

**STUDENTS AND TEACHER'S VIEWS ON A MULTIMODAL
APPROACH TO ENGLISH READING SKILL
DEVELOPMENT OF THAI EFL STUDENTS
IN A UNIVERSITY CONTEXT**



Phaisan Phengsuai

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Fulfillment of the Requirements for the Degree of
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ABSTRACT

Title of Thesis	STUDENTS AND TEACHER'S VIEWS ON A MULTIMODAL APPROACH TO ENGLISH READING SKILL DEVELOPMENT OF THAI EFL STUDENTS IN A UNIVERSITY CONTEXT
Author	Phaisan Phengsuai
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This study aims to explore the NPRU students' views on how English reading skills were taught through the use of a traditional teaching approach, investigate the NPRU students' views on how the teacher teaches English reading skills through the use of a multimodal approach, and find out what the NPRU students and the teacher have experienced from the use of the two different approaches. The results from the use of questionnaire surveys and semi-structured interviews show that most students felt very uncomfortable with the use of the traditional approach which mainly used only texts from textbooks while most of them enjoyed the use of multimodal approach. The major differences between the use of traditional and multimodal approaches were that the teacher used a variety of teaching materials to teach English reading such as pictures, sounds, and video clips. The students were encouraged by those modes which motivated them to learn English reading. Likewise, the teacher showed his favorable ideas that it was very easy to encourage and motivate students with the use of dynamic teaching materials instead of using the only one mode of teaching material. Some students who had low reading abilities showed their views that they liked the teacher to use a traditional approach while those who had high reading abilities felt that a traditional approach was boring and they needed the teacher to use a lot of teaching materials to motivate, encourage, and inspire them to learn and read more by themselves and they believed that the multimodal approach could help them develop their reading abilities. Implications which could be useful to develop Thai EFL students' reading skills are suggested.

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CHAPTER 1

INTRODUCTION

1.1 General Background

The English language is now necessary for people all over the world. It is considered as a 'tool' for people to communicate with or connect to each other among those who have different mother tongues. English is also widely used as an official language around the world. Accordingly, people who are proficient in English will have more advantages than others who are less proficient (Crystal, 2003), so English proficiency has been a very important key to success, not only in travelling and doing business, but also in educational institutions.

People all over the world have been using English with different frequency. In some western countries, people use the English language as their mother tongue; they use English both for communicating in their daily lives and as an official language. On the other hand, people in other countries who do not use English as a native tongue are less likely to use English as an official language.

According to Kachru (1992a: 356), all countries can be categorised into three circles of 'World Englishes': the inner circle, the outer circle and the expanding circle. The three circles relate to the type of English which is spread, the patterns to develop language in which English is used across cultures and languages (Jenkins, 2015). In accordance with 'World Englishes', Thailand is categorised as the third group - the expanding circle. This third group, the expanding circle, is norm-dependent; this means that the countries categorised into this group have adopted the English language and are regarded as performance varieties which do not have official status (Jenkins, 2015). Thus, it means that Thais learn English as a foreign language (EFL) and do not use English in their daily lives as the people of countries in the other two

circles normally do. To support this, Ninsuwan (2015) stated that Thais do not use English in daily life because it is not an official language.

Thai people do not use English as an official language and do not use it in daily life; the language is learned and used as a foreign language. Essentially, it is considered as a learning requirement for every level of education. Commonly, Thai students study English at least two or three hours a week. This is limited amount, and as a result, most Thais do not have high proficiency in the language (Boyle, 2018).

Among the four skills of English, reading is considered as an important skill for learning language and acquiring knowledge (Carrell, 1989; Grabe & Stoller, 2002 as cited in Yoosabai, 2009). In addition, it is one of the skills that is included in the Thai curriculum and, as Piyanukool (2001) emphasised, reading is a necessary skill to learn languages and is a road to knowledge. Also, Nita and Ridha (2017) remarked that the benefits of reading are to give the readers more understanding on everything. According to The National Statistical Office, the average of Thai people's reading time was very short per day in 2016 (Thaipublica, 2016).

However, the reading skill has been emphasised in the English language classes for Thai students for the reason that students need to have the ability in reading comprehension and such proficiency in reading means that they can read effectively as a way to gain knowledge from a multitude of sources and for doing their examinations or tests (Chandavimol, 1998 as cited in Yoosabai, 2009). To support this, Piyanukool (2001, as cited in Yoosabai, 2009) revealed that Thai college and graduate students need to be good at English reading because they need to read materials from different sources related to their studies. In addition, according to Promtara and Suwanarak (2018), there is a requirement for reading tests in important examinations where Thai students must demonstrate their English reading proficiency.

Significantly, Thaipublica (2016) revealed that Thailand is ranked fifty-six of sixty-one in the world's ranking of people's reading time. Apparently, Thai people do not read a lot of books or texts. Moreover, this report also revealed that a number of Thai students did not read any texts or books and one of the reasons is that many school textbooks do not include authentic reading texts and students are not motivated

to read, and this leads to the problem that they may not pay attention to reading lessons and practices in classroom (Noytim, 2006).

Much research on Thai students' reading skills and practices (e.g., Chawwang, 2008; Longsombun, 1999; Noytim, 2006; and Ponmanee & Sinsuwan, 2001) has emphasised that Thai students cannot read effectively. Thus, the topic of how teachers teach reading in the classroom might be the main issue; as Noytim (2006) mentioned, 'Using the texts mainly from textbooks is not enough for improving reading skills.' The researcher agrees with what Noytim (2006) remarked in her study that teachers' teaching practices could play an important role in leading their students to better reading skills. Put simply, the way in which Thai teachers teach English reading skills could have some problems. As Promtara and Suwanarak (2018) postulated, Thai teachers typically teach reading based on grammatical rules. To solve the reading problem, the teaching method should be the first thing for Thai teachers of English to be concerned with.

1.2 Statement of the Problem

According to Khaopa (2012 as cited in Ueasiriwatthanachai, 2013) , the English language is considered a challenge for Thai people even though Thailand has a lot of advantages over other ASEAN countries due to its geographical aspects.

To focus on English language learning in the context of this study, the English language is taught in school from kindergarten to secondary level and/or higher education level only two or three hours a week. Even though all four skills of English (listening, speaking, reading, writing) are commonly emphasised, the current trend of teaching English is through a communicative approach in order to encourage students to communicate in English in and outside of class. For this reason, as Promtara and Suwanarak (2018) remarked, most Thai teachers apply a communicative approach to their lesson plans in order to give students opportunities to communicate. With this approach, listening and speaking skills have been considered more important. However, in recent years, many scholars (e.g., Chawwang, 2008; Fredrickson, 2016; and Anonymous, 2012) affirmed that Thai students' reading ability has deteriorated.

The major cause is generally from teachers' greater emphasis on aural and oral skill practices. Nevertheless, Thai students need to have reading ability as an important tool to help them get through academic learning and examinations. Promtara and Suwanarak (2018) also postulated that the major problem could be a teacher's teaching style that is not interesting; as a result, students are not motivated to learn reading.

From the researcher's experience of teaching English as a foreign language to Thai students, many teachers teach English reading based on the texts by asking the students to repeat and answer questions after reading which makes the students lack motivation to learn. To support this, Kongkerd (2013) elaborated that Thai teachers teach English reading by reading aloud, having students to follow sentence by sentence, and asking them questions. In so doing, students are unlikely to feel motivated to learn and practice their reading skills.

Nakhon Pathom Rajabhat University (NPRU), the context where this research will be undertaken, is one of the universities in Thailand where many students have problems regarding English skills, reading skill in particular. Students can read any text sources in English, but they cannot construct meanings and understand the text they have read. From the researcher's observation, one of the reasons could be that students are unable to use appropriate reading strategies to read texts, whereas the teachers may use inappropriate teaching methods. In accordance with this, there is a university policy that students in all majors have to enroll in at least 2-3 English courses and take an exit English test before graduating. Remarkably, the NPRU students' reading scores are apparently the lowest comparing with other skills. Likewise, Cecilia et al. (2018)'s research on reading comprehensive skills of NPRU students has found that NPRU students lack reading skills such as vocabulary in the text which they cannot understand and guess the meanings, background knowledge of each situation, and reading fluency. Even worse, the students majoring in English have low proficiency in reading comprehension (NPRU Language Institute, 2018).

It is apparent that NPRU students have trouble with English reading skills and it is currently a big issue for Nakhon Pathom Rajabhat University to succeed in

producing graduate students who have good quality English literacy to conform to the needs of the labor market. The students are expected to use English efficiently. Reading is as important as other English skills; it can be useful for students' future career in terms of reading emails or other texts and doing business with other companies where English is normally used as an official language. The reading skill thus plays an important role as a key to success in academic and professional development (Dorkchandra, 2010).

Based on the researcher's experience, some Thai teachers in this context tend to focus more on the teaching method by having their students only practice reading from text sources and give answers to typical questions which are always predictable. A variety of text sources from various areas of interests are rarely supplied. To this point, Chareonwongsak (2002) commented that the teachers in a Thai university context use the teaching approach which could make students have less creativity. To support this, Chandavimol (1998) stated that the old teaching approaches which Thai teachers have been using for a long time lead to a lack of students' interaction and interest.

Teaching English reading with the use of old teaching approach such as using a single mode of material may not interest students to learn English reading. Hanlon (1958)'s study revealed that the teacher should focus on the use of authentic materials such as pictures, sounds, and moving pictures in order to help students pay attention the lessons because using the texts from textbooks may not be enough for meaning making. Likewise, Kusumawardani, Santosa, and Roschsantiningsih (2018) supported that using media to support written texts helped improve reading lessons to be more interesting, yet supporting the teaching approach by using only a single material. Thus, those old approaches to some extent may affect the students' learning and cause them to have less creativity and low English reading proficiency due to the change of technology in present days which avail students to access to new knowledge. Thus, the significance of how students improve their reading ability could be dependent on how the teacher choose appropriate teaching methods in order to enhance students' interest in the lessons and learning practices.

In accordance with this, Jewitt (2008, as cited in Yimwilai and Phusri, 2015) reported that there are many styles of learning, reading strategies, and multiple intelligences which have aided better understanding of how students understand learning information. Besides, some Thai EFL students may find an easy way to get through the information by using visual or auditory materials.

In addition, many scholars have explored the use of a multimodal approach in classrooms. For example, Kress et al. (2001, as cited in Archer, 2006) investigated the abilities of modes in a science classroom to see the potentials and limitations of each mode for representing meanings. Also, Lirola (2016) postulated that using a multimodal approach meant students were able to use multimodal texts, including videos and images, in the classrooms to enhance their learning process and they could make the most of their learning process.

Thus, the researcher aims to explore whether a multimodal teaching style is helpful for the Thai teachers in the NPRU context and to what extent it can help develop students' reading ability.

1.3 Significance of the Study

This research aims to help improve the reading skills of the undergraduate students of Nakhon Pathom Rajabhat University (NPRU) who are majoring in English and, if possible, for other Thai university contexts where this problem of students' English reading proficiency is situated. To some extent, the result of this study will be beneficial for those who may be interested in applying a multimodal approach to reading skill development. The researcher believes that this study will provide valuable insights into the way in which how Thai teachers in this context employ the English reading approach and what are students' views from the use of a multimodal approach. As such, the research findings could, in turn, help improve the English language teaching and learning, particularly the students' reading skills, and bring about benefits to the teaching practice of EFL reading in the Thai context.

This study will also provide teachers with student feedback on their teaching style, as well as the teachers' views towards the use of multimodal approach to

teaching English reading. As a result, the teachers could find some ways to improve their students' reading skills. Finally, the results of this study will be beneficial for the NPRU English teachers and other EFL English instructors who are searching for a new way of teaching English reading and ways of making the classroom environment more interesting to their students.

1.4 Purposes of the Study

The purposes of this study are:

- 1) to explore the NPRU students' views on how the teacher teaches English reading skills through the use of a traditional teaching approach;
- 2) to explore the NPRU students' views on how the teacher teaches English reading skills through the use of a multimodal approach; and
- 3) to find out what the teacher has viewed from the use of the two different approaches.

1.5 Research Questions

Three main research questions were developed based on the objectives of the study:

- 1) What are the students' views on how the teacher teaches English reading skills through a traditional teaching approach?
- 2) What are the students' views on how the teacher teaches English reading skills through a multimodal approach?
- 3) What are the teacher's views from the use of the two different approaches?

1.6 Definitions of Terms

This section defines the terms used in the study.

Reading skill refers to the students' reading ability which includes the way in which they find topics and main ideas, make references, scan specific details, and guess meanings from texts.

EFL reading refers to reading ability of the Thai EFL students who use Thai as a mother tongue and use English as a foreign language.

Traditional approach refers to the teaching style which the teacher uses only a single mode (texts from textbooks) to teach English reading in class.

Multimodal approach refers to alternative teaching styles for developing Thai EFL students' English reading skills. The approach underlines how the teacher uses different modes of teaching and learning materials. For this study, the teacher uses texts, pictures, sounds, and video clips to support English reading teaching and learning in class.

1.7 Limitations of the Study

This study focuses on Thai EFL students' view on the English reading teaching approach in a Nakhon Pathom Rajabhat university context. Thus, the findings of this study may not be generalised to other university students' views on the particular issue of teaching approaches to English reading development. However, the result of this study will be a useful resource for other researchers to carry out further research studies in other similar contexts.

Also, this study did not include a questionnaire survey of the Thai EFL teachers; as a result, the quantitative data of the teacher's views were not obtained. Rather, interview data were not derived from both the teacher and the students. Then, the qualitative data presenting the teacher and students' views on the use of traditional and multimodal approaches were not matched and mismatched. Nevertheless, the teacher and students' views are specific and cannot be generalised to wider contexts. Hence, future studies on this issue could be expanded further by exploring more data from a wider population and more EFL university contexts.

1.8 Assumption of the Study

It is assumed that the multimodal approach to some extent will help develop the students' reading ability and the teachers will make use of the approach to create their reading lessons in a more interesting way in order to help improve their students' English reading proficiency.

1.9 Organization of the Study

This study consists of five chapters which are: Introduction, Literature Review, Methodology, Findings, Discussion and Conclusion. Chapter 1 (Introduction) consists of the general background, statement of the problem, significance of the study, purposes of the study, research questions, definition of terms, limitations of the study, and structure of the research. Subsequently, Chapter 2 (Literature Review) consists of the theoretical framework, English language teaching and learning in Thailand, teaching English reading, and the concept of a multimodal approach. Chapter 3 (Methodology) presents the research design and methodology of this study which includes participants, research tools, pilot study, content validity and reliability, data collection procedure, data analysis, and ethical considerations. The results of this study which were reported in response to each of the three research questions were described in chapter 4 (Findings). Finally, Chapter 5 discusses the findings, the implications of the study, and the analysis of the research findings.

CHAPTER 2

LITERATURE REVIEW

This chapter provides a theoretical framework to make clear which approach is used to frame this study and a literature review which summarises sources relevant to the content of the present study. To provide the background, the review begins with English language teaching and learning in Thailand. The teaching of English reading section provides background knowledge of how ESL/EFL English reading is taught. Moreover, the concept of a multimodal approach will be defined along with a review of previous research studies.

2.1 Theoretical Framework

This study's framework underlines multimodal literacy and the application of multimodality to teaching English reading. Multimodal literacy generally refers to a language study which combines more than one mode of meaning and it originates from a social semiotic theory (Jewitt, 2014). The term 'multimodality' identifies approaches to understand communication practices with the use of modes (media) to compose the texts (Jewitt, 2014). In accordance with a social semiotic approach, modes include speech, gesture, music, written texts, photograph images, moving images, and so on. Both verbal and non-verbal language are dynamic and can be modified by language users within the culture and community (Mills & Unsworth, 2017).

A multimodal approach is considered as the application of various modes of resources to teaching English reading. Kress and Leeuwen (as cited in Jewitt, 2014) defined 'multimodality' as 'the use of several semiotic modes in the design of a semiotic product or event'. Lauer (2009) explained that multimodal is a term developed by the New London Group (2000) who realised that all the modes can be used for meaning making in many ways. Chen and Fu (2003, p. 350) also stated that a

multimodal approach is a teaching style which helps students to learn or acquire knowledge from the information that is presented in multiple modes such as visual and auditory.

Based on the concept of a multimodal approach, this study attempts to explore its application to teaching English reading. Through this approach, a teacher can combine the main reading text with other dynamic modes of teaching materials such as photographs, power point presentations, or media, adding to the reading lessons rather than using only one mode (text) for teaching English reading.

With this regard, this study aims to find the students' and the teacher's views on a traditional/current English reading teaching approach and to explore more on how teachers teach English reading through the use of multimodal approach.

2.2 English Language Teaching and Learning in Thailand

As mentioned in Chapter 1, English is considered as a 'tool' for communicating with one another in a wide range of contexts. Mostly, people all around the world needs to share ideas, views, and opinions through languages in today's society (Devito, 2009). Of course, when they are from different places, races, and nations, 'English' is considered as the 'tool' which can help them share those.

