



ผลการสอนรายวิชาปรับปรุงพื้นฐานการอ่านภาษาอังกฤษด้วยหลักการสอนแบบ 5 เสาต่อความสามารถใน
การอ่านภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาตอนต้น โรงเรียนวัฒนาวิทยาลัย

The Effects of Teaching Reading Remedial Course Using the Five Pillars of Reading
Instruction on English Reading Ability of Lower Secondary Students

at Wattana Wittaya Academy

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บทคัดย่อ

การวิจัยนี้มีจุดประสงค์เพื่อ 1) ศึกษาผลการสอนรายวิชาปรับปรุงพื้นฐานการอ่านภาษาอังกฤษด้วยหลักการสอนแบบ 5 เสาต่อความสามารถในการอ่านภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาตอนต้นที่มีผลการเรียนวิชาการอ่านภาษาอังกฤษต่ำ และ 2) ศึกษาความคิดเห็นของนักเรียนต่อการเรียนรายวิชาปรับปรุงพื้นฐานการอ่านภาษาอังกฤษด้วยหลักการสอนแบบ 5 เสา กลุ่มตัวอย่างในการวิจัยนี้ประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 2 ปีการศึกษา 2558 จำนวน 10 คน โรงเรียนวัฒนาวิทยาลัยที่มีผลการเรียนวิชาการอ่านชั้นมัธยมศึกษาปีที่ 1 ต่ำกว่า 2.5 และสมัครใจร่วมการวิจัย การสอนวิชาปรับปรุงพื้นฐานการอ่านภาษาอังกฤษด้วยหลักการสอนแบบ 5 เสาของ Shanahan (2005) ประกอบด้วย การรับรู้หน่วยพื้นฐานของเสียง โฟนิคส์ ความคล่องแคล่วในการอ่านออกเสียง การเรียนรู้คำศัพท์ และการอ่านเอาความ ใช้เวลาทั้งสิ้น 80 ชั่วโมง เครื่องมือในการวิจัยได้แก่แผนการสอน แบบทดสอบวินิจฉัย และแบบสัมภาษณ์กึ่งโครงสร้าง คะแนนจากการใช้แบบทดสอบวินิจฉัยก่อน และหลังเรียนถูกนำมาวิเคราะห์โดยใช้สถิติเชิงบรรยาย และ Wilcoxon Signed Ranks Test เพื่อเปรียบเทียบความเปลี่ยนแปลง และใช้การวิเคราะห์เชิงเนื้อหาในการวิเคราะห์ความคิดเห็นของกลุ่มตัวอย่าง

ผลการวิจัยพบว่า 1) นักเรียนที่เข้าร่วมรายวิชาปรับปรุงพื้นฐานการอ่านภาษาอังกฤษด้วยหลักการสอนแบบ 5 เสา มีพัฒนาการด้านการอ่านทั้ง 5 เสาอย่างมีนัยสำคัญ $Z = -2.812$ $p = .005$ 2) นักเรียนพึงพอใจต่อการจัดการสอนรายวิชาปรับปรุงพื้นฐานการอ่านภาษาอังกฤษ ต้องการให้มีการจัดการสอนรายวิชาดังกล่าวให้กับนักเรียนที่มีผลการเรียนวิชาการอ่านต่ำ และแนะนำให้ใช้เวลาการสอนน้อยกว่า 3 ชั่วโมงตลอดปีการศึกษา ผลที่ได้จากการวิจัยนี้สามารถนำไปประยุกต์ใช้เพื่อจัดการเรียนการสอนเพื่อพัฒนาการอ่านให้นักเรียนในการเรียนการสอนชั้นเรียนปกติหรือการปรับปรุงพื้นฐานต่อไป

คำสำคัญ : การอ่านภาษาอังกฤษ, การปรับปรุงพื้นฐานการอ่าน, ความสามารถในการอ่านภาษาอังกฤษ

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Abstract

The objectives of this study were 1) to investigate the effect of an English reading remedial course using The Five Pillars of Reading Instruction on English reading ability of low-achieving students and 2) to examine the opinions of students about English reading remedial course using The Five Pillars of Reading Instruction. The participants were 10 lower secondary students (Grade 8) at Wattana Wittaya Academy who had Grade 7 reading subject's grade lower than 2.5 and volunteered to participate.

