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APPENDICES

APPENDIX A

Main Questions for Interview

MAIN QUESTIONS FOR PRE/POST INTERVIEWS

PRE/INTERVIEW

Name..... Age.....Gender.....

- 1. Do you like reading English?
.....
- 2. What do you like to read in English? Is there any specific topic do you want to read?
.....
- 3. What reading strategies do you always use in reading English?
.....
- 4. How often do you always read in Thai?
.....
- 5. Do you read every day?
.....
- 6. Do your parents like reading?
.....
- 7. Do your parents encourage you to read?
.....
- 8. Do your parents teach you to read at home?
.....
- 9. What do you do in your free time?
.....

POST/INTERVIEW

- 1. Do you like reading English?
.....
- 2. Will you continue reading English by yourself outside the classroom?
.....
- 3. Do you think your English reading skills have improved?
.....

APPENDIX B

Questionnaires on Attitudes toward Reading, Motivation for and Attitudes toward Reading English

Learners' attitudes toward reading (Pre/ post-questionnaire)

Instructions: Read each item in the form, then make a check mark (/) in a rating box which best describes your opinion about each statement.

- 5 means strongly agree
- 4 means agree
- 3 means neutral
- 2 means disagree
- 1 means strongly disagree



STATEMENTS	5	4	3	2	1
1. I like reading because it is enjoyable.					
2. I like reading because it is useful for my leaning.					
3. Reading English helps me increase the knowledge of the world.					
4. Reading in English helps me develop my thoughts, values, tastes and views.					
5. I want to read in English to keep abreast of the world's events.					
6. Reading in English helps me realize facts of lives much better.					
7. Reading in English helps me understand myself and others better.					
8. Reading in English helps me learn how to deal with problems better.					
9. Reading in English helps me have better vision about my future.					
10. Reading in English helps me learn how to be more successful.					
11. Practicing reading strategies help me read more efficiently for academic and pleasure.					
12. Reading in English better helps me develop my life in all aspects.					
13. Reading in English helps me realize my needs much better.					
14. Reading in English helps me increase my self-development.					
15. Reading in English helps me be well-prepared for my future career.					

Learners' motivation for reading in English (pre/post-questionnaire)

Instructions: Read each item in the form, then make a check mark (/) in a rating box which best describes your opinion about each statement.

5 means strongly agree

4 means agree

3 means neutral

2 means disagree

1 means strongly disagree

Statements	5	4	3	2	1
1. I want to learn how to read English so that I can read with better comprehension.					
2. I like to learn English so that I know better what is going on around the world.					
3. I seize all opportunities to improve my English skills both inside and outside the class.					
4. I always want to know more than a teacher teaches in class					
5. I feel bored with learning to read in English.					
6. English is very difficult to learn so that I just want to pass an exam and I will not learn it anymore.					
7. If there is no more English course offered, I would continue learning English by myself.					
8. I want to learn English because I would like to study in a university.					
9. I want to learn English because I would like to get a better job.					

Learners’ attitudes towards self-directed learning in learning English
(pre/post-questionnaire)

Instructions: Read each item in the form, then make a check mark (/) in a rating box which best describes your opinion about each statement.

- 5 means strongly agree
- 4 means agree
- 3 means neutral
- 2 means disagree
- 1 means strongly disagree

Statements	5	4	3	2	1
1. I think success in learning is mostly attributed to my own effort.					
2. I have to learn myself. My teacher cannot learn for me. He or she is only assisting me in my learning.					
3. I can only learn English in class or from my textbook.					
4. No English course could teach me all I need to know about language and learning. I have to learn more myself.					
5. I always have my own plan to learn English according to my needs.					
6. As we all have different ways of learning, I prefer my own way of learning.					
7. I always set a realistic goal for learning English myself and always achieve it.					
8. In English class, learners can work well together in a small group and only need a teacher occasionally.					
9. I like the teacher to correct all mistakes I have done.					
10. I prefer to correct my own mistakes.					
11. I always search more information from other various sources myself when I could not understand in the class.					
12. I always find and select the ways of learning which suit me the best both outside and inside the classroom.					
13. The ultimate goal in my learning is to be able to learn on my own effectively.					
14. In a very limited time, I think the best way to improve my English reading ability is to practice reading on my own.					
15. I hardly read other things else apart from what the teacher provides in the class.					
16. When I encounter any problem or difficulty in learning English, I always give up.					
17. The more I learn English, the more help I expect help from the teacher.					
18. I always know and analyse both good and weak points of my learning English.					
19. I always have my own plan for my learning progress.					
20. I always ask and assess myself whether and how much I have progressed in my learning.					

Others.....

APPENDIX C

Pre/Post Tests

Pre-post Test

Passage 1: Food

Be healthy!

Do you eat healthy food for breakfast, lunch and dinner? It's important. Oranges, watermelon **and** apples are healthy, but too much ice cream is unhealthy. I love carrots and string beans. They are healthy, **but** french fries are not healthy.

42 words

Answer the questions.