English is learned and taught in many different practices due to the teacher and students' background. Baker and Hengeveld (2012) pointed out that ESL (English as a Second Language) refers to the language learning and teaching process where the English language is considered as an official language used in society. Contrarily, EFL (English as a Foreign Language) refers to the language learning and teaching process where the English language is used and taught in class as a foreign language and is not used as an official language.

Likewise, ESL and EFL learners are learning English in different situations. ESL learners have opportunities to improve and use English as they can communicate through the English language both inside and outside classrooms, while EFL learners have limited access to improve their English proficiency because they mostly have a chance to communicate and use English only in classrooms, so they might not acquire English from various situations as ESL learners do. In the current study, the

participants, second-year students from Nakhon Pathom Rajabhat University (NPRU), learn English in a Thai context where the language is not their mother tongue and is not used as an official language. In this regard, they are considered as EFL learners.

According to the Ministry of Education (2008), Thai students need to learn English from grade 1 to grade 12. The four skills of English (listening, speaking, reading, writing) are taught by teachers. Moreover, there are many types of classrooms in Thailand, such as a regular programme, a bilingual programme, an English programme, and an international programme (Promtara & Suwanarak, 2018). Usually in a regular programme, students learn English with Thai teachers and use mostly Thai to communicate in the classroom. A bilingual programme offers both English and Thai as a medium of instruction with a supervision of Thai teachers. For an English programme, the teaching and learning are carried out with cooperation between Thai and foreign teachers using English as a medium of instruction. For an international programme, students are mainly taught by foreign teachers using English solely as a medium of instruction. The students who study in an international programme tend to be the most proficient in English.

The purpose and policy of English teaching and learning in Thailand by the Ministry of Education (2008) concern four main aspects: language for communication, language and culture, language and relationships with other learning areas, as well as language and relationships with communities and the world. Put simply, the aspect of language for communication is to encourage students in compulsory education to use English expressions and exchange information in English effectively. As a result, students will be able to communicate and improve their four skills. For the purpose of the aspect of language and culture, students should be able to appropriately use English in different situations and cultures. Next, the aspect of language and relationships with other learning areas emphasises helping students to widen their learning perspectives by linking background knowledge to other learning areas. Lastly, the aspect of language and relationships with communities and the world aims to help students be competent in using English both outside and inside classrooms.

As a result, students are expected to be more effective in using English in various situations and be able to use the language suitably with the assistance of their

teachers as facilitators. This policy has been implemented in the curriculum of English language learning for many years; nevertheless, Thai students' English proficiency and the four skills are not adequate. That is why the English language proficiency has been signposted as a major problem of Thai students. To support this, Payaprom (2012) pointed out that many universities in Thailand have faced the situation that Thai undergraduates lack the four skills of English. In particular, those in Chiangrai Rajabhat University are considered not proficient in reading and writing skills. Suwanarak and Phothongsunan (2008) said that the weakness of Thai undergraduate students in the four skills of English is that they could not use English to communicate in their real-life situations. Hayikaleng et al. (2016) also reported that Thai students in the northern part of Thailand do not have motivation in learning English. Moreover, Poonpon (2017) stated that teaching and learning English in Thailand have critical problems that students lack of background knowledge and cannot carry out the tasks required in studying English. Likewise, Cecilia et al. (2018) postulated that Thai undergraduate students lack the four skills of English especially the reading skill. This would be a reason why relevant people such as teachers and policy makers should be more concerned on how to develop students' reading ability.

The English teaching and learning styles in relation to the Thai curriculum which focus on the four skills of English still have problems in that students cannot develop and use English properly. Singhanat and Thithimadee (2018) revealed that the Thai government's primary schools have their own visions and policies which are not congruent with students' needs. Hence, some essential competencies such as strategic thinking and innovation, as well as personal excellence, are always ignored.

To focus more on the English four skills, reading skill is one of the major problems of Thai students (EFL). Yoosabai (2009) carried out study on the Thai high school use of reciprocal teaching methods to help students comprehend the reading text. The study revealed that using a new teaching method, reciprocal teaching, is a way to raise student's awareness to use strategies in reading and provides teacher and students with vital pedagogical implications. Likewise, the study of Munsakorn (2012) revealed that the awareness of using reading strategies among EFL undergraduate student depends on the length of time on the text and the teaching

styles used to raise the awareness and to motivate students to spend more time on the reading texts.

Wisaijorn (2005) also supported the proposition that Thai students may comprehend the texts better if they are trained how to use reading strategies and this may help increase their motivation to learn reading. Hayikaleng et al. (2016) reported that learning motivation could lead students to achieve the goals of reading. However, Thai students in the context of their study do not have motivation in English reading classes. Thus, English language learning in the Thai context affects students' learning motivation so teachers should be more concerned about their teaching in order to engage students' interest while learning reading comprehension. Teaching and learning English in Thailand are definitely going to be more difficult if the students are not motivated to learn. Teachers are key people who should understand students' needs and provide various teaching methods to motivate students in English reading class leading to better English reading proficiency.

2.3 Teaching English Reading

Anderson (1994) suggested the stages of teaching English reading through 'ACTIVE' reading – 'A' refers to activate prior knowledge, 'C' refers to cultivate vocabulary, 'T' refers to teach for comprehension, 'I' refers to increase reading rate, 'V' refers to verify reading strategies, and 'E' refers to evaluate progress. Each stage will be described as follows:

Activate prior knowledge refers to the stage that the teacher asks the students to do pre-reading discussion in order to see how much knowledge they have. The teacher can also use pictures or video clips related to a reading topic. After that, the teacher asks questions about the topic. Cultivate vocabulary helps increase students' interest by introducing new words related to the reading topic through language activities. For example, the teacher may discuss some interesting points from former stages (activating prior knowledge) and show pictures or written texts in relation to new vocabulary to the students. Teach for comprehension gets the students to formulate their own questions about the reading topic or to summarize the partial or whole passage in order to see if the students can comprehend the text. The teacher

may use a power point presentation in order to help the students to summarize the passage or emphasize some parts where the students could not understand. Increase reading rate refers to the activities which the teacher uses to encourage the students to read more. For example, the teacher may give a reading topic with pictures and new vocabulary to ask the students to read as many materials as they can. Then, the teacher gives more 60 seconds to the students to reread the reading material to encourage them to move their eyes faster from an 'old' material to a 'new' one. Verify strategies refers to the six strategy questions by Baumann (1984 as cited in Anderson, 1994). This includes (1) What is the strategy?, (2) Why should the strategy be learned?, (3) How can the strategy be used?, (4) When should the strategy be used?, (5) Where should the reader look?, and (6) How can you evaluate the use of the strategy? The teacher may use some of these questions to ask the students after they summarize the passage. Evaluate progress is the last stage where the teacher can use the reading log in order to record what the students read each day and how long they read. The log does not force the students to describe details. The teacher can use the reading log to evaluate the students' reading progress.

Moreover, in the book titled 'teaching ESL/EFL reading and writing', I.S.P. Nation (2009) describes the ways in which teachers and learners teach and learn to read the first language and another language. Also, the principles of teaching reading will be reviewed in the following sections.

2.3.1 Principles of Teaching Reading

Williams (1986) suggested major principles of teaching reading which consist of four important aspects. First, meaning-focused input; a reading course should include these purposes: reading to search for information (skimming and scanning); reading to learn; reading for fun; reading to generate information; reading to critique texts; and reading to write. Learners should be doing reading at an appropriate level of language proficiency and word choices should not be too difficult for them so that they can develop their language proficiency from understanding 98 percent of known vocabulary in the text and leave 2 percent only for making predictions from guessing from the context. Second, meaning-focused output is another important aspect indicating that reading should be related to other language skills such as listening,

speaking and writing activities which can help students improve their language proficiency. The third aspect concerns language-focused learning. Students should be taught not only the main reading skills, but also the sub-skills of reading such as phonemic awareness activities, phonics, spelling practice, vocabulary learning using cards, and grammar study. Moreover, the students should be familiar with the text genres; for instance, they know the kind of texts such as newspapers, information reports, or magazines. Fluency development is the fourth aspect, indicating that reading courses should encourage students to enjoy reading, motivate them to read a lot, introduce them to have access to interesting texts or be involved in the activities like independent reading, listening to stories, and speed reading.

Apart from teaching reading as suggested by Williams (1986), there are some other teaching principles which are useful and may help the teacher teach students in developing reading comprehension. Clarke et al. (2014) suggest some useful teaching principles as follows:

2.3.1.1 Intensive Reading

Intensive reading courses have 8 main focuses which are comprehension, regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies. Comprehension of the text is typically the questions used to ask understanding of the text. The students read the text and answer questions about the content of the text. Regular and irregular sound-spelling relations can be done by reading aloud or reading special rules. Vocabulary in the text which is underlined can draw attention to useful words and this kind of vocabulary should be taught later to help students continue reading. Grammar which is difficult to understand can be explained and analyzed. Cohesion relates to whether the students are able to interpret what pronouns refer to or what conjunctions are used between sentences. Information describes what will happen in the story, who was involved, and where it happened. Genre features make students aware of vocabulary, grammatical, cohesion, formatting, and ideas content to achieve the communicative purpose of the text. Thus, intensive reading can help students to achieve a communicative goal by using these features. Finally, strategies are how the students gain meaning from intensive reading; for example, students can practice using a dictionary to find some difficult words or take notes.

The teacher can use pictures to support the reading lessons. Also, the teacher can show the picture which is relevant to the reading topic before asking the students the questions about the content of the reading topic. Moreover, using sounds and pictures to introduce new vocabulary to the students can increase the students' motivation and encourage them to learn reading.

2.3.1.2 Extensive Reading

Reading can increase knowledge of the world and be a good source of enjoyment (I.S.P. Nation, 2009). Extensive reading should fit a reader's level as well as the book's difficulty. This section aims to provide some guidelines for a reading programme which helps a teacher to plan a course for both ESL and EFL students.

Before planning the reading course, a teacher should find the students' present vocabulary level. Hsueh-Chao and Nation (2000) pointed out that the extensive reading can be carried out when 95 to 98 percent of the words in the text are familiar and in the readers' knowledge. That is, when readers have their background knowledge covering only 80 to 85 percent of the whole text, extensive reading would not be useful for the readers to gain knowledge and develop their reading skills.

Moreover, a teacher should provide diversity with interesting and appropriate reading texts for students. Day and Bamford (1998) remarked that (even 20 years ago) there were more than 1,600 graded readings in print which could be good sources for learners and encourage students to read more. I.S.P. Nation (2009) indicated that the Oxford Bookworm series consist of six vocabulary levels which present readings all set in levels which are appropriate for the learners' reading ability.

Level	New words	Cumulative words
1	400	400
2	300	700
3	300	1,000
4	400	1,400
5	400	1,800
6	700	2,500

To help students move through each graded reading level, there are some techniques which help students improve their reading skills in extensive reading

(Nation & Ming-Tzu, 1999). Students should read at least one graded reading a week and before moving to another level of graded reader, students need to read at least five books in the same graded level; this is to make sure that students learn new vocabulary and have enough known words to read at another graded level. What is more is that students need to read more books at the early level before moving to later levels because the words from the early level will appear very often in later levels, thus providing good grounding of vocabulary in different contexts.

However, there are other ways of supporting extensive reading such as glossing, computer-assisted reading, and elaboration. To begin with glossing, it provides the meaning of L1 or L2 with simple word choice. Some books set glossaries at the bottom of each page or put them above the unknown words because then the readers will not have distractions such as finding the unknown words from a dictionary which is considered as time taken away from reading. Computer-assisted reading is now worldwide as the research supporting the use of concordances and electronic dictionary can help support students to read (Cobb et al., 2001; Cobb, 1997 as cited in I.S.P. Nation, 2009). This type of reading helps readers to provide a variety of sources; for instance, readers can build up words and click for hearing the sound or click the link to connected dictionary sites. The limitation of using computer-assisted reading is that the texts should be in computer-readable form. Lastly, elaboration is another way of supporting extensive reading, putting the unknown words in bold and the elaboration is to give clues of those words next to the unknown words.

2.3.1.3 Peer Learning

The cooperation between one student and another is the most effective method in improving reading comprehension according to National Reading Panel (2000). The suggested programme is set for three weeks. The first two weeks may focus on having students read in pairs and the one left is an individual session. While students are having a pair session, they are able to discuss with the teacher and turn back to discuss with a partner so that they may have interactions in questioning and answering to each other.

The benefits of doing peer learning are as follows. First, students gain new ideas about meaning through listening to their partner. Second, students' ideas can build upon questioning other people's views. What is more, peer learning is the

way in which students have an opportunity to explain one's own thoughts and opinion to others. To do this, it can promote social language and skills, such as turn taking and active listening.

To apply this to reading with the use of dynamic teaching materials, the teacher can ask the students to read the texts which has pictures/moving pictures as this can help them guess the meanings of the texts from their background knowledge. After that, the teacher asks the students to share ideas by using Power Point so that the students can see pictures and video clips at the same time.

2.3.1.4 Scaffolding

Scaffolding is important for introducing new tasks or activities into the lesson (Bruner, 1978). Jung (2009) suggested that the following statements illustrate the advantages of using scaffolding. In order to carry out activities, students need to have motivation and scaffolding can stimulate students' motivation and interest. To help students complete a task or activity, scaffolding provides a demonstration or a model to guide students. To make the activity simple and more manageable, which leads students to success, scaffolding can help break the activity down into simplified parts. Besides, students will get feedback which helps them reflect on their progress.

In a reading class, the teacher may use a video clip relating to a reading activity which will be introduced to the class in order to stimulate students' motivation and interest. Video clips can help provide a guideline of what the next activity is or how the students begin the activity.

To conclude, these teaching principles of reading could be useful guidelines for teachers in order to teach reading to both ESL and EFL students who have different background knowledge and cultures. Moreover, the significance of using these teaching principles is that teachers must know students' needs as well as their interests because some principles may work very well for some particular student groups. The four principles of teaching reading are useful for Thai teachers in a particular area (NPRU) due to the reading course planned. The activities and tasks which designed for students are relevant to these useful principles which the teachers may employ the application of multimodal approach to motivate and encourage students. To support this, Shepard (2013) and Bao (2017) suggested that the application of multimodal approach helps develop students' motivation in learning

English reading. As a result, the teachers may adopt the application of multimodal approach into these useful principles. For example, intensive reading and scaffolding which usually do in the classroom may use the videos or images to help catch students' motivation and understand the content better, extensive reading which the teacher usually asks students to pick the books to read themselves may use the pictures in the books and sound from CD/DVD which normally comes with the books to help encourage students to read, and peer learning which students read with their partners may understand the meaning from pictures in the book rather than plain text.

2.3.2 Teaching and Learning to Read in the First Language

Native speakers of English who learn to read their first language are prepared for reading English before they start learning to read. In other words, children are commonly taught language basics when they are in their early years. Adults often read stories to them and ask questions in relation to the stories they have read which help the children to complete sentences of the stories and let them talk about exciting scenes which means they are generally having fun. When the children start to learn reading, they are ready to learn new vocabulary from the stories. Also, the children are learning English grammar according to the way in which their parents ask them questions about the stories. These activities make them gradually competent in English.

Likewise, Thai students as native speakers of Thai also learn to read Thai as a first language. As a result, Thai students gradually become competent in Thai. Moreover, there are some good techniques used to teach reading to young native speakers: shared reading, guided reading, and independent reading.

In shared reading, a teacher gathers all students around and reads a story to them and shows some pictures while reading. After that, the students are encouraged to predict the story and to comment on the story. The students may be able to choose what to read on their own so that they can pay more attention to what they are interested in and they may have more fun on their selected readings. After reading, the students can draw, act, or learn some language structures from the stories.

Guided reading can be done by letting the students read either loudly or silently. They can read to their friends, teachers or parents. When the students are

reading to a teacher, it is good idea to use some teaching techniques such as pauses, prompts, and praises (Glynn et al., 1989). When the students get stuck in their reading, the teacher does not rush for the answer, but pauses to let them have time to think about it. If the students continue getting stuck, the teacher may give a helpful prompt for the meaning or sentences from the story. Before reading, the teacher and the students look at the topic of story and make sure that the students know all the words of the title. Then, both make predictions for what might happen in the story from the topic and the pictures in the story. Later, the students start reading and teachers make sure that main idea and important words are described to the students.

Independent reading is a technique where the teacher asks the students to choose the story they want to read during class time. Sometimes the teacher may ask the students to read to the teacher and students are expected to read not only in the classroom, but also out of class.

From the above description, it is obvious that native-speaker students have advantages to learn reading in their first language as they are prepared before starting to read stories suggested by their parents or teachers. They also have chances to be familiar with new vocabulary and grammatical structures of their first language. Put simply, the native-speaker students have basic reading experience and first language knowledge through pre-reading practices. In doing so, teachers should decide appropriate reading lessons in order to support the students to be independent readers and to encourage them to read more inside and outside class.

