sentence level in their writing, they showed their satisfaction with their own performance. The teacher (researcher) also felt that this was one of the successful lessons in the project.

2.1.8   Reading Item Eight: The Dentist

Group work activity: Reader's Theater

Pre-reading: As a warm-up activity, the teacher (researcher) performed a short mime about a dentist treating a patient. The learners were asked to work in groups to try to explain what they thought the mime was about and then feedback to the class to compare ideas. The teacher (researcher) then gave the learners a short paragraph describing a dentist and his work and read this to provide some background language and information. The learners were then asked to describe any experiences they had had about going to the dentist. Then the teacher (researcher) asked the learners to find partners. The teacher (researcher) gave the learners the scripts for a short play called 'The Dentist', and then asked the learners to try to read the script out loud and act the roles of the characters (Brown's reading strategy one (2001): Having a purpose to read).

During-reading: The teacher (researcher) let the learners try to read the script out loud by themselves. Some of the learners (30%) could not read some words so the teacher (researcher) taught the learners to employ Brown's reading strategy two (2001): Graphemic rules and patterns (as described in chapter II.). After that, the teacher (researcher) asked the learners to guess the meaning of any unknown

words (Brown' reading strategy seven (2001): Guess). Then the teacher (researcher) asked the learners to describe what the play was about (Brown's reading strategy four (2001): Skim). After that the teacher (researcher) asked each pair to practice the reader's theater. The teacher (researcher) told the learners that they can look at the scripts; this aimed to encourage the learners to read fluently and have fun with reading English. The learners were allowed to bring the scripts outside classroom for practicing. Next time, when the learners came to the classroom, the researcher asked them if they were ready to show in front of classroom. All of the learners (100%) said 'yes' so the teacher (researcher) allow them to act out. All of the learners seemed to have fun watching their friends acting out the scene. Half (50%) of them laughed and few of them (30%) cheered their friends up.

At the end of the lesson: The teacher (researcher) and the learners discussed which of Brown's reading strategies (2001) the learners though they had used during this activity and how effective they had been. The teacher (researcher) also asked the learners whether they had any questions about the lesson but none was forthcoming as they rushed to go back home. However, this lesson was proved to be one of the most joyful lessons for all of them as all of them had a chance to actively participate in the learning process with happiness.

2.1.9 Reading item nine: Tommy Trotter's first day in London

Group work activity: Strip Story

Pre-reading: The technique used in this lesson was the same kind of strip story activity as used in reading lesson five. However, this time the researcher cut up the text into the separate boxes that made up the story, having removed the numbers of each. At the start of the lesson the teacher (researcher) gave the cut up texts out to the learners working in their groups and elicited what they could see in each picture. Then they were given a few minutes to try to reassemble the text in the correct order. Groups were then asked to show their texts to the class go and the other groups were asked to say whether they thought the chosen order was correct or not and the reasons why they thought this. When all groups had presented their ideas about text order the researcher then read the story out to the class so that the learners could listen, read and check the correct order. (Browns' reading strategy one (2001): Having a purpose to read). The teacher (researcher) then asked the learners to try to

read through the story again silently by themselves (Brown's reading strategy three (2001): Silent reading techniques for moderately rapid comprehension) and then to describe what each paragraph was about (Brown's reading strategy four (2001): Skim).

During-reading: Some of the learners (40%) could not read some words so the teacher (researcher) taught the learners to employ Brown's reading strategy two (2001): Graphemic rules and patterns (as described in chapter II.). The researcher asked the learners to guess meaning of 'sightseeing' (Brown' reading strategy seven (2001): Guess). Afterwards, the teacher (researcher) asked the learners to make a cluster of adjectives and verbs from the things that people and things are doing in the texts (Browns' reading strategy six: Use semantic mapping or clustering).

After reading: The teacher (researcher) asked the learners in groups to complete a postcard from the character in the story, Tommy. They then read these out within their groups. The teacher (researcher) reviewed the use of adjectives in the story, checking meaning and highlighting their position before nouns. The learners were then asked in groups to produce their own sentences using these adjectives.

Finally, the teacher (researcher) asked two learners to help her role-play the story in front of the class, making any corrections as necessary. The role-play was then performed as a whole class role-play, with the class divided into three. This was repeated in order for each group to practice each role and then the learners were divided into threes to role-play the story again.