The remedial course was composed of five elements according to the Five Pillars of Reading Instruction suggested in Shanahan (2005) which were Phonological Awareness, Phonics, Oral Reading Fluency, Vocabulary, and Reading Comprehension. The treatment lasted 80 hours. The instruments were lesson plans, a reading diagnostic test and a semi-structured interview. The results from the pretest and posttest were analyzed by using Wilcoxon Signed Ranks test and descriptive statistics to compare students' reading ability. In addition, the participants' opinions were analyzed by using content analysis.

The result of this study found 1) the participants who attended the remedial course had statistically significant impact in all 5 areas. The overall was $Z = -2.812$ $p = .005$ and 2) the participants were satisfied towards the remedial course and suggested to have least than 3 hours instruction during academic year for low-achieving readers. The finding can be applied to the normal reading classroom and remedial course.

Keywords: English reading, reading remedial, reading ability

Introduction

This is clearly evident that English language has become widely accepted as an International language. There are many information sources which published internationally in English such as books, academic papers, novels, and websites. In order to access these valued sources, learners have to be equipped with good English reading skill (Alderson, 1984).

People's knowledge acquiring and new information gaining are affected by reading ability therefore; good commands of reading skills seem to be necessary for students (Grabe & Storller, 2002). In many parts of the world, reading of a foreign language is often important to academic studies, professional success, and personal development (Alderson, 1984).

Despite of these specific needs, it is quite common to see that most EFL students could not read (Alderson, 1984). Sangthongjhin (1986), Wisajorn (2003), and Wichadee (2005) stated that English reading ability of Thai students in secondary level and also university was lower than standard. Students could not comprehend the text and their reading skills needed to be improved. In the same direction, Sriprasit (2009) reported, 70-80 percent of

Thai students had some English language problems which were difficulties in reading, unclear pronunciation, and ineffective listening skill.

Reading problems are also a big issue in English speaking countries such as in the United States of America. In order to solve the reading problems, in 1997, the federal government under President Bill Clinton and the U.S. Congress initiated and established an organization of scientists, teachers, administrators and teacher educators known as The National Reading Panel (NRP), to find the best solution of solving reading problems in accordance with the No Child Left Behind Act. After the NRP had conducted numerous researches on dealing with K-12 students' reading problems, it was shown that six topics were proposed as the main development components to help students read. Five of these components were in the areas of teaching comprising of Phonemic Awareness, Phonics Instruction, Fluency Instruction, Vocabulary Instruction and Comprehension Instruction, and the last component was about teacher's preparation for reading instruction. The five teaching areas became known as the Five Pillars of Reading Instruction. Since then, The Five Pillars have been interpreted into teaching methods and applied in schools (NRP, 2000).

The researcher is, therefore, interested in designing a remedial course using the Five Pillars of instruction to help low English reading ability Thai students to improve their reading ability and to investigate the effect of the course. This study applies the Five Pillars of Reading Instruction to be an intensive treatment and to use it as English reading remedial course for Grade 8, low-English-reading-ability students at Wattana Wittaya Academy.

Objectives

This study aimed 1) to investigate the effectiveness of the English reading remedial course using The Five Pillars of Reading Instruction and 2) to examine the opinions of students about the English reading remedial course using The Five Pillars of Reading Instruction.

Method

This study was one-group pretest-posttest research to explore the effects of an English remedial course using The Five Pillars of Reading Instruction which was suggested in Shanahan (2005). The treatment lasted 80 hours, including 40 hours teacher-led instruction and 40 hours student-led instruction. The treatment took approximately 1 month during the school holiday after the second semester, academic year of 2015 at Wattana Wittaya Academy.

Data Collection

Both quantitative and qualitative data were collected in response to the research questions. Initially, the participants were required to do a pretest, then partook in the treatment which lasted about 1 month. Eventually, the participants were provided the posttest and the semi-structured interview.

Participants

The population of this study was low-achieving 47 lower secondary students of the Intensive English Course (IEC program) whose reading subjects' grades were 2.5 or lower in second semester, academic year of 2014. The sample was selected by purposive sampling design. The researcher focused on low-achieving Mathayom 2 (Grade 8) who were the majority population. Letters were sent to parents of the students to allow their child to participate in the remedial course. Eventually, there were 10 students who participated in the treatment.