2.3.3 Teaching and Learning to Read in Another Language

Generally, non-native speakers of English begin English reading when they are about 6 or 7 years old (Adams, n.d.). As a result, I.S.P. Nation (2009) indicates that there are many factors which cause problems in learning to read English in another language (foreign language). A 12-year-old Thai student can be an example of students learning to read in another language in a Thai EFL learning context. A Thai student starts to learn to read in another language, English, with very little knowledge of English vocabulary. Thus, Thai students need to prepare themselves to have a wider range of vocabulary before starting to read or the teacher should have a

pre-teaching period to teach some new vocabulary in relation to the story the student are reading.

Another example is EFL reading of native Chinese students. The study of Yumin (2009) revealed that Chinese students have problems in comprehending the text and lose their motivation for reading because the students' lack of vocabulary knowledge affects their attitude and emotion. After focusing on the meaning-making process of the students, especially by giving more attention to mode of presentation, it was found that images can help students pay more attention and sounds can help students receive emotion and understand the meaning of the text. As a result, EFL students with little knowledge and experience of vocabulary can comprehend the text. Accordingly, the teacher may have to find another way to make the reading lesson more interesting by encouraging and motivating students to learn.

Due to the fact that different contexts and cultures of learning can have some influence on learning difficulties of ESL/EFL students learning English reading, Karbalaei (2010) compared ESL Indian students and EFL Iranian student uses of metacognitive reading strategies to see whether there were any implications from their different reading practices. The study revealed that the ESL students tried to use many techniques to support their reading strategies while the EFL students did not. Significantly it showed that the ESL students had more interest in using top-down strategies (the use of their background knowledge/experiences to predict the result from information) while the EFL students focused more on the use of bottom-up strategies (which depend on the use of linguistics knowledge to understand the meaning of reading texts).

Nordin and Eng (2017) conducted a study of ESL students in UiTM in Malaysia. The result showed that these students preferred to read English text from blogs and websites in which the contents are dealing with sound and images. Accordingly, understanding learners' needs could help teachers to know what should be chosen as reading resources to enhance student attention. However, the significant differences between ESL and EFL students are not only the contexts, but also motivation and teachers' role. Nevertheless, Saito and Ebsworth (2004) pointed out that the personal space of teachers and students from ESL and EFL contexts were different as the ESL students preferred having more attention from teachers while the

EFL did not. Contrarily, Wyner (2014) stated that learning motivation played a significant role for ESL and EFL students. The ESL students tended to have higher levels of motivation which led to learning success, and they tended to put more effort into learning English reading than the ESL students (Li, 2014).

Regarding the EFL context of teaching reading, Mahnaz and Masoud (2012) explored the effect of two teaching methods used for developing Iranian EFL learners' reading performance; a jigsaw method of instruction and a traditional teacher-fronted teaching method. The material used in this study was the reading part from a TOEFL test and researchers compared pre-test and post-test learners' performance. The result showed that the jigsaw technique helped the students to improve more on their reading skills rather than using the grammar based-teaching method. The cooperative teaching from the jigsaw technique created good positivity such as sociability and motivation while the second more traditional method did not show any significant differences.

To conclude, students learning English reading in ESL and EFL contexts have a variety of motivations and needs. Motivation is a key aspect to bring students to academic learning and success (Norwich, 2007). However, the EFL students have different backgrounds of using English, so it is important that teachers should bear in mind that it is very important for teachers to be well aware of how to create appropriate teaching styles in order to encourage and motivate their students to achieve learning success (Kariuki & Mbugua, 2018).

2.4 Multimodal Approach

In this section, the researcher aims to provide the background of multimodal approach which are relevant to this current study.

2.4.1 Definitions of Multimodal Approach

Multimodal approach is a term related to multimodality which focuses on varieties of modes used to represent meanings in dynamic ways. Some scholars use the term multimodality while the others use multimodal approach. In other words, both terms are the same. Multimodality, or the multimodal approach, is a part of

semiotic theory which has been explored by many scholars (e.g., Hodge & Kress, 1974, 1979, 1988; Halliday, 1978; Kress, 1996, 2003; Kress & Van Leeuwen, 1996, 2006, 2001; Van Leeuwen, 2005a, as cited in Jewitt, 2014) and focuses on an interest in representation and communication. However, many scholars (e.g., Goodwin, 2006; Ainsworth, 2008) argued that multimodality (or the multimodal approach) is not a theory, but it is shaped by other fields of study and embedded in distinct approaches.

Lauer (2009) explained that the multimodal approach is based on the notion of the New London Group (2000) that all modes can be useful and become the primary site to make meaning in dynamic ways. Chen and Fu (2003, p. 350) stated that the multimodal approach means a teaching style which students or learners can adapt to learn from several different modalities. This shows that the information can be presented in more than one mode. Also, Archer (2006) believed that a multimodal approach enables the pedagogies exploring new ways to present information such as visual, and auditory while Marchetti and Cullen (n.d.) described the approach as a useful source of making creative activities for both teachers and students. It is based on 'available visual, audio, and kinesthetic modes and does not necessarily rely on technology.' Similarly, Kress and Van Leeuwen (2001, p. 20 as cited in Jewitt, 2014) explained that 'multimodality is the use of several semiotic modes in the design of a semiotic product or event.' Accordingly, Yimwilai and Phusri (2015) elucidated that a multimodal approach refers to the teaching styles which focuses on not only on modes of presentation, but also dynamic forms such as auditory, visual, digital, and kinesthetic modes which help students learn.

Jewitt (2014) stated that multimodality is widely used with other sources such as multimedia to enhance multimodal teaching as it is used to describe particular events, practices, and objects as a standard of communicating which helps extend the social interpretation of language such as image, writing, gesture, gaze, speech, and posture. Also, Bezemer (2016) identified that multimodality is 'a distinct theoretical and methodological framework for the study of multimodality.'

Notably, 'multimodal approach' or 'multimodality' is a teaching style of presentation through the diversity of modes such as image, auditory, and kinesthetic where these modes represent the reading texts in dynamic ways and it is because there are several modes to illustrate the reading texts that the learners could have more

understanding from those styles. Additionally, multimodality mainly focuses on language meaning especially in the context of teaching and learning. There are modes have significant possibilities for meaning-making and each mode can represent the distinct information or understanding to the learners who have different cultures (Jewitt, 2014). Modes are important for both verbal and non-verbal language as such text and media are widely spread to many practices such as the context of teaching English reading. Due to the widespread of new technologies in the present world, images and moving images are used by people to communicate with others rather than using the only text (Jewitt, 2014).

2.4.2 The Scope of Multimodality

This section of this study will describe more about modes which are shaped by society and giving semiotic resources for making meaning. Multimodality and multimodal approaches share the same perspective which focuses on the use of modes through varieties of presentation forms. The multimodal approach is related to multimodality the way in which this approach (multimodal) is an application of multimodality in teaching English reading. This section aims to provide the scope of multimodality, which includes multimodality and semiotic resources, mode, modal affordance, meaning potential and materiality, intersemiotic relationships, and multimodality and technology.

2.4.2.1 Multimodality and Semiotic Resources

Van Leeuwen (2005) described what the semiotic resources are and how people deal with these resources for the purposes of communication. The semiotic resources include actions, materials and artifacts used for communicating meaning. Simultaneously, the meanings are obtained by the user's past experiences, background and so on. The meanings might be established based on users' discourses. For example, semiotic resources produce facial expressions, gestures, computer software and hardware based on people's discourses.

To build up the inventories of semiotic resources, multimodality can be used as modes used for meaning making and can make communication available especially for people who live in a particular area (Jewitt, 2014). Many researchers investigated a variety of situations to understand how semiotic resources are used to

combine discourses across many contexts. For example, Kress and Leeuwen (2001) used semiotic resources to describe how a child's bedroom design could be connected to gender identity. Likewise, Van Leeuwen (2005) focused on the frame of disconnection and connection of elements in schools and office buildings. O'Toole (2004) also analysed a ranked system of semiotic resources to understand meanings of print media.

2.4.2.2 Modes

In this section, the researcher aims to give details of modes such as still image, moving image, sound, music and so on to explain the area of education where the meaning is the issue so that mode and multimodality are gaining significance.

According to Bezemer (2016), the term 'mode' referred to the meaning making process of systemic functional linguistics and social semiotics. It also plays a role in conveying details. The society or the community follows similar norms and cultures, so people understand images, writing, layout and speech among people who live in the same society or community. Also, Kress (2010) defined 'mode' as a socially shaped and culturally given resource which can lead to meaning making. Images, music, layouts, and moving images are used to present and communicate meanings. He remarks that if all modes are used to make meanings, those meanings which are shaped by modes are a kind of duplication, illustration, or ornamentation.

Of course, different modes have instinctive potential for making meaning. For example, moving images not only contain many frames of still pictures, but also include movements which can help make meanings for readers. However, images are quite different from writings and speeches because they do not contain any words or sound, but pictures, lines, and colors.

According to this current research, the researcher aims to focus on the modes such as text, video clips, pictures, and sound which can represent meanings, and these can be materials used to teach English reading effectively. The reason why the researcher focuses on these modes is because some of the teachers in the context of this study (Nakhon Pathom Rajabhat University) remarked during the pilot interview that the major problem which affected their students' ability to study reading in classrooms was the representation. Mostly, teaching reading in this practice usually uses a 'single mode' or 'traditional approach' which focuses on the reading

from text-based teaching materials. In accordance with this, Kress (2010) and Jewitt (2014) commented that all modes and forms of representation are dependent on each practice which is socially and culturally shaped and each practice perceives the meanings of each mode differently. Images can work very well in one practice but not work properly in one another. Thus, each mode has its potential to make meanings, but a user (a teacher) must design which mode is the most suitable for students' needs and interests. As a result, this will lead to an effective way to bring out the best of each mode.

Modes play a role as an important key in a multimodal approach to increase students' reading ability and motivation to read. The teachers need to combine more than one mode of the teaching materials used in the classroom to teach English reading (Pitcher et al., 2007). To support this, Chu (2011) investigated that using variety of modes such as text and picture can support students' comprehension in English reading as well as Martens et al. (2013) postulated that studying English reading from picture books helps students understand and comprehend the meanings rather than using the traditional text. Put simply, one mode cannot cover the full range of meanings, but using variety of modes to combine them in the teaching English reading lesson could help students develop their reading ability.

2.4.2.3 Modal Affordance, Meaning Potential and Materiality

The term 'modal affordance' is generally derived from the social semiotic theory and multimodality. The original term was from the work of cognitive perception by Gibson (1977). Kress (1993) used the term 'modal affordance' to see how to represent and express meanings with a mode because each mode has its meaning potential. In contrast, Jewitt (2008) argued that the notion of both Gibson and Norman of affordance acknowledges how tools are shaped by how people use those tools in varied situations. In other words, the affordance or meaning potential described by G. Kress (1993) depended on how a mode is used and how it is repeatedly used in the context. According to the perspectives of O'Toole (1994) and O'Halloran (2005), they remarked 'each mode related to a particular logic and led to different potentials for communication and representation'. Thus, this indicates that the sequence from the affordance can produce the possibility to put something first or last. Every mode has its potential of which something can be interpreted in the form

of images or something can be understood easily in the form of video or moving images.

2.4.2.4 Intersemiotic Relationships

According to Kress et al. (2001) , when many modes are involved, they combine to represent meanings from the text. Every mode carries meanings differently (Jewitt, 2014). Some modes may carry on the meaning from the text only while the others can carry meaning and speech and talk (Jewitt & Kress, 2002 as cited in Jewitt, 2014). Research on multimodality aims to seek for the specific work for each mode and see how each mode interacts with others because there are possibilities that a combination of two modes such as images and texts can illustrate the meanings clearer than one mode (text) alone. In other words, images and texts provide meanings in the same level as they simultaneously generate new meanings through the combinations of modalities (Lemke, 2002, p. 303)

Regarding teaching English reading, it is necessary to know students' needs as it is the way to know which mode is suitable in the context. A teacher should plan an appropriate reading programme or write a lesson plan which is relevant to the material design; as it was mentioned earlier, some meanings can be carried out through one mode of representation whereas some cannot.

2.4.2.5 Multimodality and Technology

As the world has gone through a lot of changes, the digital world and modern technology has been replacing the old world with multimodal presentation. The multimodal facilities in today's world enable image, sound, and movement to enter the communicational area in new ways as the facilities and features can directly impact on the design and text production (Jewitt, 2014). Marsh (2006 as cited in Jewitt, 2014) investigated young children to identify complex multimodal communication practices used in their families. The focus of the work is to understand the functions of how media presentations maintained the relations in the family and the development of literacy skills. Thus, the impact of modern technology transforms the model of presentation of the past from 'mono' to 'multi'. The changes of modern technology and presentation has led many scholars to conduct their studies to examine the impact of technology. For instance, O'Halloran (2005) examined the semiotic landscape of mathematics which was affected by printing press and computer

technology. Likewise, Jones (2002) investigated the impact of modern technology on multimodal communication by exploring how gay men meet possible sexual partners.

Many education scholars are also interested in multimodality; they look into multimodal making-meanings. For example, studies on multimodal meaning-making undertaken in educational contexts focusing on learning through media have been popular among various researchers (e.g., Archer, 2008; Burn and Durran, 2007 as cited in Jewitt, 2014; Goodwyn, 2005; Kress et al., 2005).

Thus, modern technology in today's world has a big impact on how presentations have been transformed from the old to the new ones. The mono-presentation which focuses on the use of a single mode of presentation was widely used in the past may not work any longer because people, especially students who can access these new technologies, have more choices to learn from the different modes. The purpose of multimodal investigation is to explore how to use multimodal resources which are available in such multimodal presentations.

2.4.3 Multimodality and Teaching English Reading

The concept of using multimodality in pedagogy has been increasing to improve students' literacy such as the increasing of plain text and media text (e.g., Chandler-Olcott and Mahar, 2003; Hull and Nelson, 2005; Kamil et al., 2000; Lemke, 2006; Leu et al., 2004; Richards, 2001 as cited in Jewitt, 2014). The studies of Martinec and Salway (2005) and Royce (2007) focus on the way in which images in the text construct meanings and reveal that images and meanings are related to each other and the images construct meanings of multimodal texts. The English reading teaching with the use of a multimodal approach focuses on the application of a variety of modes to construct meanings. Some scholars may merge the image and text in graphic novels (McCloud, 1994), and science textbooks (Roth, Pozzer-Ardhenghi & Han, 2005).

As mentioned earlier, technology has changed and the way in which people communicate or gain knowledge offers more choices. In this sense, texts from various kinds of books may not have only plain text like we have read in the past, but have more modes (images, sounds, video clips) to help carry the specific meaning which help readers better understand the text.

Besides, Martinec and Salway (2005, p. 351) gave an example on the text which showed relationships between images and texts as well as illustrated the full meaning. For example, 'Police believe a short circuit set fire to the hall thatched roof'. From the example sentence, it is clear that 'the image of people which are shot and lied on the floor enhances the sentence'; it illustrates that 'the dead body lying on the floor is the result of a short circuit which set fire to the hall thatched roof'. Thus, the text provides a support to imagination if the readers are familiar with the words' meaning. On a contrary, an image can provide a support to text if the readers are not familiar with the term.

As a result, when teaching English reading in today's world, teachers have to reconsider not only the techniques or strategies that play an important role, but how to use the appropriate mode to motivate students and give them a new way of accessing 'the full meaning' of such texts. This leads to the way in which students and teachers can use the 'full potential' from each mode to present text and teach reading in the multimodal style.

2.4.4 Previous Research on English Language Teaching with the Use of a Multimodal Approach

These are studies focusing on the use of a multimodal approach which took place in the different contexts. Some studies aim to understand how a multimodal approach impacts students' understanding and perceiving the content while some studies aim to find suitable ways which models or modes are most suitable for English class. Moreover. Some studies explore students' opinions towards a multimodal approach and the impact of a multimodal approach by adopting new technologies.

There are some studies focusing on using multimodal approach in Iran. Bahareh and Narjes (2015) studied the impact of multimodal texts on reading achievement: a study of Iranian secondary school learners. The aim of this study was to investigate the impact of multimodal texts which focused on reading comprehension test with the age of learners from 16 to 18. The students were divided into 4 groups and received different instructions: linear texts, multimodal printed texts, non-printed multimodal texts, and both printed and non-printed of multimodal texts. The main problem of the learners in this context was that they were poor in

reading comprehension texts (Karimi, 1386 as cited in Bahareh and Narjes, 2015). The materials which were used in this study were pre-test, post-test, and Oxford Placement Test (OPT). The OPT was used to categorise students into 2 groups - a control group and experimental group - then the learners were given different reading instructions as above mentioned. The pre-test and post-test were used to compare after and before using different styles of texts. The result showed that multimodal texts helped students to comprehend the texts better than non-multimodal text. As students were given not only the plain text, but also other forms of presentations, they could understand the texts more easily and predict the meaning from the texts even with limited English knowledge.

