

## **CHAPTER V**

### **THE SUMMARY, CONCLUSION, DISCUSSION AND RECOMMENDATIONS OF THE STUDY**

#### **1. The Summary of the Study**

This research study was conducted in concern about the learners at Phratat Nongsammuen School who had bad attitudes to and low motivation for reading English, and bad attitude to self-directed learning. Moreover, the learners had low proficiency in reading comprehension. This study aims to enhance the learners' attitude to and motivation for reading English. Also, this study proposes to improve the learners' reading comprehension. The subjects of the study were thirty-five learners in Matthayom 2/2 who took a reading course in the second semester of the academic year 2008 at Phratat Nongsammuen School. The learners were chosen using a simple sampling method of selecting students from high medium and low grade bands.

There were seven instruments used in this research study as follows:

- 1) pre/post interviews
- 2) pre/post study questionnaires.
- 3) pre/post study tests.
- 4) Teacher (researcher)'s observation forms.
- 5) Peer teacher's observation forms.
- 6) post-lesson student evaluation forms for each lesson.
- 7) Brown's reading strategies (2001) checklist.

At the beginning of the study, an informal interview was conducted with the learners to collect data on their habits and attitudes with regard to reading. Before and after the study the learners completed the questionnaires with fifteen statements about attitude towards reading, nine statements regarding motivation for reading in English and twenty statements about attitudes towards self-directed learning. This aimed to investigate the improvement of their attitudes and motivations by comparing the learners' attitudes to and motivation for reading in English and the learners' attitudes

to self-directed learning before and after the study. The pre/post tests were conducted the beginning and the end of the study. These consisted of thirty items: test items 1-10 were short answers, test items 11-15 were true-false questions and test items 16-30 were multiple choice questions. The aim of the pre/post tests was to compare the learners' reading comprehension abilities before and after the study. Reading items were taken from websites and English books. The topics were based on the national curriculum and the learners' interests and abilities. From the beginning to the end of the course, the researcher employed the guidelines from the researcher observation forms to observe the learners. Another teacher in the Foreign Languages Department came to observe the class using the guideline from the peer observation forms three times—at the beginning, the middle and the end of the study in order to compare and note the differences in the learners' interaction and ability. When the learners were engaged in reading tasks, Brown's Reading Strategies (2001) checklist was used to help remind the learners of the reading strategies that they should use. The teacher (researcher stopped reminding learners about the reading strategies checklist when she was sure that the learners had remembered all of them and instead class discussions were instigated about what strategies the learners had used. After each lesson the learners were asked to complete post-lesson student evaluation forms for each lesson. This aimed to find out what the learners liked most in class and what the learners want to improve. The researcher encouraged the learners to read outside the classroom by assigning suitable reading tasks and encouraging the students to use a learners' journal to record their feelings and experiences.

## **2. Conclusion of the Study**

The researcher conducted the research study to help solve problems concerning the learners' attitudes to and motivation for reading English, and low proficiency in reading English. In class the researcher divided the learners into three groups based on their grades for the academic year 2007. There were twelve learners in the bottom set, eleven learners in the middle set and twelve learners in the top set. The researcher took on roles as a controller, a director, a manager, a facilitator, a resource person, a model and a monitor in class with the aim of helping to make the class go smoothly, and to encourage the learners to participate in the teaching and learning process by



having interaction with peers and the researcher. As a result the learners had a chance to be listeners and speakers in class instead of only being passive listeners as they were with the traditional approach. All of the learners enjoyed the reading activities and began to think of reading English as being fun. The findings from the study showed that implementing Brown's reading strategies (2001) through interactive language teaching worked. There was a difference between the mean score ( $\bar{x}$ ) of the pre/post questionnaires on attitude to and motivation for reading English. The mean score ( $\bar{x}$ ) of the post questionnaires was significantly higher than the pre questionnaires at the 0.05 level (see Tables 25 and 26). Also, the information from the researcher observation form, another teacher observation form and evaluation form for each lesson indicated that the learners were satisfied with the approach. The information also showed that the learners were lively and happy to read English (see Chapter IV for results)

Additionally, as the learners were taught Brown's Reading Strategies (2001) through the interactive language teaching approach, they also understood the English texts better. As a result the learners got higher scores in the post study test: the mean scores ( $\bar{x}$ ) of the post tests for the majority of students were significantly higher than the mean scores ( $\bar{x}$ ) of the pre tests at the 0.05 level (see Table 27). It seemed that learners were beginning to know how to use Brown's reading strategies (2001) when reading. It seemed that the learners were able to understand the text better. That meant they began to know how to use or apply Browns' reading strategies (2001).

### 3. Discussion

The teacher (researcher) would like to discuss the findings obtained from the study as follows:

3.1 It can be noticed that majority of learners had marginally higher scores in the post-test than in the pre-test, though mean scores of the post-test were significantly higher than the mean scores for the pre-test. The fact that improvement was only marginal may be because of the short duration of the study which took place for only three months. This period was too short for Matthayom 2 learners who were beginner English readers to develop significantly. Learners at this level cannot be

expected to improve in such a short time frame. However, the information from the learners' journal has shown that the learners had better attitudes to self-directed learning even though their reading ability did not improve a lot. (see Chapter IV). As stated earlier, only this improvement alone proved that the research project has successfully moved the low ability learners towards more self-directed learners.