At the end of the lesson: The teacher (researcher) and the learners discussed which of Brown's reading strategies 1, 2, 3, 4, 5, 7, 8 and 10 the learners had used. This lesson proved to be very successful in implementing interactive teaching approach. This was reflected through the laughs during the learning activities. However, the teacher noticed that there were some learners still needing some more help in terms of language such as vocabulary and grammatical rules. Thus, she planed to reintroduce them in the next lesson.

2.1.10 Reading item ten: My perfect neighborhood

Group work activity: Jigsaw Reading

Pre-reading: Learners were given questions to ask each other about various aspects of their neighborhoods and feedback to their groups about their partners

During-reading: Learners were divided into A/B groups of six learners and each one was given a different paragraph to read. After reading, three learners from each A and B group were joined together and were given questions to ask their partners about the texts they had read. Then A's and B's swapped paragraphs and the researcher asked the learners to try to read the new texts silently by themselves (Brown's reading strategy three (2001): Silent reading techniques for moderately rapid comprehension) to check the answers given by their partners had been accurate. Some learners (40%) could not read some words so the learners guide them to use Brown's reading strategy two: Graphemic rules and patterns. Finally, the teacher (researcher) asked the learners to summarize what the text was about (Brown's reading strategy four (2001): Skim).

After Reading: The teacher (researcher) then asked the learners to guess the possible meanings of 'newsstand' (Browns' reading strategy seven (2001): Guess). The teacher (researcher) asked the learners about the writer's neighborhood, for instance 'Where is her house?' (Brown's reading strategy six (2001): Scan). Then the teacher (researcher) asked the learners to make a cluster of prepositions used in the text (Browns' reading strategy six: Use semantic mapping or clustering). The learners were then asked to do a comprehension exercise based on the text about *My Perfect Neighborhood*, comparing answers in pairs and then small groups.

At the end of the lesson: The teacher (researcher) and the learners discussed which of Brown's reading strategies 1, 2, 3, 4, 5, 7, 8 and 10 the learners had used. The teacher (researcher) also felt that the learners enjoyed this lesson as it closely related to their real life situation. They could do it more naturally in the communication among their peers. Obviously, their better attitudes to and motivation for learning English were demonstrated throughout the active participation in their learning activities.

2.1.11 Reading item eleven: Li Jun Ki

Group work activity: Information Gap

Pre-reading: The method used for this lesson was the same as for the previous lesson. At the start of the lesson the teacher (researcher) elicited ideas from the learners about Korea, Korean music in general and specifically Lee Jun Ki.

During-reading: The text was divided into two parts. Learners were divided into A/B groups of six learners and each one was given a different part to read. After reading, three learners from each A and B group joined together and were given questions to ask their partners about the texts they had read. Then A's and B's swapped paragraphs and the researcher asked the learners to try to read the new texts silently by themselves (Brown's reading strategy three (2001): Silent reading techniques for moderately rapid comprehension) to check the answers given by their partners if they were accurate. Some learners (40%) could not read some words so the learners guide them to use Brown's reading strategy two: Graphemic rules and patterns. Finally, the teacher (researcher) asked the learners to summarize what the text was about (Brown's reading strategy four (2001): Skim).

After reading: The teacher (researcher) asked the learners in pairs to try to answer the comprehension questions about Li Jun Ki and then to compare answers with another pair before checking as a class. As a follow-up activity, groups were asked to think about a popular Thai star and create a similar profile with four or five sentences. They were then asked to read their profiles to the class but without giving the name and the other learners had to try to guess which star was being described. Most (75%) of the names of the stars were not guessed correctly because the profiles were either not detailed enough or so grammatically incorrect that they could not be understood.

At the end of the lesson: The teacher (researcher) and the learners discussed which of Brown's reading strategies 1, 2, 3, 4, 5, 7, 8 and 10 the learners had used The teacher (researcher) also asked the learners whether they had any questions about the lesson but some learners (30%) asked questions more about Li Jun Ki. Although the text was quite difficult to read, the learners put a lot of efforts to complete their task with enjoyment as the topic was interesting one for them. At this stage of implementation, there was no doubt that it was successful in enhancing the

learners attitudes to and motivation for learning to read in English because they were willing to actively involve in the learning process or take more responsibility for their own learning.

2.1.12 Reading Item Twelve: A Teenager's Dream

Group work activity: Running Dictation of a Reading Strip

Pre-reading: The material used for this lesson was related to what a teenager considered to be ideal and relation to the topics of bedroom, occupation, places to visit, partner, teacher and idol. Before reading, these topics were written on the board and learners asked to tell their groups about their own ideas towards these things. Then each of the six groups was given a paragraph about one teenager's ideal things.