Instruments

The research instruments of this study were separated into two categories which were instructional instruments and data collection instruments.

1. Instructional Instruments

The instructional instruments were a long lesson plan and lesson plans. The long-range plan was conducted first in order to structure the reading remedial course then the lesson plans were developed.

1.1 Establishing of the long-range plan

The long range plan was conducted from the consequence of a meeting which discussed on the possibility of conducting the reading remedial course. The discussion was among the Wattana Wittaya Academy's staff, the participants, and the researcher. Then, the long range plan was sent to the participants' parents for their cooperation. The long range plan was conducted under the condition that the course had to be conducted during school holiday because it was not allowed to teach during the semester and it had to consist of 80 hours instruction. Consequently, the course was managed to be within 1 month including pretest, posttest, 40 hours of teacher-led teaching, and 40 hours of student-led teaching. It was approximately 5 hours a day involving both teacher-led and student-led activities. Finally, three copies of the long-range plan were sent to 3 experts attached with lesson plans.

1.2 Establishing of Lesson Plans

After the long-range plan was made, lesson plans were developed based on Practical Advice for Teachers by Timothy Shanahan (2005) which covered suggested pedagogical approaches and contents of the 5 teaching areas including: 1) phonemic awareness, 2) phonics, 3) oral reading fluency, 4) vocabulary and 5) reading comprehension. The result of the reading diagnostic test and the meeting of the school's staff, researcher, participants, and their parents were also used to contribute the lesson plans in order to make the course as practical as possible. The course comprised of 5 units, 16 hours per each unit 80 hours included on the whole, started from phonological awareness, phonics, oral reading fluency, vocabulary, and reading comprehension by the order. In each unit, the participants were provided equally amount of teacher-led and student-led activities.

1.3 The Evaluation of the instructional instruments

The long-range plan and 4 plans of the lesson plans were validated by 3 experts who were: 1) a current English teacher who had been teaching for 5 year before the school and for 3 years at the school and held a master degree in education; 2) a former English teacher who speaks English as first language and had been teaching at Wattana Wittaya Academy for more than 15 years. The expert held a master degree in Education; and 3) an English teacher in a Thai public university who held a doctoral degree in Curriculum and Instruction and had been in-service for more than 20 years. The plans were sent to the experts to judge the appropriateness by using the Items-Objective Congruence index (IOC) form-3 rating scales. The feedback exhibited there were some parts to revise but none to reject. Then, the researcher piloted those lesson plans with 10 of Grade 9 students who were the same quality as the sample group. Consequently, some minor weak points were revised according the feedback of the piloting group.

2. Data Collections Instruments

2.1 Reading Diagnostic Test

The aim of the reading diagnostic test was to investigate the effectiveness of the English reading remedial course using The Five Pillars of Reading Instruction. The test construct was applied from the Woodcock Reading Mastery Test, third edition (WRMT-III) by Pearson Education (2014) and the teaching content suggested in Shanahan (2005). The content of the test based on the school's textbooks and the teaching suggestion of Shanahan (2005).

The test consisted of 100 items and 2 passages. These items and passages were submitted to 3 experts in teaching and linguistic field to evaluate the appropriateness using Items-Objective Congruence index (IOC). This instrument was delivered to 3 experts to evaluate the appropriateness using IOC. Every item got IOC values higher than 0.5. The Thai instructions were only things to be revised.

2.2 Semi-structured interview

The purpose of the semi-structure interview was to examine the opinions of students about the English reading remedial course using The Five Pillars of Reading Instruction. It composed of 15 questions which inquired about the satisfaction and opinions of the participant towards the instruction in overall and in each unit. The interview questions were validated by 3 experts. The validity evaluation has shown that the questions were appropriated at the IOC value more than 0.5.

The below table exhibited the comparison of the teaching content of the Five Pillars of Reading Instruction, test constructs of Woodcock Reading Mastery Test (3rd Edition) and the test construct of the reading diagnostic test using in the study.