1. Is watermelon
healthy? _____
2. Are french fries
unhealthy? _____
3. Are carrots
healthy? _____
4. Are string beans
unhealthy? _____
5. Are oranges and apples
healthy? _____

(Got it, Thomson Learning)

Test reading strategies

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners.)
3. Use efficient silent reading techniques for relatively rapid comprehension.
4. Skim the text for main idea.
5. Use semantic mapping or clustering.
6. Guess when you are not certain.
7. Analyze vocabulary.
8. Capitalize on discourse markers to process relationships.

Passage 2: Education and occupation

Sister Mary comes from Ireland. She is a nun and she lives and works in a girl's school in Cork. She teaches French and Spanish. She likes her job and she loves the green countryside of Ireland. She goes walking in her free time.

44 words**Answer these questions.**

6. Where does Sister Mary come from? _____
7. What does she do? _____
8. Where does she live? _____
9. Does she speak French? _____
10. Does she speak German? _____

Test reading strategies

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up decoding.
3. Skim the text for main idea.
4. Use efficient silent reading techniques for relatively rapid comprehension.
5. Guess when you are not certain.
6. Analyze vocabulary.

Passage 3: School and environment around them

72 Newton Drive

London Sw 6

3rd October

Dear David

How are you? I'm fine. I'm in London, at the international school of English. I'm in class 3 with eight other students. They're all from different countries- Spain, France, Japan, Argentina, Switzerland, and Thailand. Our teacher's name is Peter Briscall. He's very nice. He's funny and he's a very good teacher.

My new address is at the top at the letter. I'm with an English family, the Browns. Mr. And Mrs. Brown have three children. Thomas is fourteen, Catherine is twelve, and Andrew is seven.

London is very big and very interesting. The weather is good-cold but sunny-and the parks are beautiful! Hyde Park, Green Park and St James' Park are all in the center. It isn't easy to use the subway, but I understand it now. It's very expensive!

English food is OK, but the coffee is horrible.

Write to me soon.

Love, Paola

P.S. Is my English OK?

162 words

(Headway, Oxford University)

Are the sentences true (✓) or false (X)

11. Paola's happy in London. ____
12. It's a very big class. ____
13. The students in her class are all from Europe. ____
14. Mr. and Mrs. Brown have two sons and a daughter. ____
15. The subway is cheap. ____

Test reading strategies

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners.)
3. Skim the text for main idea.
4. Scan the text for specific information.
5. Use efficient silent reading techniques for relatively rapid comprehension.
6. Use semantic mapping or clustering.
7. Guess when you are not certain.
8. Analyze vocabulary.
9. Distinguish between facts and opinions.
10. Capitalize on discourse markers to process relationships.

Passage 4: Reading for pleasure (well-known cartoon)

Bugs Bunny

The talking rabbit first asked "What's Up, Doc?" in 1937 and has been eating carrots in public ever since. He has appeared in comic books, newspaper strips and **above all**, hundreds of cartoon films. He will be popular for as long as people laugh at rabbits.

48 words

16. Who are we talking about?
a. Bugs Bunny b. Batman c. Snoopy d. Kermit
17. What is Bugs Bunny?
a. rabbit b. bat c. dog d. frog
18. How long has Bugs Bunny been in public?
a. since 1937 b. since 1973 c. since 100 d. since 1793
19. How many cartoon films has Bugs Bunny appeared in?
a. 1937 b. 1837 c. 100 d. 3
20. What is food for Bugs Bunny?
a. Tomatoes b. Carrots c. Potatoes d. Bones

Test reading strategies

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up decoding.
3. Use efficient silent reading techniques for relatively rapid comprehension.
4. Scan the text for specific information.
5. Guess when you aren't certain.
6. Analyze vocabulary.
7. Capitalize on discourse markers to process relationships.

Passage 5: Traveling

Dear Susan,

This is the picture of the village where we're staying. It's the most beautiful place I've ever seen. The people whose house we're staying in are interior designers, so it's beautifully decorated. And there's a swimming pool, too. We will tell you all when we get back.

Take care,
Stephanie and Daniel

54 words

21. Who wrote the letter?
 - a. Stephanie and Daniel
 - b. Susan
 - c. Interior designers
 - c. Designer
22. Why did they write the letter?
 - a. Because they want their friend to go to the beautiful village.
 - b. Because they want their friend to see the picture of the village.
 - c. Because they are lonely.
 - d. Because they are not coming back.
23. Who is the house owner?
 - a. Stephanie and Daniel
 - b. Susan
 - c. Interior designers
 - d. Interior

Test reading strategies

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners.)
3. Use efficient silent reading techniques for relatively rapid comprehension.
4. Skim the text for main idea.
5. Scan the text for specific information.
6. Guess when you are not certain.
7. Analyze vocabulary.
8. Capitalize on discourse markers to process relationships.

Passage 6: Oneself

My name is Aya Makoto. I'm 12 years old. I come from Tokyo, Japan. My family **and** I came to Thailand 2 years ago. Now I'm studying in Matthayom 1 in Chiang Mai. I love Thailand **because** I have a lot of friends here. **And** I like the weather here **because** it is not too hot and not too cold. I love sunshine **but** sometime I don't like when it rains.