The study of Burcu et al. (2014) explored literacy teaching and learning in urban education in Canada used a multilingual and multimodal approach. The participants were students whose first language was not English. They did not speak English in daily life. This study was a combination of two teachers who were teaching in an elementary school. The aim of this research was to increase students' motivation and interest in order to adopt new media from new technology to help students to have better literacy. In order to develop students' literacy, students were asked to find their identities by their own. Some could use other modes such as writing, drawing, taking pictures to identify the text. The result showed that allowing students to have their own way to identify the text could help them to develop their literacy.

Lirola (2016) examined the importance of promoting multimodal teaching in Spanish EFL classrooms. The participants were students who wanted to be high school teachers, and others wanted to work in international companies or work as translators. A survey questionnaire was used to investigate students' opinions. The classroom employed a multimodal approach to teach instead of using the text-based style. The presentations were not added with only text, but also colors, pictures, sound, and so on. With the combinations of presentations, students rated that the multimodal approach was one of the most interesting approaches which teachers should adopt and use in the classroom.

Yumin (2009) studied a multimodal approach for teaching EFL to understand the meaning of texts that shows how each word was perceived. The participants were EFL primary school students in China. Their teachers provided images and sound

rather than textbooks in the classroom when teaching English. The result showed that the students had good attitudes and motivation in learning English and were able to understand meanings of the text rather than using text-based teaching materials. Furthermore, Jewitt (2005) examined multimodality for reading and writing for the 21st century. The study aimed to see how multimodalities - words on screen, images, sound, and movements - impacted on students' text production and reading. Students sometimes shaped the meanings not only from the word, but rather from the picture they saw and the sound they heard. For example, when students played games, they didn't receive the meanings from the text, but rather from movements, images, and sound. The result showed that multimodalities which come along with new technologies might engage students' interest in the lesson, but what mode suits best for the students was unable to be confirmed due to the fact that some modes sometimes could not explain all of the meanings.

Danielsson and Selander (2016) investigated a model for working with multimodal texts which teachers could adapt to use in text work. The participants had different cultural backgrounds. The teaching materials were printed texts and textbooks in a science area. The result showed that the model with the use of multimodal approach helped students in comprehending the text, especially difficult text. To support the model of multimodal approaches, Walsh (2015) strongly agreed that the printed text (one mode) was no longer a dominant part while multimodal text could provide varied modes of presentation which helped students to comprehend and interpret the meaning of the text effectively.

Surprisingly, a multimodal approach is not only applied in a pedagogical field, but also in a medical field. Franceschi (2018) investigated physician-patient communication by focusing on an integrated multimodal approach to teaching medical English. This study aimed to build up the relationship between the physician who gave advice and the patients. There were problems while they were communicating; one had knowledge of medical matters and the other was considered as a lay person with limited or maybe no medical knowledge. The materials employed in this study were a questionnaire and video clips. The questionnaire was distributed to explore the attitudes of physicians. The video clips of Gestalt techniques were played as learning techniques. The participants were 500 first year students of

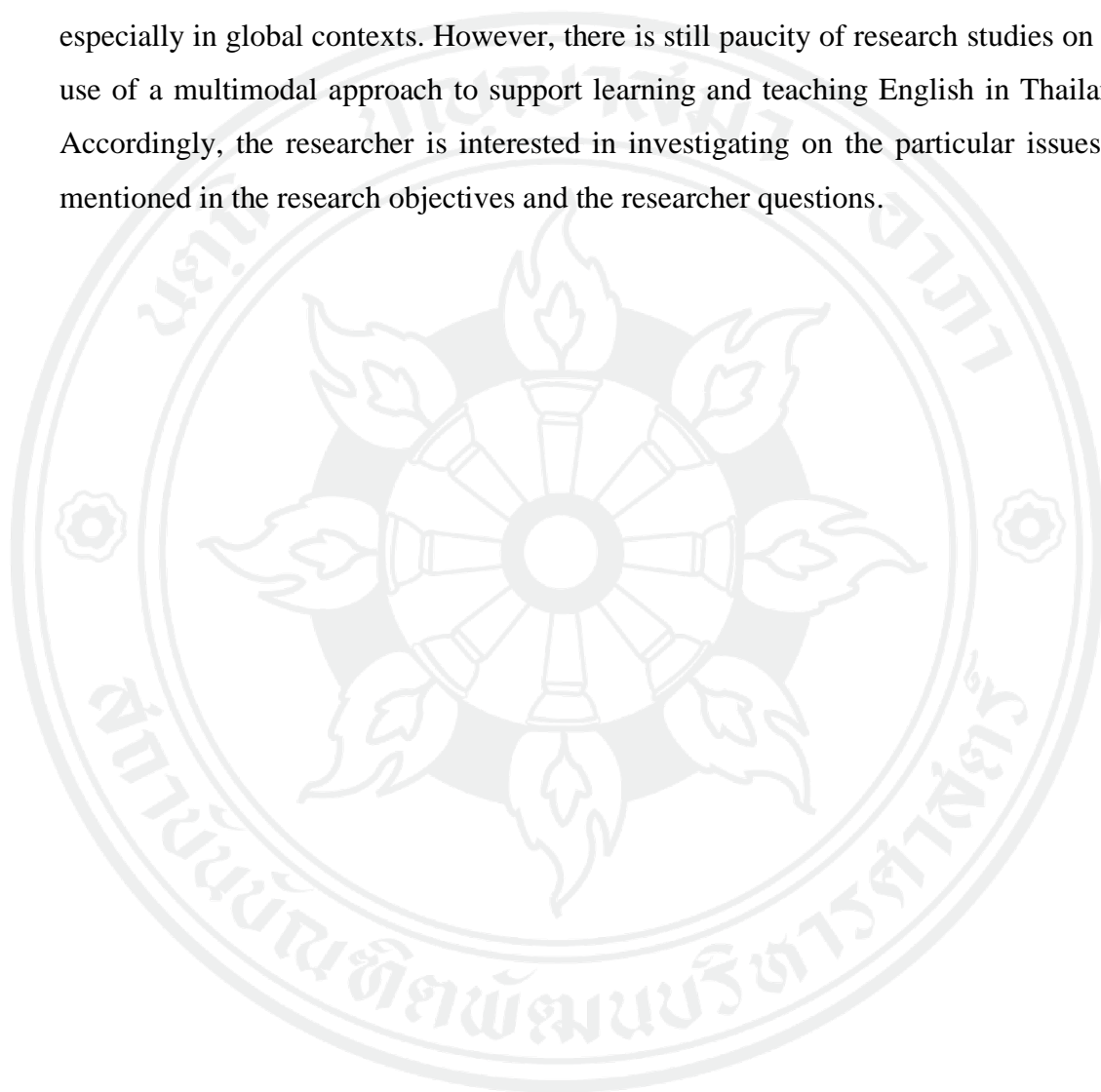
medicine courses and had intermediate and upper-intermediate English level. Students were introduced to the multimodal approach in communication by practicing communication with each other through many kinds of mode such as the empty chair technique, which helps a person to get in touch with other views to resolve conflict, and the playing both roles technique where students play both the role of the patient who receives advice and the physician who gives advice. The result showed that with a variety of ways to give advice by using the multimodal approach, it helped students to prepare and motivate themselves in order to give advice to the patients in real situations.

Marchetti and Cullen (n.d.) investigated whether a multimodal approach could build up creativity in Italian classrooms. The aim of the study was to find out what mode (combinations of texts, audio image) presented in the classroom was suitable for English learning. This study revealed that most of the students learned the meaning of the vocabulary from pictures or the combinations of texts and images. For speaking activities, using videos helped students to participate in the classroom. Moreover, the Italian students preferred to use a multimodal approach in the classroom because it helped produce learning creativity and effective learning. Likewise, Sankey, Birch, and Gardiner (2010) reported that students were very favorable on multimodal learning elements as well as the multiple representation of texts, videos, audio, and images. The students preferred the combinations of presentations as these could help them understand and enjoy the lessons. Likewise, Kress and Selander (2012) reported that each mode had different affordances as it had different potentials for making meanings.

The use of a multimodal approach to teaching English reading in a Thai context was also found. Yimwilai and Phusri (2015) investigated the effectiveness of a multimodal approach in enhancing reading ability for Thai undergraduate students. The participants were 30 students majoring in science. They were divided into 2 groups: one used a multimodal approach, and another did not. The materials were lesson plans, reading tests, questionnaires, and semi-structured interview. The result showed that the students who were in the experimental group and were taught by using a multimodal approach had higher scores of reading abilities than those who were in a control group taught by using a traditional approach. Moreover, students

had positive attitudes toward teaching reading using a multimodal approach. To support this, the result from semi-structured interviews revealed that the students enjoyed the classroom activities which had multiple presentations and they felt comfortable with the instruction.

In summary, a multimodal approach is popular in a pedagogical field, especially in global contexts. However, there is still paucity of research studies on the use of a multimodal approach to support learning and teaching English in Thailand. Accordingly, the researcher is interested in investigating on the particular issues as mentioned in the research objectives and the researcher questions.



CHAPTER 3

METHODOLOGY

This chapter focuses on the research design and the methodology of the current study. The design of the study will explain the nature and research method of this current study while the methodology will be elaborated in terms of samplings, research tools, a pilot study, content validity, reliability, data analysis, and ethical considerations.

According to research design, this study is based on a mixed-method approach. Many researchers agree that a mixed-method approach is useful for research studies because of its values. Stefan (2010) points out that using this approach help avoid conflicts between constructivism and positivism. Zohrabi (2013) believes that using a mixed-method approach can help ensure data validity and reliability. Besides, Onwuegbuzie and Johnson (2006) indicate that the mixed-method approach helps increase validity or quality of the study. Some researchers have stated that a mixed-method research is the only way to be certain of findings (Coyle & Williams, 2000; Sieber, 1973) and interpretation (Morse & Ching, 2003; Tashakkori & Teddlie, 2003b as cited in McKim, 2017) . However, a mixed-method approach is a combination of quantitative and qualitative methods that gives readers comprehensive understanding of the phenomena. Kelle (2006) defines mixed-method approach as ‘a combination of qualitative and quantitative methods which could help practically overcome limitations and solve problems of mono-method research.’

This current study is a mixed-method research, the researcher employs a sequential explanatory design where the quantitative data is collected first followed by the qualitative data collection. The purpose is to use the qualitative results to further explain and interpret the findings from the quantitative phase (Creswell, 2015). The quantitative approach (questionnaires) was used to search for general backgrounds of the students’ views on how reading skills are important for their

academic success, students' views on reading process with the use of the two different teaching approaches, students' views on reading instruction with the use of the two different approaches, students' views on factors in reading comprehension with the use of the two different approaches, and students' views on teaching and learning English reading with the use of the two different approaches. Two questionnaires were employed to collect the students' views on how the teacher used a traditional approach and a multimodal approach to teaching English reading. Subsequently, the researcher employed a qualitative method (semi-structured interview) to explore more details of the students' and the teacher's views on the two different English teaching reading approaches and help probe the students' responses to the questionnaire. The semi-structured interview helped ascertain that the students' views from questionnaire are valid and reliable. The data collected from the students' views, both from questionnaires and interview questions, were used to develop the interview construct for interviewing the teacher to find out his views on the students' views towards the use of the two different teaching approaches and his views on the use of the two different teaching approaches.

According to Merriam and Tisdell (2016), a mixed-method research design is very useful to explore participants' views, not only from a broad survey, but also with more details from individual interviews or a focused group interview. Thus, the researcher could provide the survey to collect a broad view from participants and do the interviews for more details that a broad survey cannot provide. To support this, Creswell (2015) defines the mixed-method research as an approach which uses the strengths of a combination of quantitative data and qualitative data to draw interpretations and to understand the research problems.

In this current study, the researcher triangulated the quantitative data (questionnaire) and qualitative data (interview) as it is a way to explore the teacher and the students' views on the use of two different teaching English reading approaches. As Merriam and Tisdell (2016) mentioned, a triangulation method or a multiple method is 'a powerful strategy for increasing credibility or internal validity of the research.' Hence this study began with a broad survey by using a questionnaire to collect the students' demographic data, and the students' views on English reading teaching by using a traditional approach. After that, the teacher employed a

multimodal approach to teach English reading in a class. Another questionnaire was given to collect the data on the students' views on English reading teaching by using this multimodal approach. Later, more detailed information was drawn as well as the important points derived from the questionnaires were probed through the interview.

Accordingly, the researcher employed the explanatory mixed method design to this current study to obtain both quantitative and qualitative data. The quantitative ones provided the general patterns of students' views on English reading teaching and the qualitative ones helped provide more details about the students' views on how the teacher uses the two different teaching styles (a traditional approach and a multimodal approach). Also, the teacher's views on the two different teaching styles were gained through the semi-structured interview.

3.1 Population Sampling

The sampling of this current study consists of 32 students and one teacher in Nakhon Pathom Rajabhat University (NPRU). The student participants were studying in the second year of a business English major. The teacher participant is a teacher who teaches English reading to those students and he has been teaching English reading for 10 years. He also joined the English reading teaching training course organised by Nakhon Pathom Rajabhat University. Moreover, he had an opportunity to join another training course of 'reading English teaching' in Australia for one month.

The reason why the researcher chose these students as the participants is because the teacher who teaches English reading is the only one that volunteered to participate in this research. Furthermore, he is the only teacher teaching English reading for these 32 students. The students are in an English major, so they should have background knowledge of English learning and practices. The second-year students should also learn English reading from the first year and they should have experiences in learning with various teachers and teaching approaches. They are expected to have a fair to good command of four English skills: reading, writing, listening, and speaking. When they are in the fourth year of study, they will be trained in various workplaces and reading skills are very important for them at work. From

the researcher's experience in observing English classes and talking with some teachers, it is apparent that most of the students in this context lack reading ability. Moreover, the scores of the English tests organised by the NPRU Language Institute show that the students are at low level on reading. This would be a chance for them to learn English reading with different styles and help improve themselves to achieve their goals for studying in their third year and fourth year. The semi-structured interview was developed from the questionnaire data (derived from the students and the teacher) to answer 'how' and 'why' which can help gain more details.

The researcher chose a purposive data sampling method to select the participants for the semi-structured interview. Put simply, the three student participants who rated the statements which are the most favorable in a multimodal approach were selected to be the interviewees. A purposive sampling is one of the choices which many researchers used in qualitative research (Merriam & Tisdell, 2016). Besides, Denzin and Lincoln (1994) point out that purposive sampling method can help researchers meet research objectives in focusing on the characteristics of the target population. This method is useful as it saves time, money, and effort. Thus, it allows the researcher to select the target participants according to the purpose of the study.

Regarding gender equality, it is hard to find the context which has exactly the same number of male and female participants due to the fact that the target context has a lot of more female students than males in English classes. Consequently, this study does not aim to find out the significance of gender.

For the teacher participant, he has 10-year experience in teaching English to undergraduate Thai students. Furthermore, he passed the NPRU English test with high scores in reading and writing skills and he also got high teaching evaluation scores from NPRU students. He is the one who is looking for a new-trend English reading teaching to motivate and develop students' reading ability due to the low reading score from the exit English test. He has been using the traditional approach to teach English reading by focusing on a single mode of material used (textbook), but the students' reading ability is not highly proficient. That is the reason why the teacher participant was interested in employing the multimodal approach to teach English reading by using the variety of modes such as texts, pictures, sounds, and video clips

to support the text from textbook. Moreover, the researcher was the teacher participant's teaching assistant in class, so the researcher could be assured that the teacher was going to use the multimodal approach to teaching English reading.

3.2 Research Tools

The researcher used the questionnaires and the semi-structured interview to focus on the students' and teacher's views on the use of traditional and multimodal approaches to teaching English reading.

3.2.1 Questionnaire Survey

The questionnaire was designed to survey the students' views towards English reading learning and is considered as an appropriate way to gather information from the large number of participants and it is easy to analyze the data obtained by using a computer programme. Besides, there are two sets of questionnaires (before and after the use of a multimodal approach to teach English reading). Each questionnaire includes both closed-ended questions and opened-ended questions to elicit the students' views of what and how they think about the given issues, and the former provides the student participants with rating scales in order to collect their views on the teacher teaching English reading skills with the use of the two different approaches (traditional and multimodal approaches). The opened-ended questions in each questionnaire ask the students to indicate their views on each teaching approach and the students can anonymously rate and answer the questions. The two questionnaire surveys are similar to each other as they seek students' views on reading process, students' views on reading instruction, students' views on factors in reading comprehension, and students' views on teaching and learning English reading.