Table 1

Five Pillars of Reading Instruction

Five Pillars of Reading Instruction	Teaching Content (Shanahan, 2005)	WRMT's Test Constructs (Pearson Edu., 2014)	Reading Diagnostic Test Constructs
1. Phonemic Awareness	Phoneme isolation Auditory discrimination Phoneme blending Phoneme segmentation Phoneme deletion Phoneme addition Phoneme substitution	First Sound Matching Last Sound Matching Rhyme Production Phoneme Blending Phoneme Deletion	Phoneme isolation Auditory discrimination Phoneme blending Phoneme segmentation
2. Phonics	Consonants Consonant blends or Clusters Consonant digraphs Short and long vowels Vowel digraphs R-influenced vowels Some common spelling patterns and complex rules Silent consonants	Letter Identification Word Attack	Decoding Words

Table 1 (continued)*Five Pillars of Reading Instruction*

Five Pillars of Reading Instruction	Teaching Content (Shanahan, 2005)	WRMT's Test Constructs (Pearson Edu., 2014)	Reading Diagnostic Test Constructs
3. Oral Reading Fluency	Oral reading practice	Oral Reading Fluency	Oral Reading Fluency
4. Vocabulary	Dictionary definition Synonyms Antonyms Category Comparison Real-life example Picture or symbol Act it out	Word Identification Rapid Automatic Naming Word Comprehension	Word Identification Word Comprehension
5. Reading Comprehension	Summarization Question asking Story mapping Monitoring Graphic organizers	Passage Comprehension	Passage Comprehension

Data Analysis

The data obtained from the reading diagnostics test were analyzed by using Wilcoxon Signed Ranks Test and descriptive statistics calculated by the Statistical Package for the Social Science program (SPSS) to compare students' reading ability. Audio recorder was utilized. Then, the participants' opinions were collected by the semi-structured interview and analyzed by using content analysis.

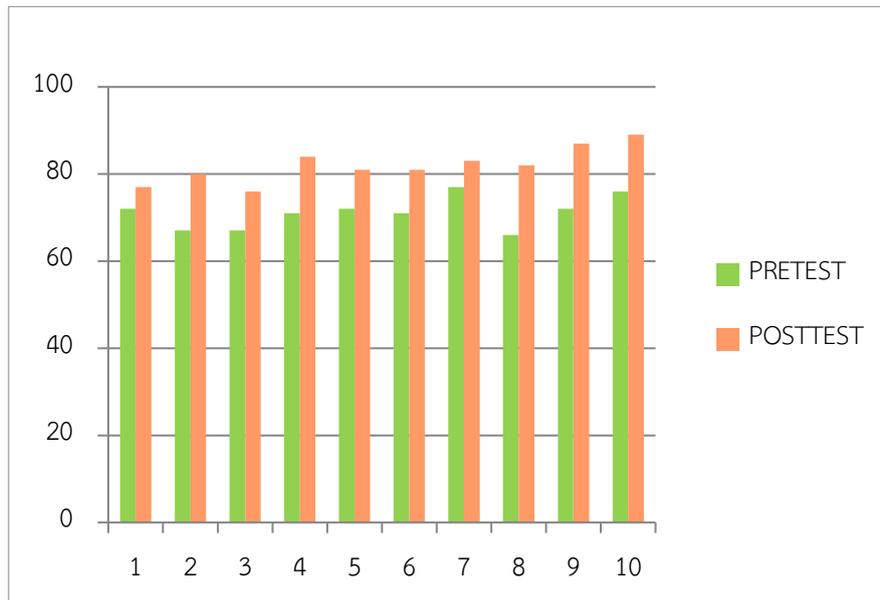
Results

In order to investigate the effectiveness of the English reading remedial course using The Five Pillars of Reading Instruction which was adapted from Shanahan (2005) and to examine the opinions of students about the course, a pretest posttest and a semi-structured interview were used and it was found that the treatment was satisfy the posttest score of every participants seemed better and positive opinions were reported. A Wilcoxon signed-

rank test showed that the treatment made a statistically significant change ($Z = -2.812$, $p = 0.005$).

Figure 1

The Comparison of Pretest's and Posttest's Result of Individual Participant



The result of the phonemic awareness instruction

In the first part of the test, it was found that there were 9 students who showed they gain benefit from the instruction and 1 student did not show improvement. The participant's pretest and posttest average score were 48 and 52 by order.