71 words

24. What is her first name?
 a. Aya b. Makoto c. Aya Mokoto d. Tokyo
 25. How old is she?
 a. 2 years old b. 12 years old c. 1 year old d. Didn't say
 26. How long has she been in Thailand?
 a. 2 years b. 12 years c. 1 year d. Didn't say
 27. Where does she stay in Thailand?
 a. Tokyo b. Japan c. Chiang Mai d. Didn't say
- (Conquering Mattayom 1 English exam)

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up decoding.
3. Use efficient silent reading techniques for relatively rapid comprehension.
4. Scan the text for specific information.
5. Guess when you are not certain.
6. Analyze vocabulary.
7. Capitalize on discourse markers to process relationships.

Passage 7: Environment around them

When I was four years old, I knew three ducks. The ducks were white with orange feet. They lived in a little house near the road. I liked to think the ducks were my pets. Every day we walked to the pond. The ducks went into the water I sat on the bank. They liked to swim and dive. I talked to them. They quacked back. Then one day the ducks were gone. No one told me where they were. My mother said nothing. My father said nothing. I was afraid to ask. That night we all sat down for dinner. The food looked a little like chicken. I didn't eat anything. Can you guess why?

116 words

28. This story is mainly about
 - a. chickens
 - b. going to the pond
 - c. my ducks
 - d. mother and father
29. The ducks were.....
 - a. white with orange feet
 - b. yellow and brown
 - c. white and brown
 - d. black and white
30. In this story, bank means.....
 - a. a place to get money
 - b. the ground by the water
 - c. a big chair
 - d. to count on

(English handbook for Mattayom 1)

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners.)
3. Use efficient silent reading techniques for relatively rapid comprehension.
4. Skim the text for main idea.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you are not certain.
8. Analyze vocabulary.
9. Capitalize on discourse markers to process relationships

Answer Sheet

Name _____ Class _____

Part 1

Answer these questions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part 2

Are these sentences true (T) or false (F)

No.	T	F
11.		
12.		
13.		
14		
15.		

Part 3

Choose the best answer

No.	A	B	C	D	No.	A	B	C	D	No.	A	B	C	D
16.					21.					26.				
17.					22.					27.				
18.					23.					28.				
19.					24.					29.				
20.					25.					30.				

APPENDIX D

Researcher Observation Form

Researcher Observation Form

Learners’ behaviors and expressions

.....

.....

.....

Interaction with peers Interaction with Peers (working together and consulting each other)

.....

.....

.....

Teacher/Student Interaction

(Answering the teacher’s question, expressing ideas and opinions)

.....

.....

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Learners’ reading strategies

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Others

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APPENDIX E

Peer Teacher's Observation Form

Peer Teacher Observation Form

Learners' behaviors and expressions

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.....

Interaction with Peers (working together and consulting each other)

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Teacher/Student Interaction

(Answering the teacher's question, expressing ideas and opinions)

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Others

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APPENDIX F

Evaluation Form for each Lesson

Evaluation Form for each Lesson

Date.....

Name.....

What I like most and want to keep it

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.....

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.....

.....

.....

.....

.....

.....

What I do not like most and want to improve

.....

.....

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.....

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.....

.....

Others.....

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.....

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APPENDIX G

Learner's Journal

Learner’s Journal



Date.....

Name.....

Title.....Source.....

Article or story in brief (In Thai or English)

.....

.....

.....

.....

.....

.....

What I think about the story

.....

.....

.....

.....

.....

New Vocabulary

Word	Type of word	Meaning

Learner's Journal

Date.....

Name.....

Title.....Source.....

Article or story in brief (In Thai or English)

.....In Thailand there are problems with people not
.....being united. Problems also start when some
.....people try to change the constitution. If problems and
.....violence increase too much, we may lose our liberty and the
.....nation might be in danger. If we don't want a civil war in Thailand
.....ever, everybody must share love and live in harmony.....

What I think about the story

.....ฉันรู้สึกว่ามันน่าเศร้าใจมาก ๆ ที่คนไทยยังไม่
..........
.....
.....
.....

New Vocabulary

Word	Type of word	Meaning

APPENDIX H

Brown's Reading Strategies Checklist (2001)

Research instruments

Reading strategies checklist (Adapted from Brown, 2001)

Direction: Put marks on scale on each strategies that you use

5 means most frequently 4 means frequently 3 means sometimes 2 means rarely 1 means never

Pre-reading stage

1. Recognize the goal in reading	2. Implement graphemic rules and patterns to aid in bottom-up decoding	3. Employ helpful silent reading techniques for moderately rapid comprehension	4. Skim the text for the main idea	5. Scan the text for the exact information	6. Use semantic mapping or clustering	7. Guess when you are not certain	8. Analyze vocabulary	9. Distinguish between factual and implied meanings	10. Capitalize on discourse markers to process relationships
5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Others

.....

While reading stage

1. Recognize the goal in reading	2. Implement graphic rules and patterns to aid in bottom-up decoding	3. Employ helpful silent reading techniques for moderately rapid comprehension	4. Skim the text for the main idea	5. Scan the text for the exact information	6. Use semantic mapping or clustering	7. Guess when you are not certain	8. Analyze vocabulary	9. Distinguish between factual and implied meanings	10. Capitalize on discourse markers to process relationships
5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Others

After reading stage

1. Recognize the goal in reading	2. Implement graphic rules and patterns to aid in bottom-up decoding	3. Employ helpful silent reading techniques for moderately rapid comprehension	4. Skim the text for the main idea	5. Scan the text for the exact information	6. Use semantic mapping or clustering	7. Guess when you are not certain	8. Analyze vocabulary	9. Distinguish between factual and implied meanings	10. Capitalize on discourse markers to process relationships
5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Others

APPENDIX I

Reading Item

Adapted from Soars & J. Soars, L. (1993). Headway. Oxford, the United Kingdom: Oxford University Press

Reading Item 1

Read about Jenny Locker

My name's Jenny Locker and I am a student. I'm from America. I'm fourteen years old. I have two brothers and a sister. I live in a flat in Osaka, Japan. I want to learn English because it's a global language.