3.2.1.1 Questionnaire of Students' Views on How the Teacher Teaches English Reading Skills before Using a Multimodal Approach

This questionnaire aims at focusing on the students' views on how the teacher teaches English reading skills using a single mode of materials used in classroom (traditional approach) (Appendix A). The questionnaire consists of three

parts which has 38 items of rating scales: 1) demographic information; 2) problems and factors concerning reading comprehension; and 3) an open question asking about the students' experience of learning English reading through a traditional approach.

3.2.1.2 Questionnaire of Students' Views on How the Teacher Teaches English Reading Skills after Using a Multimodal Approach

After two weeks of teaching English reading through the use of a multimodal approach, the researcher distributed another set of questionnaires to collect the students' views. The questionnaire aims to focus on the students' view on how the teacher teaches English reading skills through a multimodal approach (Appendix B). The questionnaire consists of three parts with 39 question items concerning: 1) demographic information; 2) rating question items about problems and factors regarding reading comprehension; and 3) an open question asking about students' experience of learning English reading through a multimodal approach.

3.2.2 Semi-structured Interview

According to Merriam and Tisdell (2016), there are many types of interviews, such as a structured interview, a semi-structured interview, and an unstructured interview. The reason why the researcher employed the semi-structured interview is because this method would help the researcher further explore more details on the issues under the investigation. In order to elicit all the most useful data, a semi-structured interview was then considered the most efficient method; it helped prepare the set of questions, elicit more detail, and probe the data derived from the questionnaires data through open-ended questions (Merriam & Tisdell, *ibid.*). The interview construct for the students is available in Appendix C. During the interview, the students were asked to present their views on the teacher's use of the two different teaching methods (traditional and multimodal approaches). Also, the teacher was interviewed in order to gain the data of the students' views and experiences of learning English reading through the two teaching approaches. The interview constructed for the teacher is given in Appendix D. During the interview, the researcher could add more questions in order to get more details where any interesting issues emerged.

3.3 Pilot Study

As a part of the data collection procedure, a pilot study was carried out before moving onto the main study. The researcher asked a class of second year students from an English education major to give responses to questionnaire surveys. The participants in the pilot study were not the same as those who were in the main study. The pilot study helped confirm that the statement items on the questionnaire were concise and easy to understand. The students who were willing to join the interview section were interviewed according to the interview construct.

The pilot study could help check the difficulty of language use of the questions. A teacher who is not a participant in this study was interviewed to see if the set of questions is suitable for the research objectives and questions. According to the pilot study, the results showed that the questionnaire in a Thai version was not necessary because the students were studying in an English major and could understand the statement items on the questionnaire. Besides, the students' interview questions were concise and easy to understand. On the other hand, the teacher gave some feedback on the set of teacher's interview questions which suggested that some other questions were required as they could lead to more important details. Hence, the researcher added some insightful interview questions which could lead to answering the research questions more clearly. Thus, the results from the pilot study were used to further develop the two research tools for the main study.

3.4 Content Validity and Reliability

According to Burn (1999) as cited in Zohrabi (2013), it is important to have research data and instruments validated. In this current study, all of the instruments were tested by the researcher, three experts in the TESOL area, students and teacher participants who are not the same as those who are in the main study in conducting a pilot study.

3.4.1 Content Validity

According to Rovinelli and Hambleton (1977), the content validity is derived from the process in which the experts evaluate question items on the tools by indicating whether the statements are congruent or not congruent with the objectives of the study. For this study, the Index of Item Objective Congruence (IOC) was employed to validate the content of the question items on the questionnaires and the interview questions. In this case, three experts in the TESOL area evaluated the statements in the questionnaires and the interview questions according to the following equation:

$$IOC = \frac{\sum R}{N}$$

IOC refers to the congruence of items and objectives or content, whereas $\sum R$ means the sum of scores from each statement checked by those experts, and N represents the number of experts in the TESOL area.

The range of the scores are as follows:

- +1 (the statements and questions are congruent with the objectives),
- 1 (the statements and questions are not congruent with the objectives),
- or 0 (the statements and questions are uncertain with the objectives)

The sum of scores checked by the experts from each statement and question must fall between 0.5 to 1 as this sum of score is considered to signify that the statements and question are congruent with the objectives.

The researcher received constructive views and comments from the experts for revising the question items and statements on the questionnaires and the interview questions. There were some points which were not clear and not congruent with the objectives of the study. For example, one expert suggested that the question items should specify a particular teaching mode used for teaching English reading in the context. Moreover, most of the interview questions should focus on 'why/how' questions rather than 'yes/no' questions in order to elicit the most useful data from the interviews. The result of the IOC for the two questionnaire surveys and the interview questions were congruent with the objectives of the study (see Appendices I and J).

3.4.2 Reliability

In the case of getting reliability of the data, the researcher informed all the teacher and student participants who are teaching and studying reading in other similar English courses of the purposes of the study and ask for their willingness to take part in the study. Hence, it was assumed that the participants would truthfully give responses to the questionnaire and the interview. Later, the researcher distributed the questionnaire both before and after using multimodal approach to two students who were studying in other similar English courses and one teacher who was teaching a reading course in another similar context.

The researcher used Cronbach's alpha to make all question items and statements reliable. Cronbach's alpha has widely used as a measure of the reliability of a psychometric instrument and this name was given by Cronbach (1951). Bonett and Wright (2015) remarked that 'Cronbach's alpha reliability helps prove reliability of the data and describe the reliability of the sum (or average) of q measurements. The q measurements may represent q raters, occasions, alternative form or questionnaire/test items.' In this study, the coefficient alpha was 0.878 which means that questionnaire surveys are reliable. For the interview questions, the researcher adopted a semi-structured interview to collect data. Also, the researcher carried out a pilot study by trying out the interview with two students and a teacher in another similar context. The students and teacher's answers to the interview questions were compared with guiding answers which helped ensure whether the answers were congruent or not. As a result, all the interview questions were proven that they could help elicit reliable data.

3.5 Data Collection Procedure

This section aimed to provide the sequences of how the researcher collected the data. In this study, two sets of questionnaires and a semi-structured interview were used as the main research tools.

Before the researcher started collecting data at Nakhon Pathom Rajabhat University (NPRU), the consent form was sent to the dean of the faculty of Humanities and Social Sciences to ask for the permission. The students and the

teacher participants were informed about the research objectives. After that, the questionnaires focusing on a prior use of a multimodal approach were distributed to the 32 student participants who were given enough time (1.30 hrs.) to complete all the question items. Then, the teacher participant started to teach English reading with the use of a multimodal approach. The teaching and learning session with the use of multimodal approach lasted two weeks. The lesson which the teacher taught in class was about folk tales. Furthermore, to assure that the teacher really used a multimodal approach in accompany with the teaching of English reading, the researcher informed and explained the teacher a variety of modes such as texts, pictures, sounds, and video clips to support the reading lesson. After that, the researcher was a teaching assistant (TA) to observe the class. During the reading lesson, the teacher asked the students to look at the picture and reading topic. The students thought and responded to the reading topic by referring to their background knowledge. After that, the teacher used a power point presentation introducing new words related to the reading text. The students looked at the picture and the words (written text) at the same time; accordingly, this encouraged them to guess the word meanings. The students were sat in group. Then, the teacher asked the students to read the whole passage themselves and showed them a video clip to help support the passage that the students had just read. Afterwards, the students were encouraged to share ideas about the passage and the teacher summarised the whole passage by focusing on topic sentences, a main idea, and context clues. Later, the questionnaires focusing on teaching practices after using a multimodal approach were distributed to the 32 student participants who were given enough time to complete all the question items. When the researcher finished collecting quantitative data from the questionnaire survey, three student participants were selected for the following interviews.

3.6 Data Analyses

The data from the rating responses in the questionnaires were analysed quantitatively and the data from the semi-structured interviews with both teacher and students were analysed qualitatively.

3.6.1 Analysis of the Quantitative Data

After all the data had been collected, the students' demographic information, their self-evaluation and rating in responses to the question items about problems and factors concerning reading comprehension were analysed and compared by using the Statistical Package for the Social Sciences (SPSS). The data were then reported in frequencies, percentages, mean, and standard deviation (SD). Quantitative data as aforementioned are presented in following chapter.

3.6.2 Analysis of the Qualitative Data

The researcher collected the qualitative data from two open-ended questions in the two questionnaire surveys concerning English reading teaching through a traditional approach and a multimodal approach. The data were also derived from the teacher and the students' views in response to the semi-structured interviews. The collected data were coded to answer the research questions. The data included the students' views on learning and teaching with the use of a traditional approach, the students' views on learning and teaching with the use of a multimodal approach, and the teacher's views on the use of the two different teaching approaches.

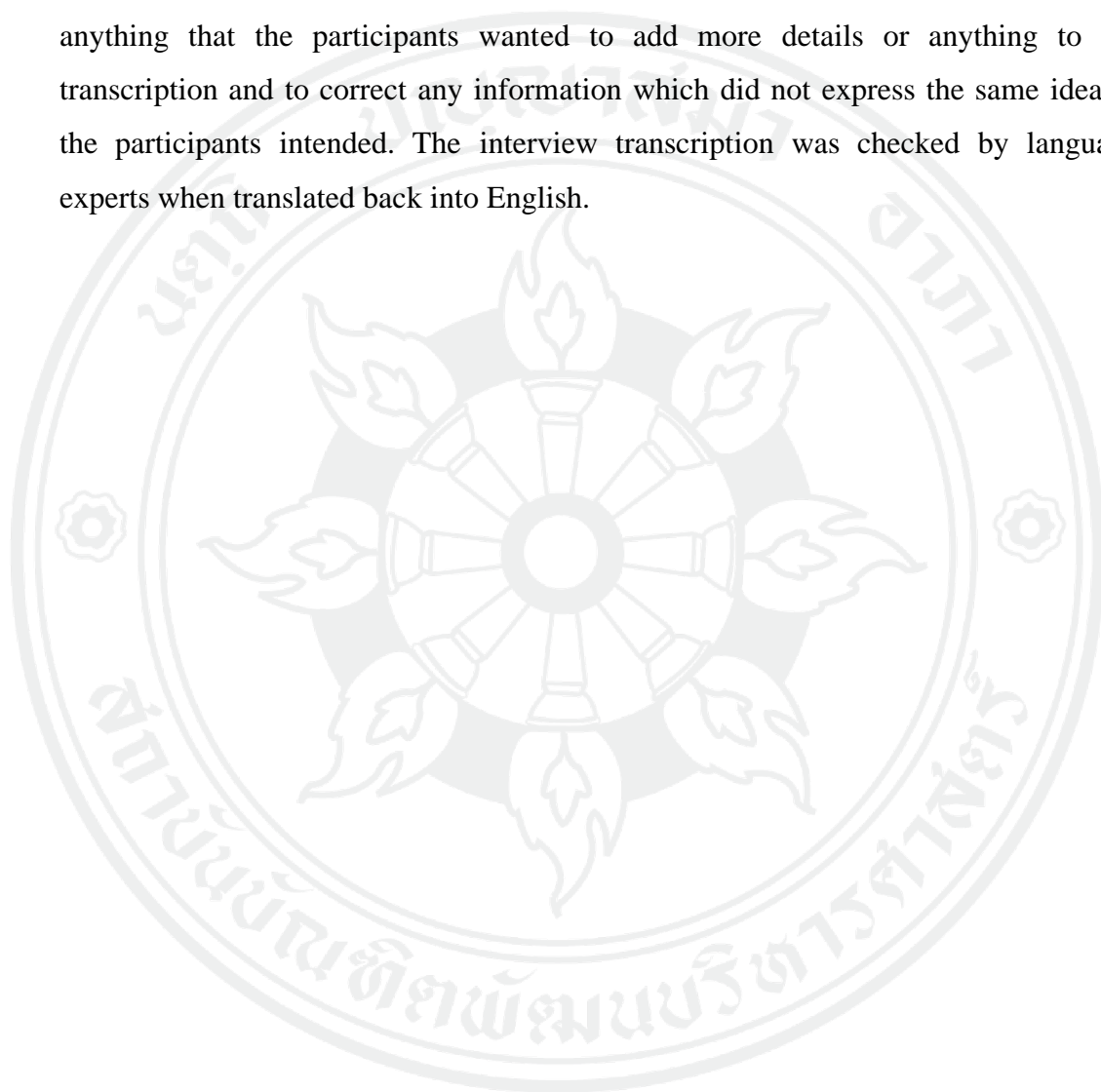
3.7 Ethical Considerations

According to Tracy (2013 as cited in Merriam & Tisdell, 2016), ethical issues exist in the research context with respect to the research procedures. Before collecting data, the researcher had given a consent form to the dean of the Faculty of Humanities and Social Sciences to ask for a permission for collecting data from participants (students and a teacher). In addition, before and during the data collection, the participants were informed about this current study's purposes. Moreover, the participants were asked to sign their agreement for using the data given in this current study and future references.

All the participants' names were kept anonymous, so the participants could confidently give information. Each student participant's name was given a code (from S1 to S3) as it helped the researcher to identify who they were. For the interview session, the participants were from those who completed the questionnaire survey and

they agreed to join the interview session. However, before the interview session began, the researcher informed the participants of the proceedings and asked the students and the teacher for permissions for the interview to be sound recorded.

Lastly, when the researcher finished transcribing the interview, the result of the transcription was sent back to the participants to member check if there was anything that the participants wanted to add more details or anything to the transcription and to correct any information which did not express the same idea as the participants intended. The interview transcription was checked by language experts when translated back into English.



CHAPTER 4

FINDINGS

This chapter presents the findings of the study of students' views on teaching English reading with the use of a traditional approach and a multimodal approach. The quantitative data was derived from the questionnaire survey of 32 students studying in an English major programme at Nakhon Pathom Rajabhat University. The quantitative data were analysed using an SPSS programme. In addition, results are presented from the qualitative data drawn from semi-structured interviews with three students and one teacher.

4.1 Findings in Response to Research Question 1

Both quantitative and qualitative data are presented in order to answer research question 1: What are the students' views on how the teacher teaches English reading skills through a traditional teaching approach? The quantitative data of the students' demographic information showing their English learning and background were tabulated in Table 4.1 below.

Table 4.1 Students' English Learning and Reading Background (N=32)

Number of Students (N)	English Learning Experience (in years)			Self-Rated Reading Ability				Reading Other English Texts Outside Class	
	5- 10	11- 15	16-20	Unsatisfied	Satisfied	Good	Excellent	Yes	No
	32	4	16	12	10	20	2	-	32

Table 4.1 shows the 32 students' background related to the length of time they have been studying English, their evaluation of their reading abilities, and their

reading of other texts in English outside the classroom. Though the number of years varies, the majority of the students have studied English for most of their academic life. Half of the students have been studying English for 11 to 15 years, and only four students have been studying English for a shorter period of 5 to 10 years. Interestingly, none of the students rated their reading abilities as excellent and only two students rated their reading abilities as good. However, about two-thirds of students were satisfied with their English reading abilities though approximately one-third were not. All of the students read other English texts outside the classroom, which is not surprising because they are studying in an English major programme.

4.1.1 Quantitative Data

This section consists of four parts in response to research question 1 concerning students' views on the use of a traditional approach to teaching English reading. The students' views are related to their reading process, reading instruction, problems and factors in reading comprehension, and teaching and learning English reading with the use of a traditional approach.

4.1.1.1 Students' Views on Their Reading Process with the Use of a Traditional Approach

The researcher used an SPSS program to analyse the students' rating in response to all 38 statement items in the questionnaire in order to investigate the students' views (N=32) on their reading process with the use of a traditional approach. The 5-point rating scale includes 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; and 1 = strongly disagree. Table 4.2 shows the students' views on their reading process with the use of a traditional approach and it includes information about their use of a variety of reading strategies as well as an overall self-assessment of their use of strategies and reading effectiveness.