The value of Z was 2.680b and the p value was .007. The result was significant at $p \leq .05$. Although almost every phonemic awareness skills seemed improved, phoneme blending score was slightly decreased.

All participants said that they had never learned this skill before the treatment. They reported that it was quite difficult to do thing that they had never done but it was fun to try. In addition, there were 8 participants commenting that learning sounds with some visual aids help them learn better. Therefore they preferred phonics rather than phonemic awareness and ranked this instruction in the third place of the most enjoyable instruction. They thought this part was likely to be the same as phonics but seemed to be more childish.

Table 2*The Comparison between Pretest and Posttest Overall Result of Part 1 Phonemic Awareness*

	Test	<i>M</i>	<i>SD</i>	Minimum	Maximum	Z value	Asymp. Sig. (2-tailed)
Overall	Pretest	48.10	3.32	42	52	-2.680b	.007**
	Posttest	52.00	2.36	47	55		
Phoneme Isolation	Pretest	17.80	1.75	14	20	-1.992b	.046**
	Posttest	19.00	1.25	17	20		
Phoneme Discrimination	Pretest	16.70	1.34	15	19	-2.058b	.040**
	Posttest	17.90	.99	16	19		
Phoneme Blending	Pretest	6.80	.92	5	8	-.264b	.792
	Posttest	6.70	.68	5	7		
Phoneme Deletion	Pretest	6.80	1.55	3	9	-2.372b	.018**
	Posttest	8.40	.84	7	9		

*The *p* value is significant at the .05 level (2-tailed).

The result of the phonics instruction

The result of phonics instruction was significantly increased. Nine participants from 10 got better score while one another gained the same amount of the score. In addition, the student who did not show improvement in learning in phonemic awareness rallied in this part of the test. (from 12 became 20) In the case of the participant who received the same score in this part, it was not noticeable related to other parts of the test. Most of the participants expressed that they had experienced phonics until they were grade 1 or 2 while two participants expressed they did phonics in their previous primary school until they were grade 6 but the teacher did not emphasized much on this skill. All participants may enjoy singing phonics songs and playing phonics games. Unsurprisingly, the participants ranked phonics instruction as the second most enjoyable teaching.

Table 3*The Comparison between Pretest and Posttest Result of Part 2 Phonics*

	Test	<i>M</i>	<i>SD</i>	Minimum	Maximum	Z value	Asymp. Sig. (2-tailed)
Overall	Pretest	15.50	1.51	12	17	-2.673b	.008**
	Posttest	18.70	.95	17	20		

*The *p* value is significant at the .05 level (2-tailed).

Table 4*The Wilcoxon Signed Ranks Test's Result of Part 2 Phonics Pretest/Posttest*

		N	Mean Rank	Sum of Ranks
Posttest-Pretest	Negative Ranks	0a	.00	.00
	Positive Ranks	9b	5.00	45.00
	Ties	1c		
	Total	10		

The result of the oral reading fluency instruction

All of the participants tended to produce faster speed of oral reading after the treatment. The result indicated a significant difference between pretest and posttest. The fastest speed the participant made was 127 words per minute and the average speed of the participants' posttest record was 123 words per minute. While the participants seemed to produce better speed, they could produce fewer errors. The average number of errors was 2 words in 100 running words. However, there were one participant did not improve and another participant produced more errors. The participant who did not show satisfactory improvement expressed that they had never done any oral reading fluency activity in their regular reading classroom so they were a bit shy to make a record and to hear their own voice. It took a while to get use to and they felt it was fun because they could obviously see their improvement. However, when they knew that they ought to produce faster speed, they felt slightly nervous. Three participants said that they tended to make more mistakes when they tried to read faster than the speed that they were familiar with. By the way, oral reading fluency seemed to be the most enjoyable instruction of all and the participants liked Reading-While-Listening activities especially signing songs while watching lyric.