Role play question

1. What's her name?
2. How old is she?
3. Where is she from?
4. How many sisters or brothers do you have?
5. Where do you live?
6. Why do you want to learn English?

(First in pairs then in groups)

(Approximately Four hours)

(Headway, Oxford, 1993)

Santos, D, M (2007). Student Book: My World. New York, the United States:
McGraw-Hill Companies, Inc. p. 24

Reading Item 2

Friends Everywhere

My friends are from here.	He's from Barcelona.
My friends are from there.	Kate is British.
Friends are from all over the world.	She's from London.
Hello to my friends,	Yoshi and Yoko,
My friends everywhere.	They are Japanese.
boyfriends, girlfriends,	They are from Tokyo.
new friends and old.	I'm Brazilian,
Jordi is Spanish.	And Rio is my home.

Comprehension exercise

A. Write the name of two capital cities that appear in the song.

1. _____ 2. _____

B. Now write the names of two rivers.

1. _____ 2. _____

C. Read the song and answer *true* or *false*.

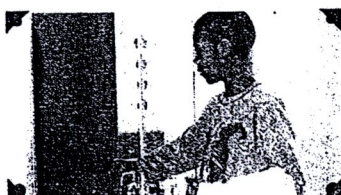
1. _____ The singer is from the U.S.
2. _____ The singer has lots of friends.
3. _____ All his friends are from capital cities.
4. _____ The friends are boy and girls.
5. _____ Yoshi and Yoko are from Japan.

(Approximately Four hours)

(My world, 2007)

Hutchinson, T. (1999). Project: Student's Book 1. Oxford, the United Kingdom:
Oxford University Press

Reading Item 3



① I get up at twenty past seven and I have a shower.



② I have breakfast at twenty-five to eight. I listen to the radio when I have my breakfast.



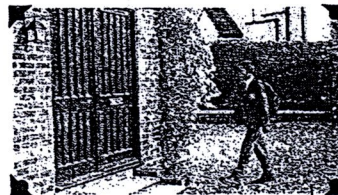
③ I go to school at quarter past eight. I meet my friends at the bus stop and we take the bus to school.



④ Lessons start at nine o'clock.



⑤ We have lunch at school at half past twelve.



⑥ We finish school at half past three and go home.



⑦ I do my homework from half past four to six o'clock.



⑧ I have dinner at half past six with my mum and dad and my little sister, Becky.



⑨ I watch TV from quarter past seven to nine o'clock.



⑩ I go to bed at half past nine. I read for twenty minutes and then I go to sleep.



When do you get up?
Do you take the bus to school?
When do your lessons start?
Do you have lunch at school
or do you go home for lunch?

(Approximately Four hours)

Cunningham, S, Eales & Moor, F, P. (2001). *Cutting Edge*. Longman, the United Kingdom: Pearson Education Limited. p. 3

Reading Item 4



My friend Rita comes from Amsterdam in the Netherlands, but now she lives in my city, Madrid. She works in a shop in the morning, and in the afternoon she teaches English to small children. She loves life in Madrid.

.....



She thinks the restaurant and nightlife are fantastic, and she likes the weather. There's only one problem, she says; in July and August it is very, very hot here! She loves life in Madrid, and she says Spanish people are very friendly.

Richards, J. (2000). *New Interchange: English for International Communication*.
Cambridge, the United Kingdom: Cambridge University Press. p.33

Reading Item 5

It's Saturday! What are you doing?

Match the picture with the right people

READING

It's Saturday! What are you doing?

Read the first sentence of each paragraph. Find the picture for each paragraph.



1. *d* We're washing people's cars. My friends and I are working together. The money from the car wash is for our school football team.



3. I'm with my granddaughter in the park. Her parents are working today. We're playing and talking. She's telling me about school. She and I are good friends.



2. I'm watching a funny movie with my friend. It's noon. My friend is laughing at something, so now I'm laughing, too. We're laughing at *everything*!

4. I'm sitting in bed with my laptop computer. It's 11:00 at night. I'm writing letters to friends. They're in other countries. But I'm thinking about them, so I'm not sad.