Table 4.2 Students' Views on Their Reading Process with the Use of a Traditional Approach (N=32)

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1	I preview the text before jumping into its detail.	6 (18.8%)	20 (62.5%)	4 (12.5%)	2 (6.3%)	0 (0.00%)	3.94
2	I try to figure out the meaning of words I do not know.	14 (43.8%)	15 (46.9%)	3 (9.4%)	0 (0.00%)	0 (0.00%)	4.34
3	I look over what I am going to read first to get an idea of what it is about.	5 (15.6%)	12 (37.5%)	15 (46.9%)	0 (0.00%)	0 (0.00%)	3.69
4	I ask myself questions about what I am reading.	4 (12.5%)	15 (46.9%)	12 (37.5%)	1 (3.1%)	0 (0.00%)	3.69
5	I read a section again if I do not understand it at first.	15 (46.9%)	14 (43.8%)	3 (9.4%)	0 (0.00%)	0 (0.00%)	4.37
6	I read silently so that I can concentrate on the main idea.	6 (18.8%)	14 (43.8%)	11 (34.4%)	1 (3.1%)	0 (0.00%)	3.78
7	I look up the meaning of words I do not know in a dictionary.	11 (34.4%)	10 (31.3%)	9 (28.1%)	2 (6.3%)	0 (0.00%)	3.94
8	While reading, I picture what the text is about and/or what is happening.	12 (37.5%)	11 (34.4%)	9 (28.1%)	0 (0.00%)	0 (0.00%)	4.09
9	I translate what I am reading into my own words and/or language.	7 (21.9%)	20 (62.5%)	5 (15.6%)	0 (0.00%)	0 (0.00%)	4.06

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
10	I try to connect what I am reading to my experience/ knowledge.	2 (6.3%)	15 (46.9%)	14 (43.8%)	1 (3.1%)	0 (0.00%)	3.56
11	I have good strategies for reading and I know how to read effectively.	2 (6.3%)	7 (21.9%)	19 (59.4%)	4 (12.5%)	0 (0.00%)	3.22

Table 4.2 shows that most of the students (84.4%) agreed or strongly agreed to translate what they are reading into their own words and/or language (statement 1) with the mean score of 4.06. Almost half of the students (46.9%) strongly agreed to reread a section again if they did not understand it at first (statement item 5) with a mean score of 4.37. Likewise, the response to statement item 2 showed that the same amount (46.9%) agreed to try to figure out the words they did not know the meaning ($M = 4.34$). Interestingly, only two students (6.3%) strongly agreed on item 11 that they had good strategies for reading and knew how to read effectively whereas 19 students (59.4%) showed they were undecided. This could indicate that students were unsure about what reading strategies are good and if their reading is effective.

4.1.1.2 Students' Views on Reading Instruction with the Use of a Traditional Approach

This part presents the students' rating in response to the statement items of students' views on reading instruction with the use of a traditional teaching approach. The traditional reading instruction includes translating word-for-word, highlighting points that are interesting, focusing on passing reading tests, reading the text out loud, and asking comprehension and strategy questions.

Table 4.3 Students' Views on Reading Instruction with the Use of a Traditional Approach (N=32)

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
12	The teacher helps me to understand the reading text by translating every word from English into Thai.	4 (12.5%)	15 (46.9%)	9 (28.1%)	3 (9.4%)	1 (3.1%)	3.56
13	The teacher discusses interesting points in the reading text, so I am motivated to read further.	5 (15.6%)	20 (62.5%)	6 (18.8%)	0 (0.00%)	1 (3.1%)	3.88
14	When the teacher teaches reading practice through academic texts and passages, it is interesting.	3 (9.4%)	9 (28.1%)	16 (50.0%)	2 (6.3%)	2 (6.3%)	3.28
15	When the teacher teaches reading practice through academic texts and passages, it helps me pass reading tests.	4 (12.5%)	9 (28.1%)	17 (53.1%)	1 (3.1%)	1 (3.1%)	3.44
16	When the teacher reads aloud in class, it helps me understand the text clearly.	10 (31.3%)	14 (43.8%)	6 (18.8%)	2 (6.3%)	0 (0.00%)	4.00
17	I review and understand the text more clearly when the teacher asks me questions on the main idea, supporting ideas and details, vocabulary, and context clues.	8 (25.0%)	16 (50.0%)	8 (25.0%)	0 (0.00%)	0 (0.00%)	4.00

Table 4.3 illustrates that a significant percentage of students (59.4%) agreed with item 12 that the teacher helped them understand the text by translating every word from English to Thai. The students' rating in response to statement item 13 reveals that more than three-quarters of them (78.1%) agreed or strongly agreed that if the important points of the text were discussed by the teacher, they were motivated to read further ($M = 3.88$). However, with a mean score of 3.44 for item 15, 17 students (53.1%) were undecided about whether when the teacher taught reading through academic texts, it could help them pass reading tests. Likewise, with a mean score of 3.28, 16 students were undecided about whether the teaching of English reading through academic texts was interesting or not. Unfortunately, the researcher also found from item 14 that four students (12.6%) thought that the teaching was not interesting.

4.1.1.3 Students' Views on Factors in Reading Comprehension with the Use of a Traditional Approach

This part sought the students' views on their enjoyment of reading; their reading skills such as reading speed, guessing vocabulary meaning, and getting the main idea; and their ability to summarise, use reading strategies and deal with difficult grammar structures.

Table 4.4 Students' Views on Factors in Reading Comprehension with the Use of a Traditional Approach (N=32)

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
18	I read because I have to read.	2 (6.3%)	8 (25.0%)	18 (56.3%)	4 (12.5%)	0 (0.00%)	3.25
19	I enjoy reading in English because it is interesting.	11 (34.4%)	10 (31.3%)	11 (34.4%)	0 (0.00%)	0 (0.00%)	4.00
20	I enjoy reading in English because it is not difficult to comprehend the text.	3 (9.4%)	10 (31.3%)	19 (59.4%)	0 (0.00%)	0 (0.00%)	3.50

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
21	I can guess the meaning of vocabulary in the text.	3 (9.4%)	10 (31.3%)	16 (53.1%)	3 (9.4%)	0 (0.00%)	3.41
22	I can grasp the main idea of the reading text.	2 (6.3%)	14 (43.8%)	13 (40.6%)	3 (9.4%)	0 (0.00%)	3.47
23	My reading speed is good.	1 (3.1%)	4 (12.5%)	22 (68.8%)	5 (15.6%)	0 (0.00%)	3.03
24	I can summarise the text.	2 (6.3%)	7 (21.9%)	20 (62.5%)	3 (9.4%)	0 (0.00%)	3.25
25	I can use reading strategies to understand the text better.	2 (6.3%)	9 (28.1%)	17 (53.1%)	4 (12.5%)	0 (0.00%)	3.28
26	Some difficult grammatical structures in the text are not obstacles for me to understand the text.	2 (6.3%)	7 (21.9%)	13 (40.6%)	9 (28.1%)	1 (3.1%)	3.00

Table 4.4 shows that with the exception of item 22, the highest percentage of students were undecided when rating their agreement to the statement items concerning problems and factors in reading comprehension with the use of a traditional teaching approach. For example, almost 60% of all students were undecided about whether they enjoyed reading in English because it was not difficult to comprehend the text ($M = 3.50$). Likewise, on item 23 more than two-thirds of the students (68.8%) were undecided about rating their reading speed as good ($M = 3.03$). However, it is clear that with the highest mean score of 4.00, a total of 21 students (65.7%) strongly agreed or agreed with item 19 that they enjoyed English reading because it was interesting. Additionally, half of the students (50.1%) also agreed or strongly agreed with statement item 22 that they could grasp the main idea of the

reading text ($M = 3.47$). It is interesting to note that item 26 had the highest percentage of students disagreeing. This indicates that grammatical structures that are challenging can impede comprehension of a text for more than a quarter of the students.

The findings in Tables 4.2, 4.3, and 4.4 helped the researcher get to know the students' views in general regarding the use of strategies for reading comprehension in conjunction with a traditional teaching approach. Hence, in the next section, the researcher analysed further finding details related to students' views on teaching and learning with the use of a traditional approach for English reading instruction.

4.1.1.4 Students' Views on Teaching and Learning English Reading with the Use of a Traditional Approach

In this section, the researcher analysed the rating responses of the students by focusing on their views about the teaching methods, the efficacy of using only the main class textbook, their motivation in regards to English learning and reading, their ability to read any kind of passage, and the amount of student-teacher interaction with the use of a traditional approach in teaching and learning English reading in class.

Table 4.5 Students' Views on Teaching and Learning English Reading with the Use of a Traditional Approach (N=32)

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
27	The teacher's teaching method is interesting.	8 (25.0%)	11 (34.4%)	6 (28.1%)	4 (12.5%)	0 (0.00%)	3.72
28	I enjoy studying English reading with the use of the current teaching method.	3 (9.4%)	7 (21.9%)	13 (40.6%)	8 (25.0%)	1 (3.1%)	3.09
29	I want my teacher to change the reading teaching method.	1 (3.1%)	15 (46.9%)	8 (25.0%)	8 (25.0%)	0 (0.00%)	3.28

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
30	This teaching method can help me read and understand the text.	1 (3.1%)	9 (28.1%)	16 (50.0%)	5 (15.6%)	1 (3.1%)	3.13
31	I like the way in which the teacher translates the text word by word.	4 (12.5%)	10 (31.3%)	8 (25.0%)	5 (15.6%)	5 (15.6%)	3.09
32	I like the way in which the teacher reads the text aloud and asks students to repeat.	4 (12.5%)	10 (31.3%)	14 (43.8%)	2 (6.3%)	2 (6.3%)	3.38
33	Reading passages provided only in the main textbook used in class are appropriate and not difficult to understand.	3 (9.4%)	18 (56.3%)	7 (21.9%)	3 (9.4%)	1 (3.1%)	3.59
34	Only using the main textbook for the reading class is also advantageous for students when doing exams.	3 (9.4%)	13 (40.6%)	10 (31.3%)	6 (18.8%)	0 (0.00%)	3.41
35	This teaching method motivates me to study English reading.	1 (3.1%)	9 (28.1%)	16 (50.0%)	5 (15.6%)	1 (3.1%)	3.12
36	This teaching method motivates me to read more.	1 (3.1%)	7 (21.9%)	17 (53.1%)	6 (18.8%)	1 (3.1%)	3.03
37	I can understand any kind of reading passage after learning and practicing through this teaching method.	5 (15.6%)	4 (12.5%)	16 (50.0%)	5 (15.6%)	2 (6.3%)	3.16
38	With the use of the current teaching	2 (6.3%)	10 (31.3%)	13 (40.6%)	6 (18.8%)	1 (3.1%)	3.19

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	(traditional) approach, students and the teacher can have more interaction which is helpful for reading skill practice.						

It is interesting to see in Table 4.5 that more than half of the students agreed or strongly agreed that the teacher's teaching method using a traditional approach was interesting ($M = 3.72$) as shown in the results of statement item 27. An even higher percentage on statement item 33 strongly agreed or agreed that the reading passages provided only in the main textbook used in class were appropriate and not difficult to understand ($M = 3.59$). However, the students were split on statement item 28, which is quite important as this item directly states whether students desired a change in the way they were being taught. From the findings, it can be seen that half of the students wanted the method to be changed while a quarter were undecided and a quarter did not want the method changed. On the other hand, it is noteworthy that there were four statement items in which 50% or more of the students were undecided: items 30, 35, 36, and 37. Two of the statement items were related to understanding. Statement item 30, which indicates whether the traditional approach teaching method is effective in helping students read and understand the text, was rated as undecided by half of the students (50%). The findings also showed that half of the students (50.0%), with a mean score of 3.16, were undecided about item 37 whether they can understand any kind of reading passage after learning and practicing through a traditional approach. The other two statement items with high percentages of indecision were in relation to motivation. Half of the students (50.0%) were undecided about item 35 whether this teaching method (a traditional approach) motivated them to study English reading ($M = 3.12$) and a slightly higher number (53.1%) were undecided whether this teaching method (a traditional approach) motivated them to read more (item 36). Interestingly, with a mean score of 3.09, 13

students (40.6%) were undecided about item 28 whether or not they enjoyed studying English reading with the use of a traditional approach. The same percentage of students in statement item 38 (40.6%) were undecided about if a traditional approach could help students and the teacher have more interaction which is helpful for reading skill practice ($M = 3.19$). It is additionally important to look at disagreement. The statement item with the highest disagreement, item 31, indicates that almost a third of the students did not like the text to be translated word by word by the teacher with an equal amount disagreeing (15.6%) and strongly disagreeing (15.6%). The second highest disagreement and strong disagreement can be seen on item 28 which shows that 28.1% did not enjoy the traditional approach when studying English reading.

4.1.2 Qualitative Data

To further explore the students' views on the use of a traditional approach in teaching English reading, the researcher constructed semi-structured interviews concerning students' views on the reading process, reading instruction, problems and factors in reading comprehension, and teaching and learning English reading with the use of a traditional approach.

In this part of the study, the researcher employed semi-structured interview questions to elicit in-depth information from three students chosen from those who participated in the questionnaire survey. The analysis of the students' responses to the interviews will be reported in the following sections.

4.1.2.1 Students' Views on the Importance of Reading

For the semi-structured interview, the researcher developed three main questions in order to explore the students' views on the importance of the reading, the problems of reading, and the students' reading skills.

Considering the importance of reading, the students thought that reading was important because they used it not only in daily life, but also in class. For example, they used reading for tests or even in the classroom because they sometimes had to read the teacher's slides or books. Of course, if they did not understand the slides and books, they would not understand the lessons.

One student (S1) revealed that reading was useful to help increase their reading experience. She emphasised:

Reading is very important. Even if I do not understand all of the texts, at least I have the opportunity to read and learn some new vocabulary. Moreover, reading helps increase my reading experience. The more I read, the better reader I become.

In addition, reading was a key to accessing the knowledge existing in the class. English reading helped support the understanding of the texts when the teacher taught. S2 said:

Among the four English skills, reading is one of the most important skills that we use to understand more of what we need to know. For example, when we study English, the way in which we can understand this subject and get along with the lesson is to be able to read and understand the letters or words in the lessons and textbook.

Despite the importance of reading, the students were still having some trouble with their reading skills. According to the interview, the students admitted that the main obstacle was their limited English vocabulary. As a result, they did not understand the texts or passages they read. To support this, one student (S3) revealed:

Having limited vocabulary is a major problem of learning English reading. As a Thai student, I was born and raised in Thailand. Of course, Thai is my mother tongue and I think this is the reason why I have very limited vocabulary.

Other problems affecting the students' reading abilities while learning English reading were pronunciation, the meaning of the texts, and grammar structures. The students revealed that when the teacher asked them to read aloud, they did not focus much on the meaning of the text; rather, they emphasised the pronunciation of each word. A third problem that most of them mentioned was difficult grammatical structures. S2 explained:

I think I am not a good English reader yet because I have a lot of problems when I read the texts. I also have less experience in reading. Even though I am studying in an English major programme, there are more things to focus on

apart from reading, such as pronunciation, meaning, and grammatical structures.

This might indicate that although the students paid attention to English reading, there were a lot of obstacles impeding their ability to develop reading skills. The major problem was they did not have enough vocabulary to comprehend the texts they read. Another problem was that they had to pay attention to unfamiliar grammar structures, pronunciation, and so on. Therefore, they thought that they were not good readers.

4.1.2.2 Students' Views on Teaching and Learning English Reading with the Use of a Traditional Approach

To further explore the students' views on the use of a traditional approach, the researcher developed the interview questions in order to gain more details. The findings were grouped and presented as follows:

A traditional approach was considered advantageous by some students from the questionnaire survey. The three students from the interview pointed out some good points: they felt relaxed with this approach because the teacher was always an example for them to read and translate, thus they were not worried about making any errors in reading and pronouncing. Teaching English reading with the use of a traditional approach also helped the students to practice not only reading and comprehending the texts, but also pronouncing some new words. Moreover, the way in which the teacher wrote down some important words from the texts on the board and asked the students to repeat them helped the students to remember the meanings of difficult vocabulary. As one student (S1) explained, "I like the way in which the teacher asks me to repeat the sentences after him (the teacher) because I do not have to worry about making any mistakes".

Moreover, the students liked how the teacher pronounced each word and asked them to repeat after him because they could have more opportunity to practice pronouncing each word. S3 emphasised: "I am not good at reading. When the teacher reads the sentences first and asks me to read along, I feel more comfortable to read".

Furthermore, the way in which the teacher sometimes wrote the vocabulary on the whiteboard and asked the students to memorise the words helped them to remember the vocabulary meanings. S2 explained:

I do not have a wide range of vocabulary. I usually get stuck on the meanings of many words from the texts, especially some technical terms. The teacher writes these words on the board and tells the meanings. After that, the students repeat them. Doing this helps me remember the meanings of vocabulary.

In addition, another student (S3) supported this concept: “The teacher sometimes writes down some vocabulary on the whiteboard, asks us to pronounce each word, and gives us the meanings. This helps me to remember the vocabulary and understand what it means from context clues”.

However, there were some disadvantages of using a traditional teaching approach. The way in which the teacher always led the students to read was considered out of date; asking the students to repeat the sentences and using only the teaching materials provided in the textbook. Furthermore, the passages from the textbook were not up to date. In addition, it wasted time to repeat and translate every single sentence. The students also felt that they did nothing in class themselves but waited for the teacher to lead them to study and practice. This did not help develop the students’ reading skills. As a result, it was not interesting to learn English reading without any encouragement to read more in class or on their own. Thus, the students wanted the teacher to change the teaching method so that the new method could help develop students’ reading skills. One student (S3) revealed: “The way in which the teacher asks the students to repeat every sentence from the texts is very old because the reading passages in the textbook are not interesting and these passages have not been updated for a long time”.

To support this, one student (S2) emphasised: “The teaching material used in class is only from the textbooks. It is not interesting and there is nothing else except the texts. Thus, it is very boring”.

Interestingly, another student (S1) remarked:

The teacher reading and translating every sentence does not encourage the students to read more because they do not have the opportunity to try

themselves. The students are not motivated to read but to always wait for the teacher to instruct. Therefore, the students' reading skills are not being developed as they should be.