Table 5*The Comparison between Pretest/Posttest Results of Part 3 Oral Reading Fluency*

	Test	M	SD	Minimum	Maximum	Z value	Asymp. Sig. (2-tailed)
Speed	Pretest	107.40	6.11	96	115	-2.805b	.005**
	Posttest	123.20	3.99	115	127		
Errors	Pretest	5.30	2.36	2	9	-2.561b	.010**
	Posttest	1.80	1.48	0	5		

**The p value is significant at the .05 level (2-tailed).*

Table 6*The Wilcoxon Signed Ranks Test's Result of Part 3 Oral Reading Fluency*

		N	Mean Rank	Sum of Ranks
Speed (WPM) Posttest-Pretest	Negative Ranks	0a	.00	.00
	Positive Ranks	10b	5.50	55.00
	Ties	0c		
	Total	10		
Errors (%) Posttest-Pretest	Negative Ranks	8a	5.50	44.00
	Positive Ranks	1b	1.00	1.00
	Ties	1c		
	Total	10		

The result of the vocabulary instruction

The finding showed significantly improvement. The mean score of the pretest and posttest were 3.4 and 7.2 by the order. Nine participants out of 10 gained better score while another one's score wasn't changed. By the way, the student whose score was the same got better score in every other part. A participant expressed, "I could not remember those vocabulary and I was so confused what should be the best answer. I don't understand how we can learn that many words. Although we can guess the meaning, it is difficult to know whether I will be correct." However, she told that she liked the game that used in the vocabulary instruction. In addition, the participants ranked vocabulary in fourth.

Table 7*The Comparison between Pretest/Posttest Results of Part 4 Vocabulary*

	test	M	SD	Minimum	Maximum	Z value	Asymp. Sig. (2-tailed)
Overall	Pretest	3.40	1.26	1	5	-2.692b	.007**
	Posttest	7.20	1.87	3	9		

*The p value is significant at the .05 level (2-tailed).

Table 8*The Wilcoxon Signed Ranks Test's Result of Part 4 Vocabulary*

		N	Mean Rank	Sum of Ranks
Posttest-Pretest	Negative Ranks	0a	.00	.00
	Positive Ranks	9b	5.00	45.00
	Ties	1c		
	Total	10		

The result of the reading comprehension

The finding of this part of the test was also shown a statistically considerable improvement. The pretest score ranged from 1–5 while the posttest ranged from 4–8. Despite of the positive impact, there were 3 participants gained the same score. The participants expressed that they wanted to have more time to practice reading comprehension. The participants claimed they felt this part of all instruction made them learned how to improve their reading and it was more encouraged them to learn more. However, more reading experience was still needed. Reading comprehension instruction was ranked in the least enjoyable instruction among these five instructions.

Table 9

The Comparison between Pretest/Posttest Results of Part 4 Vocabulary

	Test	<i>M</i>	<i>SD</i>	Minimum	Maximum	Z value	Asymp. Sig. (2-tailed)
Overall	Pretest	4.10	1.29	1	5	-2.388b	.017**
	Posttest	5.80	1.23	4	8		

**The p value is significant at the .05 level (2-tailed).*

Table 10

The Wilcoxon Signed Ranks Test's Result of Part 4 Vocabulary

		N	Mean Rank	Sum of Ranks
Posttest-Pretest	Negative Ranks	0a	.00	.00
	Positive Ranks	7b	4.00	28.00
	Ties	3c		
	Total	10		

The participants' opinions toward teacher-led and student-led instruction

The researcher planned to convey 80-hour-instruction consist of 40 hours of teacher-led instruction and 40 hours of student-led instruction under the supervision of the researcher as a teacher. It was found that there were 6 participants preferred teacher-led instruction. By the way, all participants told that they did not see big difference between these two teaching role because they felt comfort under any kind of supervision and they did not mind who led the activities.

Discussion and Pedagogical Implications

Based on the suggestion of Shanahan (2005) and the findings of this study, these topics are discussed and might be useful to coping with reading problems:

Phonemic awareness instruction

Phonemic awareness might be a vital skill of reading (Stanovich, 1986 as cited in Shanahan, 2005), while the participants expressed they rarely experienced phonemic awareness instruction. Therefore, phonemic awareness is an initial skill which should be considered to be better equipped to Thai English language learners.

Even though, people accepted that phonological skills are not only part of oral language developing elements (Hu & Catts, 1998 as cited in Shanahan, 2005) but also an important skill which has shown revealed in the firm relationship between phonemic awareness and reading achievement, experts have not yet located the process of development (Torgesen & Mathes, 2000 as cited in Shanahan, 2005). Shanahan suggested the instruction of phonemic awareness is the most effective when provides to kindergarten to grade 1 level both with and without learning disability. By the way, older students are also able to gain the higher awareness of phonemic. Although the participants seemed satisfied with the phonemic instruction—the third in ranking, they expressed both positive and negative opinions towards the teaching. All negative opinions was about embarrassment of learning “childish” skills while the positive opinions were related to the usefulness of the instruction and the leisure of the activities. The introduction of phonemic awareness may be friendlier to students’ attitude if it had been provided earlier.