During-reading: The groups read and tried to understand their paragraph and worked together to try to summarize it using an outline provided by the teacher (researcher) shown on the whiteboard. The learners were then asked to transform the model summary into three questions and the teacher elicited ideas from the groups before writing the correct form of the questions on the whiteboard. These questions were then drilled.

What was the topic you read about?

How did the writer describe this dream person or thing?

Why does he/she like this dream person or thing?

Next, the learners were re-grouped so that each group had one person who had read each of the six different paragraphs. They used the questions and the summaries that they had created with their original groups to ask and answer about their paragraphs, with each learner conducting five interviews. Following this, each learner was then given a text with all six paragraphs and asked to read silently (Brown's reading strategy three (2001): Silent reading techniques for moderately rapid comprehension) in order to confirm the information they had learned from interviewing each other (Browns' reading strategy one (2001): Having a purpose to read).

After reading: The teacher (researcher) asked the learners to try to do comprehension exercises based on the text. Finally, the learners were asked to

think about their own dream things from the six topics and describe it to their groups and then feedback to the class about one person in their group.

At the end of the lesson: The teacher (researcher) and the learners discussed which of Brown's reading strategies (2001) the learners had used and their effectiveness. The most important issue clearly occurred during the project was a better rapport between the teacher (researcher) and the learners. This was the results of the interactive teaching approach which not only helped develop their attitudes to and motivation for learning to read in English but also improve their reading ability for better comprehension. It could be concluded that both teacher and learners were happy to work together and that the learners themselves enjoyed helping one another to learn effectively.

2.2 Results of the researcher's observation forms

In class the researcher made observations about the learners' interaction with the researcher and their peers. Throughout the study the researcher collected some useful data and categorized these data into three phases as shown in Table 30.

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Table 30 The summary of observation by a teacher (observer)

At the beginning of the study	In the middle of the study	At the end of the study
The Learners' Behaviors and Expressions When the researcher modeled how to use Brown's reading strategies (2001) some learners (10%) seemed bored. Half of the learners always talked to their friends when the researcher taught them.	**The Learners' Behaviors and Expressions** Almost all of the learners (80%) seemed happy to work together. They were lively when answering the researcher's questions.	**The Learners' Behaviors and Expressions** All of the learners enjoyed reading activities in class. They looked lively and happy to learn in groups. There was only one problem in class which was that the learners always competed with other groups in answering questions, and they made a lot of noise.
Interaction with Peers (working together and consulting each other) Most of the learners (77%) seemed happy to work together but some learners in some groups did not do anything (22.86%).	**Interaction with Peers (working together and consulting each other)** Almost all of the learners (80%) began to be comfortable with interacting and consulting their peers. They seemed happier than when working alone.	**Interaction with Peers (working together and consulting each other)** The learners were willing to work with their peers. They enjoyed working together. When the researcher asked the groups to compete with each other when doing activities and answering questions, all the learners looked more enthusiastic and lively than usual.
Teacher/Student Interaction (Answering the teacher's question, expressing ideas and opinions) Half of the learners answered the researcher's questions well but the other learners were reluctant to interact at all with the researcher.	**Teacher/Student Interaction (Answering the teacher's question, expressing ideas and opinions)** Most of the learners had become used to interacting with the researcher. The researcher noticed that the weak learners who had never answered any questions before started to try to do give answers.	**Teacher/Student Interaction (Answering the teacher's question, expressing ideas and opinions)** The researcher observed that all of the learners interacted with the researcher very well. Two of the learners in the top set stated that they loved to answer the researcher's questions. Before answering the researcher's questions, the researcher asked the learners to consult with their groups first. This aimed to promote interaction among the learners and to reduce anxiousness; the learners felt more secure when they were able to consult their groups before answering questions.

Table 30 The summary of observation by a teacher (observer) (Cont.)

At the beginning of the study	In the middle of the study	At the end of the study
Learners' Reading Strategies The entire group of learners looked confused by Brown's reading strategies (2001). They did not know about these reading strategies or how to use them.	**Learners' Reading Strategies** The learners began to understand Brown's reading strategies (2001) and how to use them.	**Learners' Reading Strategies** The researcher noticed that the learners had started to employ a variety of Brown's reading strategies relevant to the type of texts they read. Most of the learners enjoyed using Browns' reading strategy two: Graphemic rules and patterns and consulting their peers. The strategy was very helpful especially for beginner readers like the learners. Apart from Browns' reading strategies (2001), the learners also utilized dictionaries, asking the researcher

2.3 Results of the peer teacher's observation forms

A colleague from the Foreigns Language Department came to observe the class at the beginning, the middle and the end of the study. The researcher collected the data from the peer observation and then divided the information into three categories.