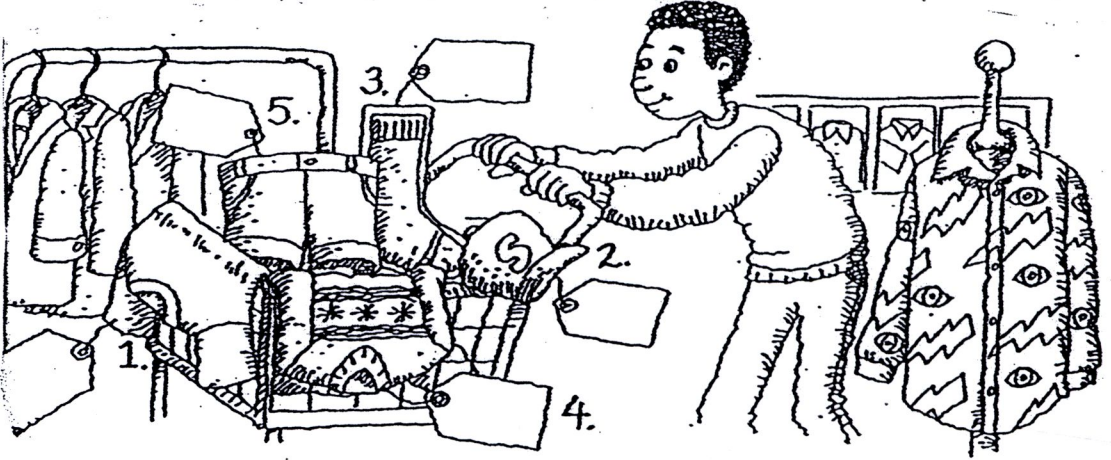
(Approximately Four hours)

Nunan, D. (2006). Workbook: Got it: From Practice to Fluency. Thailand: Chulalongkorn University Press. p. 30

Reading Item 6

Read about Henry and write the prices on the price tags.

Henry is shopping. Henry buys socks. They cost 3 dollars. He buys a cap. It costs ten dollars. He buys a pair of shorts. They cost fourteen dollars. He buys a T-shirt. It costs nine dollars. He buys a sweater. It costs seventeen dollars. Henry buys blue jeans. They cost twenty-three dollars. He buys sneakers. They cost forty-three dollars.



(Approximately Four hours)

Nunan, D. (2001). *Expression: Meaningful English Communication*. Bangkok, Thailand: Rung Slip Printing Company Limited

Reading Item 7

Today was a beautiful day, sunny day. At the end of class in the morning, I had lunch in a café' with some of my classmates. In the afternoon I studied, and then I went to the fitness center and worked out. Around six o'clock my friend Mike phoned and invited me to go to see a movie. It was a science fiction movie and it was really exciting. After the movie we went to an Italian restaurant for pizza. What a great day!



<http://www.timelessteacherstuff.com/readerstheater/TheDentist.html>

Hutchinson, T. (1999). Project: Student's book 1. Oxford, the United Kingdom: Oxford University Press

Reading Item 9



(Approximately Four

Nunan, D. (2006). Got it: From practice to fluency. Singapore: Thomson Asia Pte Ltd. Page 103

Reading Item 10

My Perfect Neighborhood



I live in the perfect neighborhood. The street is very quiet. Some people like lots of noise and crowds, but I like my quiet street. My house is between a big park and an apartment building. On the weekend, I sometimes buy a magazine from the newsstand and sit in the park to read it.

There is a supermarket not too far away. Next to the supermarket is a small baseball court. Across the street is a bakery, and next to the bakery is a video store where I rent video. So you see, my neighborhood has everything I want.

<http://www.8hitz.com/?p=66>

Reading Item 11



<http://blog.naver.com/jsdmania>

Li Jun Ki's Biography

Lee Jun Ki (Hangul, Hanja, born April 17, 1982, in Busan, South Korea) is a South Korean actor, singer and model. He rose to fame as Gong-gil in *The King and the Clown*. He has a mother, father, and one younger sister. He graduated from the Seoul Arts College with a major in Acting, and is a 1st degree in both Hapkido and Taekyon, and 3rd degree in Taekwondo. Besides Korean, Lee also speaks some Japanese and English.



<http://blog.naver.com/jsdmania>

Modeling

Lee Jun Ki in *King and the Clown* Lee Jun Ki started out as a model and held minor roles in Korean dramas. In 2001, he first appeared in the television commercial for the So Basic fashion label.

Acting

His first drama appearance was as a dissatisfied teenager in the KBS drama *What should I do?* He later appeared with a minor role in *Star's Echo*, a drama by MBC and Fuji TV in 2004.

Comprehension check

1. Who's Li Jun Ki?
2. What does he do?
3. When is his birthday?
4. Where did he go to school?
5. When did he first appear in the TV commercial?

Reading Item 12

My Dream Bedroom

My bedroom is my favorite place. It is my world. There are many things in my bedroom, for example, a DVD player, a television, a computer, a table, a chair and a bookcase. On the wall, I put my idol photos such as Beckham and Britney Spears. There are also other posters, wallpaper, paintings, stuffed animals, and pictures. I have decorated my own room by myself.

My Dream Occupation

I have dreamed about being all kinds of occupations. But my dream is to become a professional photographer. I love being behind the camera taking pictures and setting up backgrounds. I have always wanted a really expensive camera to take pictures with. It is important to me because photography is a good way of keeping a record of the places you visit, people you know, and things that you see. It is also fun and a creative hobby.

My Dream Girlfriend

My dream girlfriend is tall, clever and beautiful. She should have long hair. We should have many things in common such as sports and travel. I believe true love is true life. And true life is true future. It is my dream to have all in one.