Although overall result of the pre-posttest and 3 minor skills from 4 was shown better result, it is able to be assumed that the phonemic awareness of older EFL students may require more time to activate. Consequently, the part of phoneme blending found 7 participants were struggling—4 people gained less and 3 gained the same amount. In addition, it was noticeable that there were some participants’ score of some minor skills decreased after the treatment as exhibited in the table below. In each minor skill, there was at least one participant who made more mistake(s). The researcher believed this phenomenon could occur when test-takers are over anxiety or may cause of other factors which are beyond the limitation of this study. By the way, the result seems related to the advice from Shanahan (2005) stated that segmenting and blending are the hardest and latest

skills to develop. In order to imply in the classroom, the researcher agreed that phonemic awareness skills should be introduced to in very beginning time of learning English and spend more time on phoneme blending. In case teacher needs to provide the instruction to older EFL students, more than 16 hour-instruction is suggested. However, the researcher agreed that the amount of the instruction might demand on the individual needs as there were 4 participants showed improvement in every minor skills.

Table 11

The Wilcoxon Signed Ranks Test's Result of Part 1 Phonemic Awareness

	Isolation	Blending	Discrimination	Deletion	Overall
Negative Ranks	2a	4a	1a	1a	0a
Positive Ranks	7b	3b	6b	7b	9b
Ties	1c	3c	3c	2c	1c
Total	10	10	10	10	10

Phonics instruction

Phonics tended to be the most effective instruction overall in term of both effectiveness and participants' preference. Due to the guidance of Shanahan, phonics should be delivered to young learner for three years or longer and phonics instruction should be provided to any ages for short length of time as well. The study found 16 hours of phonics instruction can help low-achieving grade 8 students to improve their phonics knowledge. Moreover, the participant who said that she could not differentiate phoneme in phonemic awareness instruction was able to improve dramatically. She told that she could percept sounds of various phonemes better with seeing letter. However, there were only 2 participants could pronounce all words which appeared on the test correctly.

The result of the oral reading fluency instruction

All of the participants tended to produce faster speed of oral reading after the treatment. The result indicated a significant difference between pretest and posttest. The fastest speed the participant made was 127 words per minute and the average speed of the participants' posttest record was 123 words per minute. While the participants seemed to produce better speed, they could produce fewer errors. The average number of errors was 2 words in 100 running words. However, there were one participant did not improve and one another participant produced more errors. The participant expressed that they had never

done any oral reading fluency activity in their regular reading classroom so they were a bit shy to make a record and to hear their own voice. It spent a while to get use to and they felt it was fun because they could obviously see their improvement. However, when they knew that they ought to produce faster speed, they felt slightly nervous. Three participants said that they tended to make more mistakes when they tried to read faster than the speed that they were familiar with. By the way, oral reading fluency seemed to be the most enjoyable instruction of all and the participant liked Reading-While-Listening activities especially signing songs while watching lyric.

The result of the vocabulary and reading comprehension instruction

After the experiment, the posttest result of both instructions was effective but the instructions were ranked in the fourth and fifth order. The participants expressed that they felt these two parts were hard and they needed more time to practice. The participants said 3 hours instruction was the maximum time duration to read. Spending too long time in a day made them bored.

Teacher-led and student-led instruction

The research found the remedial course still required teacher supervision. By the way, the activities were practical both teacher-led and student-led.

Recommendation for Future Research

Additionally, due to the limitation of this study which conducted in a well performed school with small group of students in English Intensive Course, it would be more benefit to investigate more on the Five Pillars of Reading Instruction in Thai mainstream schools with bigger number of students during normal school time. It is interesting to conduct more research to explore the reasons of Thai readers' failure in order not to make repetition and not to spend more time to find the resolution to this classic problem. Moreover, there were few studies of application of the instruction in EFL countries. The sequence of the instruction should be studied.

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