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Table 31 The summary of observation by a peer teacher

At the Beginning	At the Middle	At the End
The Learners' Behaviors and Expressions The observer stated that some of the learners (40%) just listened to the researcher. Ten of the learners sometimes talked to their friends.	**The Learners' Behaviors and Expressions** The majority of learners (80%) began to enjoy reading activities and answering questions.	**The Learners' Behaviors and Expressions** The observer noted that the learners participate in classroom activities very well. They did tasks actively. Also, the observer noted that the learners seemed to enjoy the classes and were happy to learn and read in groups.
Interaction with Peers (working together and consulting each other) Some (10) of the learners did not do anything. They just sat and watched what the other learners did or they talked to their friends.	**Interaction with Peers (working together and consulting each other)** Almost all of the learners tried to participate in class though they seemed not to understand the texts sometimes.	**Interaction with Peers (working together and consulting each other)** The teacher stated that all the learners now enjoyed working together. They felt comfortable and very happy to have the chance to consult with their peers.
Teacher/Student Interaction (Answering the teacher's question, expressing ideas and opinions) The observer stated that the researcher tried to interact effectively in class but that some learners did not try to interact with the researcher and only talked to their friends or did nothing.	**Teacher/Student Interaction (Answering the teacher's question, expressing ideas and opinions)** The observer stated that the learners had begun to interact and answer the researcher's questions very well. The researcher strongly encouraged the learners to take part in the teaching and learning process.	**Teacher/Student Interaction (Answering the teacher's question, expressing ideas and opinions)** The observer stated that the researcher had a pleasant, natural presence in class. The researcher had a very pleasant engaging manner at the front of the class and the researcher was very encouraging. The learners, therefore, interacted with the teacher, and participated in class activities very well. The researcher ensured a good balance of learners' talk and teacher's talk. The activities were learner-centered.

2.4 Results of Classroom Evaluation for Each Lesson

Another type of research tool is a classroom evaluation form. After finishing each text the researcher asked the learners to evaluate the lesson to get the immediate feedback from the learners in order to adjust the lesson to serve their needs directly as an ongoing process (see Appendix F). The collected data obtained from the learners' evaluation forms were divided into two categories based on the three aspects provided. The data were summarized as follows:

2.4.1 What I like most and want to keep it

The majority of learners (about 80%) enjoyed the classes, and using Brown's reading strategies (2001). They stated that they liked using Brown's reading strategies (2001) and found them useful, especially strategy two concerning Graphemic rules and patterns. All the learners also said that they had a lot of fun. Most of the learners liked to read, speak and answer questions.

2.4.2 What I do not like most and want improve

Almost every learner (about 90%) left this part blank. Only a few of them (10%) stated that they did not like the fact that there was a lot of noise from their friends when they tried to answer questions during the lessons. That meant the classroom atmosphere was too noisy sometimes.

2.5 Results of Learners' Journal

The last type of research tool was a learners' journal. (see Appendix G). In order to enhance their reading skill outside the classroom and their self-directed learning, the researcher asked the learners to read ten reading items starting from a short paragraph to a longer one depending on their interests and ability outside class chosen by themselves. They were also required to summarize what they had read in their journals as well as stating which Brown's reading strategies (provided by teacher (researcher) they had used). Although the majority of the learners (95%) submitted their work regularly, the source of their reading items was limited by the lack of resources at the school apart from their low level of reading ability to read authentic texts in the library. That was they got their reading items mainly from their English textbooks. Despite the disappointment in their reading improvement, the more awareness of their responsibility for own learning, however, clearly showed the

effectiveness of the implementation. Their better attitudes to and motivation for learning to read in English and also their attempt to become self-directed learners were clearly reflected gradually throughout the course. This indicated that they also were moved towards self-directed learners. This was coincident with the better attitudes towards self-directed learning as shown in Table 27. This indicator alone proved that this implementation was not in vain. On the contrary, it proved that the research study has successfully achieved the ultimate goal of education. That is to enable learners to become independent or autonomous depending on their ability.