In addition, other interesting points from the interviewees showed that the students liked to read, pronounce, and translate by themselves. If the students made any mistakes, the teacher could correct them later. Using a traditional approach was not interesting because it did not encourage and motivate the students to further reading. For this reason, the students would rather see the teacher change the teaching method to help them to develop their reading skills. One student (S1) suggested:

I do not enjoy or have fun in the reading class with the use of a traditional approach. The students are truly passive learners waiting for the teacher to fill them with some knowledge. I prefer the way in which the teacher lets the students start reading themselves and corrects them if they make any mistakes. Of course, using teaching material only from the textbook is not interesting anymore. Thus, I want the teacher to change to the way which can help encourage me to read more and motivate me to develop my reading skills.

Overall, three interviewees agreed that using a traditional approach was useful for students who had very limited vocabulary and had no confidence to read aloud themselves. With the use of this traditional approach, the students did not have to worry about making any mistakes. The teacher could be a facilitator who helped guide how to pronounce vocabulary correctly, indicate meanings of sentences, and lead the students to comprehend the reading texts. Nevertheless, all the interviewees showed negative comments on a traditional approach as well and wanted the teacher to change the teaching method in order to find the way to motivate and encourage the students to read more, develop their reading abilities, and achieve their goals as good readers.

4.2 Findings in Response to Research Question 2

The quantitative and qualitative data were analysed in response to research question 2 ‘What are the students’ views on how the teacher teaches English reading skills through a multimodal teaching approach?’

4.2.1 Quantitative Data

In this section, there are four parts which are in response to research question 2: 1) students’ views on the reading process with the use of a multimodal approach; 2) students’ views on reading instruction with the use of a multimodal approach; 3) students’ views on problems and factors in reading comprehension with the use of a multimodal approach; and 4) students’ views on teaching and learning English reading with the use of a multimodal approach.

4.2.1.1 Students' Views on the Reading Process with the Use of a Multimodal Approach

This section illustrates the findings in relation to students’ reading process when taught with a multimodal approach. The researcher aimed to look further into which strategies the students agreed and disagreed that they used while learning English reading with the use of a multimodal approach.

Table 4.6 Students' Views on Their Reading Process with the Use of a Multimodal Approach (N=32)

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1	I preview the text before jumping into its detail.	11 (34.4%)	15 (46.9%)	6 (18.8%)	0 (0.00%)	0 (0.00%)	4.16
2	I try to figure out the meaning of words I do not know.	18 (56.3%)	14 (43.8%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.56
3	I look over what I am going to read first to get an idea of what it is	8 (25.0%)	17 (53.1%)	7 (21.9%)	0 (0.00%)	0 (0.00%)	4.03

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	about.						
4	I ask myself questions about what I am reading.	4 (12.5%)	20 (62.5%)	6 (18.8%)	2 (6.3%)	0 (0.00%)	3.81
5	I read a section again if I do not understand it at first.	18 (56.3%)	10 (31.3%)	4 (12.5%)	0 (0.00%)	0 (0.00%)	4.44
6	I read silently so that I can concentrate on the main idea.	9 (28.1%)	12 (37.5%)	8 (25.0%)	3 (9.4%)	0 (0.00%)	3.84
7	I look up the meaning of words I do not know in a dictionary.	9 (28.1%)	11 (34.4%)	7 (21.9%)	5 (15.6%)	0 (0.00%)	3.75
8	While reading, I picture what the text is about and/or what is happening.	8 (25.0%)	14 (43.8%)	10 (31.3%)	0 (0.00%)	0 (0.00%)	3.94
9	I translate what I am reading into my own words and/or language.	8 (25.0%)	15 (56.3%)	5 (15.6%)	1 (3.1%)	0 (0.00%)	4.03
10	I try to connect what I am reading to my experience/ knowledge.	5 (15.6%)	16 (50.0%)	10 (31.3%)	1 (3.1%)	0 (0.00%)	3.78
11	I have good strategies for reading and I know how to read effectively.	2 (6.3%)	7 (21.9%)	19 (59.4%)	3 (9.4%)	1 (3.1%)	3.19

Table 4.6 showed that most of the students agreed that the way in which the teacher taught English reading with the use of a multimodal approach helped them try to learn and practice English reading by themselves. All of the students agreed with statement item 2 indicating that they tried to figure out the meanings of words they did not know ($M = 4.56$). Moreover, with a mean score of 4.44, there 28 students (87.6%) that strongly agreed or agreed with statement item 5 indicating that they read a section again if they did not understand it at first. Furthermore, 26 students (81.3%)

agreed with statement item 1 that they previewed the text before jumping into its detail ($M = 4.16$). However, in response to the statement item 11, 19 students (59.4%) were undecided about whether they had good strategies of reading and if they knew how to read effectively ($M = 3.19$).

4.2.1.2 Students' Views on Reading Instruction with the Use of a Multimodal Approach

The quantitative findings show how the students viewed the teacher's reading instruction with the use of a multimodal approach. It is interesting that although half of the students agreed or strongly agreed with statement item 14, 13 out of 32 students (40.6%) were undecided about whether it was interesting when the teacher taught English reading through various kinds of modes such as texts, pictures, sounds, and video clips.

Table 4.7 Students' Views on Reading Instruction with the Use of a Multimodal Approach (N=32)

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
12	The teacher helps me to understand the reading text by translating every word from English into Thai.	6 (18.8%)	13 (40.6%)	10 (31.3%)	2 (6.3%)	1 (3.1%)	3.66
13	The teacher discusses interesting points in the reading text, so I am motivated to read further.	9 (28.1%)	18 (56.3%)	3 (9.4%)	2 (6.3%)	0 (0.00%)	4.06
14	When the teacher teaches reading practice through various kinds of modes such as texts,	4 (12.5%)	12 (37.5%)	13 (40.6%)	1 (3.1%)	2 (6.3%)	3.47

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
15	When the teacher teaches reading practice through various kinds of modes such as texts, pictures, sounds, and video clips, it helps me pass reading tests.	3 (9.4%)	14 (43.8%)	11 (34.4%)	2 (6.3%)	2 (6.3%)	3.44
16	When the teacher reads aloud in class and uses various kinds of modes such as texts, pictures, sounds, and video clips, it helps me understand the text clearly.	11 (34.4%)	14 (43.8%)	4 (12.5%)	1 (3.1%)	2 (6.3%)	3.97
17	I review and understand the text more clearly when the teacher uses various kinds of modes such as texts, pictures, sounds, and video clips and asks me questions on the main idea, supporting ideas and details, vocabulary and context clues.	7 (21.9%)	15 (46.9%)	9 (28.1%)	1 (3.1%)	0 (0.00%)	3.88

Table 4.7 illustrates that most of the students agreed with the way in which the teacher taught reading by using various kinds of modes such as texts,

pictures, sounds, and video clips. With a mean score of 4.06, 27 students (84.4%) agreed with statement item 13 that the teacher discussed interesting points in the text, so the students were motivated to read further. Moreover, with a mean score of 3.97, more than three-fourths of students (78.2%) agreed with item 16 that when the teacher read aloud in the class and used various kinds of modes such as texts, pictures, sounds and video clips it helped the students understand the text clearly. Furthermore, 22 students (68.8%) agreed or strongly agreed with item 17 that the students reviewed and understood the text more clearly when the teacher used various kinds of modes such as texts, pictures, sounds, and video clips and asked the students questions on the main idea, supporting ideas, details, vocabulary, and context clues ($M = 3.88$).

4.2.1.3 Students' Views on Problems and Factors in Reading Comprehension with the Use of a Multimodal Approach

Considering the students' views on the problems and factors in reading comprehension with the use of a multimodal approach, it was found that though there was a significant amount of agreement with the positive factors, there was still a lot of indecision in this area. It is interesting to note, however, that the indecision for almost all items was lower than with a traditional approach.

Table 4.8 Students' Views on Problems and Factors in Reading Comprehension with the Use of a Multimodal Approach (N=32)

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
18	I read because I have to read.	4 (12.5%)	10 (31.3%)	12 (37.5%)	4 (12.5%)	2 (6.3%)	3.31
19	I enjoy reading in English because it is interesting.	9 (28.1%)	16 (50.0%)	7 (21.9%)	0 (0.00%)	0 (0.00%)	4.06
20	I enjoy reading in English because it is not difficult to comprehend the text.	4 (12.5%)	14 (43.8%)	14 (43.8%)	0 (0.00%)	0 (0.00%)	3.69
21	I can guess the	2	14	15	1	0	3.53

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	meaning of vocabulary in the text.	(6.3%)	(43.8%)	(46.9%)	(3.1%)	(0.00%)	
22	I can grasp the main idea of the reading text.	3 (9.4%)	14 (43.8%)	14 (43.8%)	1 (3.1%)	0 (0.00%)	3.59
23	My reading speed is good.	2 (6.3%)	5 (15.6%)	20 (62.5%)	4 (12.5%)	1 (3.1%)	3.09
24	I can summarise the text.	3 (9.4%)	11 (34.4%)	16 (50.0%)	2 (6.3%)	0 (0.00%)	3.47
25	I can use reading strategies to understand the text better	2 (6.3%)	12 (37.5%)	15 (46.9%)	3 (9.4%)	0 (0.00%)	3.41
26	Some difficult grammatical structures in the text are not obstacles for me to understand the text.	2 (6.3%)	5 (15.6%)	14 (43.8%)	10 (31.3%)	1 (3.1%)	2.91

Table 4.8 illustrates that most of the students strongly agreed or agreed with the statement items. This indicates that the students enjoyed leaning English reading with the use of a multimodal approach. With a mean score of 4.06, more than three-quarters of the students (78.1%) agreed or strongly agreed with statement item 19 that they enjoyed reading in English because it was interesting. 18 out of 32 students (56.3%) agreed with the statement item 20 that they enjoyed reading in English because it was not difficult to comprehend the text ($M = 3.69$). With a mean score of 3.59 in response to statement item 22, 17 students (53.2%) agreed that they could grasp the main idea of the reading text. However, with a mean score of 3.09, almost two-thirds of students (62.5%) were undecided about item 23 related to whether their reading speed is good. Moreover, 15 students (46.9%) were undecided

about item 21 indicating that they were not sure if they could guess the meaning of vocabulary in the text ($M = 3.53$).

4.2.1.4 Students' Views on Teaching and Learning English Reading with the Use of a Multimodal Approach

This section presents the quantitative findings about the students' views towards the use of a multimodal approach. It was found that most of the students (96.9%) strongly agreed and agreed that the way in which the teacher taught English reading through various kinds of modes such as texts, pictures, sounds, and video clips encouraged them to study English reading.

Table 4.9 Students' Views on Teaching and Learning English Reading with the Use of a Multimodal Approach (N=32)

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
27	The teacher's teaching materials that include various kinds of modes such as texts, pictures, sounds, and video clips are interesting.	19 (59.4%)	8 (25.0%)	4 (12.5%)	1 (3.1%)	0 (0.00%)	4.41
28	I enjoy studying English reading with various kinds of modes such as texts, pictures, sounds, and video clips.	17 (53.1%)	12 (37.5%)	3 (9.4%)	0 (0.00%)	0 (0.00%)	4.44
29	The various kinds of modes such as texts, pictures, sounds, and video clips can help me read and understand the meaning from the	16 (50.0%)	10 (31.3%)	6 (18.8%)	0 (0.00%)	0 (0.00%)	4.31

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	text.						
30	The various kinds of modes such as texts, pictures, sounds, and video clips encourage me to study English reading.	17 (53.1%)	14 (43.8%)	1 (3.1%)	0 (0.00%)	0 (0.00%)	4.50
31	The various kinds of modes such as texts, pictures, sounds, and video clips motivate me to study English reading.	13 (40.6%)	18 (56.3%)	1 (3.1%)	0 (0.00%)	0 (0.00%)	4.38
32	The various kinds of modes such as texts, pictures, sounds, and video clips help me enjoy studying reading.	15 (46.9%)	15 (46.9%)	2 (6.3%)	0 (0.00%)	0 (0.00%)	4.41
33	I can understand the text more when the teacher uses various kinds of modes such as texts, pictures, sounds, and video clips.	14 (43.8%)	16 (50.0%)	2 (6.3%)	0 (0.00%)	0 (0.00%)	4.38
34	When teaching reading skills through various kinds of modes such as texts, pictures, sounds, and video clips, it is necessary that the teacher uses not only the main textbook but	16 (50.0%)	16 (50.0%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	4.50

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
35	other sources and teaching materials. I enjoy studying English reading with the use of the current teaching method (with various kinds of modes such as texts, pictures, sounds, and video clips) rather than the previous one (traditional).	13 (40.6%)	16 (50.0%)	3 (9.4%)	0 (0.00%)	0 (0.00%)	4.31
36	Reading in English with the support of additional kinds of modes such as pictures, sounds, and video clips helps students enjoy studying and practicing reading.	14 (43.8%)	15 (46.9%)	3 (9.4%)	0 (0.00%)	0 (0.00%)	4.34
37	I can understand the text better when the teacher uses various kinds of modes such as texts, pictures, sounds, and video clips.	12 (37.5%)	17 (53.1%)	3 (9.4%)	0 (0.00%)	0 (0.00%)	4.28
38	The reading class with the use of various kinds of modes for learning such as texts, pictures, sounds and video clips is useful.	18 (56.3%)	11 (34.4%)	3 (9.4%)	0 (0.00%)	0 (0.00%)	4.47

Item	Statement	Level of Agreement					Mean
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
39	Having more interaction in the classroom between students and the teacher can be helpful for reading skill practice with the use of texts, pictures, sounds, and video clips.	13 (40.6%)	18 (56.3%)	1 (3.1%)	0 (0.00%)	0 (0.00%)	4.38

Table 4.9 interestingly showed that most students agreed with the statement that a multimodal approach was interesting and the teaching materials (texts, pictures, sounds, and video clips) helped encourage and motivate the students to learn English reading and read more (statement items 27, 30, and 31). Moreover, with the highest mean score of 4.50, all of the students (100%) agreed with statement item 34 that when the teacher taught English reading through various kinds of modes such as texts, pictures, sounds and video clips, it was necessary for the teacher to use other sources and teaching materials rather than only the main textbook. Furthermore, with the mean score of 4.44, almost all of the students (90.6%) enjoyed the various kinds of modes such as texts, pictures, sounds, and video clips when they studied English reading (item 28). In response to the statement item 31, all but one student (96.9%) strongly agreed or agreed that they were motivated to study English reading by various kinds of modes such as texts, pictures, sounds and video clips ($M = 4.38$). Overall, this section showed significant agreement with very little indecision and almost no disagreement.

4.2.2 Qualitative Data

4.2.2.1 Students' Views on Teaching and Learning English Reading with the Use of a Multimodal Approach

The researcher developed the interview questions in order to gain more details from the three student interviewees. The qualitative data were derived from the semi-structured interviews focusing on the use of a multimodal approach to teaching English reading.

To focus on the advantages of using a multimodal approach, the interviewees had positive comments and they liked the way in which the teacher employed this approach in the English reading class. An advantage of a multimodal approach was the way in which it helped encourage and motivate the students to learn English reading. Moreover, the students felt relaxed because there were various kinds of teaching materials which helped them understand the text and enjoy reading more. Furthermore, the way in which the teacher discussed interesting points from the text helped motivate students to imagine and guess the meaning by looking at the pictures, listening to the sounds, and watching the video clips. In addition, a multimodal approach helped students to find the main idea, topic sentences, and references more easily. For example, one student (S1) emphasised: "Using various kinds of modes such as texts, pictures, sounds, and video clips helps me to figure out the meaning from the texts because I can imagine and guess the meaning from the use of those modes".

Moreover, a multimodal approach helped increase the degree of relaxation and participation. Reading became more enjoyable to students because the various kinds of modes such as texts, pictures, and video clips provided some fun during their English reading time. As S3 remarked,

I have a lot of fun with a multimodal approach that uses texts, pictures, sounds, and video clips because I feel relaxed. I really enjoy the English reading time because it is not boring and those teaching materials make me pay more attention to the class.

In addition, a multimodal approach helped motivate the students to read more when the teacher discussed the important points from the text, which became

more interesting because of the use of various kinds of modes. One student (S2) elaborated: “I like the way in which the teacher uses many teaching materials such as texts, pictures, sounds, and video clips when he discusses the important points in the text because it motivates me to continue reading and guess what will happen”.

It is interesting to note that the three interviewees commented that a multimodal approach supported them in finding the main idea, topic sentence, and references in the text and it helped the students understand the text. One student (S2) explained:

Sometimes, I cannot understand the text because I don't know where the topic sentence is or what the main idea is about. With the use of pictures, sounds, and video clips, it helps me find the main idea, topic sentence, and references more easily because of the tone of the sounds and the details from the pictures and video clips.