My Dream Boyfriend

My dream boyfriend is dark, tall and handsome. He should play sports, and he should love dogs. We should have many things in common such as music and fashion. I want him to be a talkative person. I dream he is a very sharing and caring person.

My Dream Place to Visit

I want to visit Disneyland once in my life. It is called 'A small world'. So you can see many different cultural elements there and know them better and closer. There are also many things to do and see in the small world such as visiting countries around the world and meeting over 100 child's dolls which are inspired by Disney and Pixar characters.

My Dream Teacher

I love English. So my dream teacher is like my English teacher. My dream teacher should be active, lively, caring, in a good temper and kind person. Moreover, my dream teacher should be a good friend also and treat his / her students in a very friendly manner and tolerate our small mistakes. He / she should lead us to learn even from our mistakes and reflect his / her personality as a model for us.

APPENDIX J

An Example of a Lesson Plans

1

Introduction

Activity: What're reading strategies

Overview: This activity focuses on what reading strategies are. In order to make the learners aware of its importance; they learn the topic through wall talk actively and brainstorming.

Objective: To provide the learners with the definition of reading strategies, and Brown's reading strategies (2001).

Content: Definition of reading strategies and Brown's reading strategies (2001).

Procedure

Procedure/ Activity	Teacher (researcher)'s role	Learners' role
<ul style="list-style-type: none"> - Brainstorm on what reading strategies are. - Brown's reading strategies (2001). 	<ul style="list-style-type: none"> - Ask the learners to brainstorm on reading strategies and write down on a paper in mind map form. - Make the conclusion with the whole class. - Divide the learners into groups. Ask each group to complete Brown's reading strategies (2001) by reading texts on the wall. - Make a conclusion with the whole class by showing a poster on the blackboard. - Handout the learners. 	<ul style="list-style-type: none"> - Brainstorm about reading strategies and write down on a paper in a mind map form. - Make a conclusion with the whole class. - Complete Browns' reading strategies (2001). - Make a conclusion. - Read the handout and ask if there are any questions.

Suggestion: The teacher (researcher) can use variety of activities such as, jigsaw reading, rearrange paragraph, etc.

2
Jennifer Sue

Time: 3

Activity: Interview

Overview: This activity focuses on information about Jennifer Sue.

Objective: To guide the learners to employ Brown's reading strategies (2001) to comprehend the text.

Content:

- Jennifer Sue



Procedure

Procedure/ Activity	Teacher (researcher)'s role	Learners' role
<ul style="list-style-type: none"> - Jennifer Sue 	<ul style="list-style-type: none"> - Elicit some information on how to ask about name, age, etc. from the learners. - Read the text out loud to learners twice, and then ask the learners to read the text aloud. - Guide the learners to employ Brown's reading strategies (2001) to comprehend the text. - Ask the learners to interview each other in pairs using information about Jennifer Sue, and then ask them to use their own information. - Ask the whole class to interview the teacher (researcher). - Ask the learners to do exercises and produce a piece of writing about themselves. - Make a discussion with the whole class about what Brown's reading strategies (2001) the learners have used. - Make a conclusion with the whole class and give handouts. 	<ul style="list-style-type: none"> - Ask questions. - Listen and read the text out loud. - Use Brown's reading strategies (2001) to understand the text. - Interview each other in pairs. - Interview the teacher (researcher). - Do exercises and produce a piece of writing. - Discuss with the teacher (researcher). - Make a conclusion

Materials and aids:

- 1. Worksheet
- 2. Handout

Evaluation procedure

Learning outcomes/ Desired behaviors	Measure (methods and tools)
1. The learners comprehend the text using Brown’s reading strategies (2001).	1. Observe from the learners’ participation. 2. Discussion

Suggestion: The teacher (researcher) can use variety of activities such as, jigsaw reading, rearrange paragraph, etc.

APPENDIX K

Pilot Study Phase One: The Learners' Background

Pilot Phase one: The learners' background

Questions	1	2	3	4	5	6	7	8	9
1	No	Cartoon	Dictionary, Guess	Yes	No	No	Yes	Yes	Watch TV.
2	No	Cartoon	Dictionary, Guess	No	No	No	Yes	Yes	Watch TV.
3	No	Cartoon	Guess	No	No	No	Yes	Yes	Games
4	No	Stories	Dictionary, Guess	No	No	No	Yes	Yes	Listen to music
5	No	Countries	Guess	No	No	No	Yes	Yes	Listen to music
6	Yes	Korean Stars	Dictionary, Guess	No	No	No	Yes	Yes	Watch TV.
7	Yes	Working	Guess	No	No	No	Yes	Yes	Watch TV.
8	Yes	Cartoon	Dictionary, Guess	No	No	No	Yes	Yes	Watch TV.
8	No	Korean Soap Opera	Dictionary, Guess	No	No	No	Yes	Yes	Watch TV.
10	No	Cartoon	Dictionary, Guess	No	No	No	Yes	Yes	Watch TV.
11	No	Korean Stars	Dictionary, Guess	No	No	No	Yes	Yes	Watch TV.
12	Yes	Cartoon	Dictionary, Guess	No	No	No	Yes	Yes	Listen to music
13	Yes	Cartoon	Dictionary, Guess	No	No	No	Yes	Yes	Watch TV.
14	Yes	Tale	Dictionary, Guess	No	No	No	Yes	Yes	Watch TV.
15	Yes	Tale	Dictionary, Guess	Yes	Yes	Yes	Yes	Yes	Read books
16	No	Cartoon	Dictionary, Guess	No	No	Yes	Yes	Yes	Listen to music
17	Yes	Cartoon	Dictionary, Guess	No	No	No	Yes	Yes	Listen to music

Questions

1. Do you like reading English?
2. What do you want to read in English?
3. What reading strategies do you always use in reading English?
4. How often do you read in Thai?
5. Do you read everyday?
6. Do your parents like reading?
7. Do your parents encourage you to read?
8. Do your parents teach you to read at home?
9. What do you do in your free time?