3.2 Although the improvement in the learners' reading comprehension abilities during this study was not outstandingly high, implementing Brown's reading strategies (2001) through interactive language teaching lead to several positive outcomes as outlined below:

- 1) A good relationship between the researcher and the learners was greatly developed. In other words, through the implementation, the teacher (researcher) has developed good rapport with her learners. For example, when the researcher interviewed each learner to assess their habits and attitudes with regard to reading, she could understand the learners better. Also during the interview, she found out what topics they wanted to read about so the learners' needs were directly catered effectively throughout the course. This was done by the teacher (researcher) focusing on the role as a facilitator to encourage the learners to learn and interact with the researcher and peers within their own abilities. In addition, creating a good relationship between the researcher and the learners helped to develop a learner-centered approach in class which resulted in self-directed learning.

- 2) Learners became more confident to read English: The learners are now more confident to read English since they had been trained with Brown's reading strategies (2001) through interactive teaching approach which allowed them to actively involved in their learning process. Through this approach they could transfer their skills to real world communication. This enabled them to be more confident in using their language unlike being trained through grammar translation approach with a passive role.

- 3) The learners had demonstrated some good signs that they moved towards to be independent or self-directed learners although it was only a small degree at the end of the study. This could be reflected by the way that all of the learners put more efforts to participate more actively in the learning process and to submit their assignments regularly and in time. This indicated more responsibility for



their own learning. However, it was clear that they still needed more guidance and a better training to help them able to plan, organize and evaluate their own learning by the teacher. This takes more time and more patience as well as more collaboration between teachers and learners.

4) The teacher is the most important factor in influencing the achievement of the learners in classroom: The teacher should know his/her learners well in terms of their abilities, learning habits and their families' backgrounds. Teachers should then adapt their roles in classroom situations in order to encourage the learners to learn as much as possible according to needs of each group. Moreover, the teacher should choose material and activities that respond to the learners' needs within the scope of the curriculum.

3.3 There was also some adaptation in implementing Browns' reading strategies (2001). Implementing Brown's reading strategies checklist (2001) every time after each stage did not work: The researcher noticed that the learners felt bored when constantly asked to check Brown's reading strategies checklists (2001). Therefore, after asking the learners to check reading strategies (2001) five times the researcher decided to stop using it. The researcher then asked the learners to read using Brown's reading strategies (2001) but the learners did not have to check Brown's reading strategies checklist (2001). The researcher asked the learners to discuss what Brown's reading strategies (2001) they employed before, while and after reading at the end of the lesson. This supported the learners in being able to express their opinions, lead to a higher degree of learner- centered classes and also enabled more interaction between the researcher and the learners.

#### **4. Recommendations for the Use of Teaching Brown's Reading Strategies (2001) through Interactive Language Teaching Approach**

The research resulted in being able to make recommendations at four levels.

4.1 National Context: The Ministry of Education should provide intensive courses to provide ongoing training for all English teachers in the country. The course should suit the teachers' levels, for example, focusing on the different needs of primary and secondary level teachers. Moreover, the course should be divided into sessions focusing on the four skills of language teaching/learning-listening, speaking,

reading and writing. After training, the Ministry of Education should have follow up studies to evaluate whether those teachers are applying the knowledge and skills they have gained into classroom. The Ministry of Education should not evaluate the teacher by looking only at their qualification documents but also by finding suitable ways to evaluate practical teaching ability.

4.2 Regional Context: The Ministry of Education should have programs for English teachers in the same region to go to seminars at least two or three times per semester. This can save money by cutting down on traveling expenses involved in going to national seminars and help teachers in the same region to try to solve problems common to that region.

4.3 School Context: The directors of the schools should support English teachers in attending seminars and further studies leading to their professional development. Directors should help teachers work together in the continuous management and development of syllabuses that meet the changing needs of learners nowadays.

4.4 Teacher: There are several points for the teachers to be concerned about when teaching as follows:

- 1) The teacher should test the learners' abilities at the beginning and the end of the course to constantly monitor learner ability and therefore be able to provide texts or materials which are suitable according to learners' needs. The teacher should not assume the learners' abilities by looking at suggested average levels for particular classes but must be aware of real, current abilities. At the end of the course the teacher should test the learners' abilities again to note real improvement or lack of it.

- 2) The teacher should categorize the learners into three groups—top, middle and bottom groups based on their abilities. When the learners are instructed to learn in groups, the teacher should, also, mix the learners within the three groups so they sit together and provide groups where stronger learners can support weaker ones. The teacher should find opportunities to teach the bottom group of learners outside of the classroom if remedial strategies should be necessary.

- 3) The teacher should encourage interaction in the classroom. If the teacher takes on only one role as in the traditional approach then passive listeners in class might end up with negative attitudes and therefore low motivation for learning



how to read in English.

4) The teacher should not take the role of translator in the reading class as this does not help to develop learning skills. The teacher should be confident and provide a good model by employing and demonstrating efficient reading strategies. The teacher should teach the learners tools, such as strategies to use for reading in English. These can help the learners achieve better reading comprehension and can help students to become more self-directed learners who can take greater responsibility for their own learning and to gain knowledge from reading by themselves, outside of the classroom.

5) The teacher should create a good atmosphere in the classroom. The learners should learn with enjoyment, and the learners should be the center of attention in every class with topics and materials that they have helped to select.

6) The interactive language teaching approach should be used with beginner learners as much as possible from the earliest stage to help learners to develop learning skills and become good speakers as well as listeners in class. If the learners are used to taking only one role as listeners from the beginning, it is difficult to encourage them to interact in class and use productive skills.

## **5. Recommendations for Further Studies**

The researcher would like to make recommendations for further studies, as follows:

5.1 Further studies should be conducted with learners in other levels, for example, with older teenagers and adult classes to compare the effectiveness of an interactive language teaching approach. Moreover, any further studies should have follow up evaluation studies at least every three years.

5.2 Further studies should be done to assess interactive approaches to the other language skills of listening, speaking and writing and to encourage the ongoing implementation of these approaches.