APPENDIX L

Pilot Study Phase Two: The Learners' Background

Pilot Phase two: The learners' background

Questions	1	2	3	4	5	6	7	8	9
1	No	Cartoon	Guess	No	No	No	Yes	Yes	Sleep
2	Yes	Tale	Ask dad	Every day	Every day	Yes	Yes	Yes	Listen to music
3	Yes	Tale	Guess	Sometimes	No	No	Yes	Yes	Listen to music
4	Yes	Vocabulary	Guess	Sometimes	No	Yes	Yes	No	Watch movies
5	No	Tale	Guess	No	No	Yes	Yes	Yes	Watch television
6	Yes	Tale	Ask friend	No	Sometimes	Yes	Yes	Yes	Play games
7	No	Cartoon	Spell	No	No	Yes	Yes	Yes	Listen to music
8	Yes	Tale	Dictionary	No	No	Yes	Yes	Yes	Watch television
9	Yes	Cartoon	Spell	Sometimes	No	Yes	Yes	Yes	Listen to music
10	Yes	Tale	Spell	Sometimes	No	No	Yes	Yes	sports
11	Yes	Tale	Dictionary	Sometimes	No	No	Yes	Yes	Watch television
12	No	Cartoon	Dictionary	No	No	Yes	Yes	Yes	Watch television
13	Yes	Tale	Spell	No	Sometimes	Yes	Yes	No	Sleep
14	Yes	Cartoon	Dictionary	Every day	No	No	Yes	Yes	Water plants
15	No	Cartoon	Spell	Sometimes	Sometimes	No	Yes	Yes	Watch television
16	Yes	Cartoon	Dictionary	Every day	Every day	No	Yes	Yes	Play sports
17	Yes	Tale	Spell	No	No	No	Yes	Yes	Watch television
18	Yes	Cartoon	Guess	No	No	No	Yes	Yes	Watch television
19	No	Cartoon	Guess	Sometimes	Sometimes	No	Yes	Yes	Watch television
20	No	Cartoon	Guess	Sometimes	Sometimes	No	Yes	Yes	Watch movies
21	Yes	Tale	Dictionary	No	No	No	Yes	Yes	Watch television
22	Yes	Tale	Dictionary	Every day	Sometimes	Yes	Yes	Yes	Watch television
23	Yes	Cartoon	Dictionary	No	No	No	Yes	Yes	Watch television
24	Yes	Cartoon	Dictionary	No	Every day	No	Yes	No	Watch television
25	Yes	Cartoon	Dictionary	Every day	Every day	Yes	Yes	Yes	Watch television
26	No	Tale	Dictionary	Sometimes	Sometimes	No	Yes	Yes	Watch television

Question

1. Do you like reading English?
2. What do you like to read in English?
3. What reading strategies do you always use in reading English?
4. How often do you read in Thai?
5. Do you read everyday?
6. Do your parents like reading?
7. Do your parents encourage you to read?
8. Do your parents teach you to read at home?
9. What do you do in your free time?

APPENDIX M

Pilot Study Phase One: Results of Brown's Reading Strategies (2001)

Used by the Learners before and after the Study

Result of Brown's Reading Strategies (2001) Used by the Learners before and after the Study in Pilot Study Phrase One

Comparison of Reading Strategies Used by the learners before and after the study

Reading Strategies	1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
1	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
2	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
3	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
4	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
5	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
6	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
7	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
8	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
9	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
10	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
11	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
12	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
13	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y

(1=Having purposes, 2=Graphemic rules and patterns, 3=Silent reading technique, 4=Skim, 5=Scan, 6=Semantic mapping, 7=Guess, 8=Analyze vocabulary, 9=Distinguish between factual and implied meaning, 10=Discourse markers)

B = Before the study N = No

A = After the study Y = Yes

Comparison of Reading Strategies Used by the learners before and after the study
(Cont.)

Reading Strategies	1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
14	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
15	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
16	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
17	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y

(1=Having purposes, 2=Graphemic rules and patterns, 3=Silent reading technique, 4=Skim, 5=Scan, 6=Semantic mapping, 7=Guess, 8=Analyze vocabulary, 9=Distinguish between factual and implied meaning, 10=Discourse markers)

B = Before the study N = No
A = After the study Y = Yes

APPENDIX N

Study Phrase Two: Results of Brown's Reading Strategies (2001)
Used by the Learners before and after the Study

Result of Brown's Reading Strategies (2001) Used by the Learners before and after the Study in Pilot Study Phrase Two

Comparison of Reading Strategies Used by the learners before and after the study

Reading Strategies	1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
1	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
2	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
3	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
4	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
5	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
6	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
7	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
8	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
9	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
10	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
11	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
12	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
13	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
14	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y

(1=Having purposes, 2=Graphemic rules and patterns, 3=Silent reading technique, 4=Skim, 5=Scan, 6=Semantic mapping, 7=Guess, 8=Analyze vocabulary, 9=Distinguish between factual and implied meaning, 10=Discourse markers).

B = Before the study N = No
A = After the study Y = Yes

Comparison of Reading Strategies Used by the learners before and after the study

(Cont.)

Reading Strategies	1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
15	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
16	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
17	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
18	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
19	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
20	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
21	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
22	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
23	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
24	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
25	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y
26	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A
	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	N	Y	N	Y

(1=Having purposes, 2=Graphemic rules and patterns, 3=Silent reading technique, 4=Skim, 5=Scan, 6=Semantic mapping, 7=Guess, 8=Analyze vocabulary, 9=Distinguish between factual and implied meaning, 10=Discourse markers)

B = Before the study N = No
A = After the study Y = Yes



APPENDIX O

The Pilot Study Phase One: Results of Brown's Reading Strategy (2001) Checklist

Results of Brown's Reading Strategy (2001) Checklist in Pilot Study Phrase One

Pre-reading

Reading strategy	\bar{x}	S.D.	Range
1. Having a purpose	3.38	1.15	Sometimes
7. Guessing	3.49	1.27	Sometimes

While-reading

Reading strategy	\bar{x}	S.D.	Range
1. Having a purpose	3.62	1.04	Sometimes
2. Graphemic rules and patterns	4.00	1.21	Frequently
3. Employing silent reading techniques	2.75	0.66	Rarely
4. Skimming	3.44	1.30	Sometimes
5. Scanning	3.34	1.10	Sometimes
6. Semantic clustering	3.62	1.51	Sometimes
7. Guessing	3.28	1.16	Sometimes
8. Analyzing vocabulary	3.08	1.12	Sometimes
9. Distinguishing between factual and implied meaning	2.43	1.18	Rarely
10. Capitalizing on discourse to process relationship	3.60	1.07	Sometimes

After-reading

Reading strategy	\bar{x}	S.D.	Range
1. Having a purpose	3.38	1.15	Sometimes
2. Graphemic rules and patterns	3.58	1.08	Sometimes
3. Employing silent reading techniques	3.63	1.22	Sometimes
4. Skimming	3.25	1.27	Sometimes
5. Scanning	3.48	1.12	Sometimes
6. Semantic clustering	3.34	1.25	Sometimes
7. Guessing	3.38	1.22	Sometimes
8. Analyzing vocabulary	3.08	1.01	Sometimes
9. Distinguishing between factual and implied meaning	2.95	1.17	Rarely
10. Capitalizing on discourse to process relationship	3.46	1.12	Sometimes

APPENDIX P

The Pilot Study Phase Two: Results of Brown's Reading Strategy (2001)

Checklist

Results of Brown's Reading Strategy (2001) Checklist in Pilot Study Phase Two

Pre-reading

Reading strategy	\bar{x}	S.D.	Range
1. Having a purpose	3.55	1.03	Sometimes
7. Guessing	3.38	1.05	Sometimes

While-reading

Reading strategy	\bar{x}	S.D.	Range
1. Having a purpose	3.27	1.01	Sometimes
2. Graphemic rules and patterns	3.62	1.12	Sometimes
3. Employing silent reading techniques	3.27	1.02	Sometimes
4. Skimming	3.42	1.03	Sometimes
5. Scanning	3.20	1.09	Sometimes
6. Semantic clustering	3.39	1.14	Sometimes
7. Guessing	3.30	1.31	Sometimes
8. Analyzing vocabulary	3.39	1.19	Sometimes
9. Distinguishing between factual and implied meaning	2.88	1.27	Rarely
10. Capitalizing on discourse to process relationship	3.47	1.20	Sometimes

After-reading

Reading strategy	\bar{x}	S.D.	Range
1. Having a purpose	3.19	1.00	Sometimes
2. Graphemic rules and patterns	3.26	1.07	Sometimes
3. Employing silent reading techniques	3.40	1.00	Sometimes
4. Skimming	3.40	0.99	Sometimes
5. Scanning	3.28	1.01	Sometimes
6. Semantic clustering	3.36	1.22	Sometimes
7. Guessing	3.25	1.29	Sometimes
8. Analyzing vocabulary	3.37	1.15	Sometimes
9. Distinguishing between factual and implied meaning	2.95	1.17	Rarely
10. Capitalizing on discourse to process relationship	3.38	1.16	Sometimes

VITAE



The teacher (researcher) has been working as an English teacher since she graduated from the Faculty of Humanities and Social Sciences majoring in English and minoring in education from Ramkhamhaeng University in 1999. Being impressed by the great reputation of Khon Kaen University, in 2004 the teacher (researcher) decided to pursue her Master's Degree in English in the Faculty of Humanities and Social Sciences at Khon Kaen University. The teacher (researcher) was granted by the Ministry of Education to take 'Advanced Teacher Training Course' at Cambridge ESOL and Bell International College for four weeks in 2008. The teacher (researcher)'s research interest is on methodology, English language teaching and assessment.