Furthermore, another student (S3) supported: “Using various kinds of modes such as texts, pictures, sounds, and video clips to teach reading motivates and encourages me to read, listen, and watch more. I feel that it helps the passages from textbook become more interesting”.

After the researcher had explained the modes and that each mode has different functions in order to transfer meaning, one student (S1) gave an interesting response:

I think that sometimes there are many ways that meaning can be conveyed better. For example, pictures sometimes convey the meaning in a way that the text alone cannot. On the other hand, video clips and sounds transmit the meaning in a way in which pictures and texts cannot.

Apart from the use of various kinds of modes, the interaction between the teacher and the students in the classroom was also increased. The teacher did not only ask the students to read aloud from the texts but asked the students to share their

ideas through what they had seen, heard, and watched from many teaching materials.

As S1 explained:

The teacher and the students have more interaction because of the teaching materials. The more teaching materials used to support the main text from textbook, the better the reactions to answer the questions and share ideas happened between the teacher and students.

Nevertheless, one of the students (S2) argued that the amount of interaction between the teacher and students with the use of a multimodal approach was still the same. She elaborated:

I think that the interactions between the teacher and the students will be the same because the teacher has to summarise the content after using a variety of modes. So, the teacher may only ask the students the important questions and this is not going to help increase the reactions from the students.

In this regard, the interviews revealed that the three student interviewees had positive comments on learning English reading with the use of a multimodal approach. They thought that a multimodal approach was an interesting approach which provided some fun to the lesson and motivated the students to read more. Moreover, the students enjoyed and relaxed when they learned English reading with the use of a multimodal approach.

The researcher also found an increase in agreement to the statement items concerning the way in which the teacher taught English reading with the use of a multimodal approach. One student (S1) mentioned:

Using a traditional approach, the teacher teaches English reading and uses only the texts from the books. Of course, there is nothing but the texts. The other approach is interesting because the teacher uses pictures, sounds, and video clips to help support the texts from the books.

In addition, most of the students agreed that they enjoyed studying English reading with various kinds of modes such as texts, pictures, sounds, and video clips. As S2 supported: "I think I really enjoy when the teacher uses pictures, sounds,

or video clips to teach reading because I can see and hear what the passages from the textbook cannot do. This makes English reading become interesting”.

Moreover, the students also agreed with the use of a multimodal approach that they enjoyed reading in English because it was not difficult to comprehend the text. S3 elaborated:

When the teacher teaches new vocabulary, it is very interesting and easy to understand the meaning because the teacher uses pictures, sounds, and video clips without telling the meaning of the word directly. After that, the teacher lets students guess the meaning from what they watch and hear. This is interesting and not difficult to comprehend the text.

Furthermore, the students agreed that a multimodal approach motivated them to study English reading because of the use of various kinds of modes such as texts, pictures, sounds, and video clips. As one student (S1) explained,

I like the way in which the teacher teaches English reading with the use of many teaching materials such as pictures, and video clips. It motivates me to learn and read more because it enables me to imagine and guess the situations in the text even though I do not have background knowledge of that situation.

When asked, ‘Which approach do you prefer your teacher to use to continue teaching English reading?’ two student interviewees (S1 and S2) replied that they preferred the way in which the teacher continued using a multimodal approach with various kinds of modes. Surprisingly, the other student (S3) remarked that it was very useful if the teacher could use the two teaching approaches, a traditional approach and a multimodal approach, together because both had advantages and disadvantages. He (S3) emphasised:

I think using both a traditional approach and a multimodal approach to teach English reading is the most suitable because each approach has its own strengths and weaknesses. For example, a traditional approach might look a bit old style... while some places are not ready for new technologies.

At this point, it can be concluded that the major difference between the two teaching approaches was the way in which the teacher used teaching materials to teach students in the classroom. The students were likely to have better reading attitudes towards a multimodal approach. They thought that a multimodal approach with the use of various kinds of teaching materials such as texts, pictures, sounds, and video clips was helpful as the materials motivated, inspired, and encouraged the students to be active readers even though some student interviewees suggested using a multimodal approach to support a traditional approach in case one approach did not work well in some situations.

4.3 Findings in Response to Research Question 3

The qualitative data derived from a semi-structured interview with the teacher are presented in order to answer research question 3: ‘What are the teacher’s views from the use of the two different approaches?’ There were four parts including 1) the teacher’s views on the importance of reading; 2) the teacher’s views on the traditional approach; 3) the teacher’s views on the multimodal approach, and 4) the teacher’s views on the differences between the two teaching approaches.

4.3.1 Teacher’s Views on the Importance of Reading

The researcher asked the teacher why reading was important. The teacher responded that reading was one of the English skills that was considered important because people learned things in this world by reading, so the reading process was important to expanding students’ knowledge. When the teacher taught English, it was necessary to focus on the students’ reading abilities as they needed to read various texts and passages. To emphasise this more, the teacher elaborated: “To teach English in today’s world, we cannot focus on only an English skill. Teaching English reading is very important as the students must read many texts and passages throughout their courses”.

Even though English reading was considered very important, there were many problems that happened while teaching. The teacher explained:

A lot of problems are found while teaching English reading, but the most serious problem is that the students have very limited vocabulary; as a result, they cannot comprehend the texts. Also, some difficult grammatical structures affect their understanding of the texts.

In this regard, it can be said that reading skills are very important because reading is a basic ability that people use to gain knowledge from sources. However, having a small English vocabulary is a major problem because the students cannot comprehend and understand the texts unless they know the meanings of those words. Moreover, having problems with some difficult sentence structures is an obstacle to translating the passages.

4.3.2 Teacher's Views on the Traditional Approach

In the semi-structured interview, the teacher explained that the traditional approach was useful for students who lacked reading skills. The teacher read aloud and translated the meaning for students. This method helped the students to save time by not having to look up the meaning of the words from a dictionary. In the class, the teacher read aloud and asked the students to repeat and translate into the right meaning so that the students could easily comprehend the text which was considered a difficult one. When the students could not pronounce the words or translate the text, the teacher would ask another student to help. The teacher also emphasised:

A traditional approach can be used to teach English reading, but sometimes it looks like the teacher is always active while the students become passive. The teacher always reads and translates for the students. Although it helps students to save time instead of looking up the meanings from a dictionary and trying to understand difficult text, they do not do things themselves but wait for the teacher.

Furthermore, with the use of a traditional approach, the teacher had to be active to give knowledge to the students because the students felt bored with the lessons and did not prepare themselves for the texts. When the teacher asked the

students to read and translate, he (the teacher) always gave more details to support the students' ideas. The teacher elaborated:

It is very exhausting and yet not interesting at all because the teacher is the only one who acts and performs in the class or translates more to support students' translation. As a result, the teacher loses energy to create more interesting lessons. Likewise, the students feel bored because the way in which the teacher teaches reading is the same.

Another point that made the teacher feel very tired was because the teacher needed to motivate the students, capture their attention, and keep them focused on the classroom work. He explained that teaching English reading was quite boring, especially when the students did not know much about vocabulary. This was a reason why the teacher wanted to try out another teaching approach.

The teacher postulated that due to new technology in today's world, we must accept that there are many teaching approaches which are becoming more interesting than the old ones (traditional approaches). However, using technology to support the content in the textbook must be related to the passages from the textbook. As a result, it was the teacher's duty to find new techniques or strategies in order to encourage and motivate the students to learn to read in English because the traditional approach was not effective. As the teacher pointed out: "The traditional approach cannot motivate the students to learn reading because they know that the teacher will do everything for them so that they will never do homework or prepare for the lessons. This is truly boring".

Another interesting point was that the teacher also mentioned that using the texts only from the textbook might be very outdated judging from the topics given. The teacher mentioned: "It is good to adapt the teaching approach by using online sources to teach reading. The texts from the textbooks are considered non-updated sources because some textbooks were published a very long time ago".

Overall, the teacher gave feedback concerning both advantages and disadvantages of the traditional approach to teaching English reading. The teacher explained that the students who lacked reading skills preferred a traditional approach to a multimodal one because they expected the teacher to read and translate for them,

so they tended to make fewer mistakes. In contrast, another group of students who had better reading skills did not like a traditional approach. He elaborated:

Students who have low reading skills prefer learning through a traditional approach because they like when the teacher reads and translates the text for them so that they do not have to prepare for the lesson and they are afraid of making mistakes. However, other students do need more strategies to develop their reading abilities in order to take tests such as TOEIC. Thus, they do not like when the teacher asks them to read and translate each sentence.

Based on the traditional teaching approach, the teacher also thought that the way to encourage students to read more is to assign the tasks by giving the students more choices to read. For example, the teacher normally asked the students to choose a story and read it outside class (extensive reading) and later asked them to share the story in the classroom with their friends. The teacher also commented that the interactions between the teacher and students through a traditional teaching approach were high because the teacher knew each student's background and asked them to read and translate regularly while reading in English. In this way, the teacher could know all students' reading abilities and were able to assign particular tasks in accordance with students' strengths and weaknesses.

4.3.3 Teacher's Views on the Multimodal Approach

The teacher had more positive views on the use of a multimodal approach to teach English reading because it made the lessons become more interesting than a traditional approach. The teacher used pictures and sounds to support the reading text. First, he asked the students to read the text, then asked them to look at the pictures and try to guess the meaning and tone of the reading topic. Later, when the students had some idea of the reading topic, the teacher presented the sounds which indicated the tone of the reading topic which the writer wanted readers to feel. If there were any videos relating to the reading topic, the teacher would show the students. As a result, the students became more interested in the reading lesson. He explained:

Using a multimodal approach is very interesting. The students feel excited and they do not only see but listen at the same time. In particular, there are some

videos which are related to the lesson ... the students really like this teaching style.

In relation to the four English skills, through the teacher's eyes, reading was considered difficult and boring. The way in which he encouraged his students to pay more attention to English reading both inside and outside class was by finding additional techniques or strategies to motivate the students to read and practice more. For this reason, the teacher supported a multimodal approach. He stated:

I am a person who likes to read books. Of course, I know that it is boring for many students. Some studies suggested an interesting idea of using sounds and videos to help encourage students in the classroom. I agree that it can also help motivate my students to understand and pay more attention to the lessons.

In addition, the students definitely had different backgrounds related to the reading topics offered in the classroom. Some students who knew about the topic were likely to understand the reading passage more easily whereas the others who were not familiar with the topic tended to have less comprehension of the reading. Thus, to bridge this gap, the teacher postulated:

The textbook with pictures and colors can interest the students. They enjoy reading with pictures and colors. Each student has a different background received from his/her own surroundings. Thus, having teaching materials with sounds, pictures, and video clips help the students to guess and comprehend the texts more easily by providing some background on the topic.

The teacher also discussed the advantages and disadvantages of a multimodal approach. To start with the advantages, the first one was that the environment in the classroom became more interesting and the students were likely to be more active. Second, the approach helped motivate the students to pay more attention to the lessons. The last one was that this approach offered a good opportunity for a teacher to develop himself or herself by making use of new technologies to incorporate with this teaching method. For the disadvantages, the teacher only explained:

Although I have never had a problem with the use of a multimodal approach to teaching reading, it could happen in the area where new technology does not play an important role. If it happened, I could no longer use various kinds of teaching materials except textbooks.

In addition, the interactions between the teacher and the students increased through the use of a multimodal approach. The teacher emphasised:

I can question the students by focusing on the given picture, sounds, or video clips and asking them to compare those things with the original texts. For example, I can ask 'How is it similar to or different from the original text?' This could help encourage the students to become more active and express what they understand from the reading text.

Overall, the teacher was likely to give more positive comments with the use of a multimodal approach to teaching English reading. Using various kinds of teaching materials may not help develop only reading skills, but also help develop listening skills (listening to the sounds), speaking skills (interacting with the teacher and other students), and writing skills (seeing good writing examples from the texts).

4.3.4 Teacher's Views on the Differences between the Two Teaching Approaches

The teacher mentioned two different points concerning the two teaching approaches: classroom environment and students' motivation. Most of the students had positive views towards the use of a multimodal approach because there were many kinds of teaching materials and the students became more attentive to the class. As a result, the reading class was lively and fun. Some students who had positive attitudes toward a traditional approach were those who lacked vocabulary and had low reading skills because they preferred having the teacher as a learning facilitator at all times. This was the reason why the classroom atmosphere was different. Also, a multimodal approach helped motivate the students to learn English reading more than a traditional approach because the activities in class were more supportive.

In addition, the teacher also discussed the problems that occurred while teaching reading with the use of the two teaching approaches as well as the advantages and the disadvantages of the two approaches (sections 4.3.2 and 4.3.3). When teaching with a traditional approach, the teacher revealed that the students always waited for the teacher to move on and they did not show much motivation, encouragement, or inspiration to learn. More importantly, the teacher was extremely exhausted. To solve this problem, the teacher emphasised:

I always ask the students to sit in groups or work with a partner or a peer. The students with poor reading ability will sit with the one who is more skillful. After that, all the students share the ideas of the reading texts such as main idea, topic sentence, and word references with their friends in class. This helps students to be more active and the teacher is less tired.

Furthermore, when the teacher taught with a multimodal approach, the teacher revealed that the other teaching materials could sometimes not support the original texts in the textbooks because he was not able to find suitable teaching materials and new technology sometimes was not available in some areas in the countryside. The teacher thought that the only way to solve this problem was to use a traditional approach. The teacher explained:

Sometimes it is hard to find suitable teaching materials such as pictures, sounds, and video clips to support the original text due to the fact that the reading topic is out of date. When I found out that the multimodal method didn't work properly, I decided to stop using it for one unit and teach English reading with the use of the traditional one instead.

It would be useful to move on to the differences between classroom management to see if there were any different points in controlling the classroom. The problem of classroom management when using a traditional approach was that there were more than 30 students in each classroom. There were too many for the teacher to call every student in order to ask them to read and comprehend the text. Surprisingly, the teacher revealed that he did not find any problems in managing the classroom in a multimodal approach because the multimodal approach had many teaching materials

to catch students' attention while a traditional approach had only the texts from textbooks. The teacher elaborated:

When I teach with the use of a traditional approach, it is too much and likely impossible for me to ask all students in class to read and comprehend the text because there are too many students in the class. Since I have tried a multimodal approach, I have not found any problems so far in managing the classroom because the students have been interested in the teaching materials such as pictures, sounds, and video clips. On the contrary, students do not pay much attention to the class with the use of a traditional approach which uses only texts from textbooks.

In addition, the teacher revealed that the students were interested in the tasks when the teacher asked them to conclude the story and present their conclusion in class. Texts, pictures, sounds, and video clips which were in the presentation helped motivate the students to pay more attention. He emphasised:

I noticed that the students usually finished the tasks and presented them with PowerPoint and everyone in the classroom was interested in them. They were motivated to pay attention to the lessons. It means that the students liked to learn reading with the use of a multimodal approach.

Interestingly, the teacher mentioned that every approach had its own strengths and weaknesses. It was hard to decide which one was the best and most useful approach. For example, a multimodal approach was considered good when it was applied in the area where new technologies were ready to use. Likewise, a traditional approach was useful when it was employed where a multimodal approach could not work properly. If it was possible, it would be good to focus more on the use of a multimodal approach as it was likely to give more advantages. The teacher explained:

If I had to choose, I would have no doubts about choosing a multimodal approach to teach English reading because it helps students improve many skills, not only reading but also listening, speaking, and writing at the same time.

Lastly, the teacher suggested the way to help Thai students to develop their reading abilities. The best way was to start with the subject which could give students' pleasure when reading it extensively. Moreover, the teacher should arrange small goals for the students to achieve. For example, the teacher could suggest the Oxford Bookworm books (see Chapter 2) which are included in the collections of reading books divided into levels. Moreover, that kind of book has a CD so that the students could read and listen at the same time. This technique could most likely help to improve students' reading abilities. He elaborated:

I would suggest that the way to help Thai students develop reading skills is to set up small goals for students to accomplish. After that, it is necessary to create a reading course which is for reading for pleasure to motivate students to learn English reading. Moreover, the teacher should advise students to read the Oxford Bookworm series which has a CD so that the students can practice reading and listening at the same time.

4.4 Summary of the Findings

The purpose of this study was to explore the students and teacher's views on the use of the two teaching approaches (a traditional approach and a multimodal approach). The students' and teacher's views on the importance of reading and the use of a traditional approach and a multimodal approach. It is not surprising that the students shared ideas that reading was very important in order to gain more reading experience and learn new vocabulary. The teacher also pointed out that reading was a basic skill that everyone used to gain knowledge as people learned things from reading. For a traditional approach, the students thought that it was a teaching style in which the teacher used a single mode (mainly from the textbooks) to teach English reading. The approach was considered quite boring because the students did not have much motivation to learn while a few students preferred this to a multimodal one. The main reason was that they still needed a teacher to lead them for reading comprehension. On the other hand, the teacher felt that using this approach was laborious because he needed to facilitate the reading process for students at every step of reading comprehension.

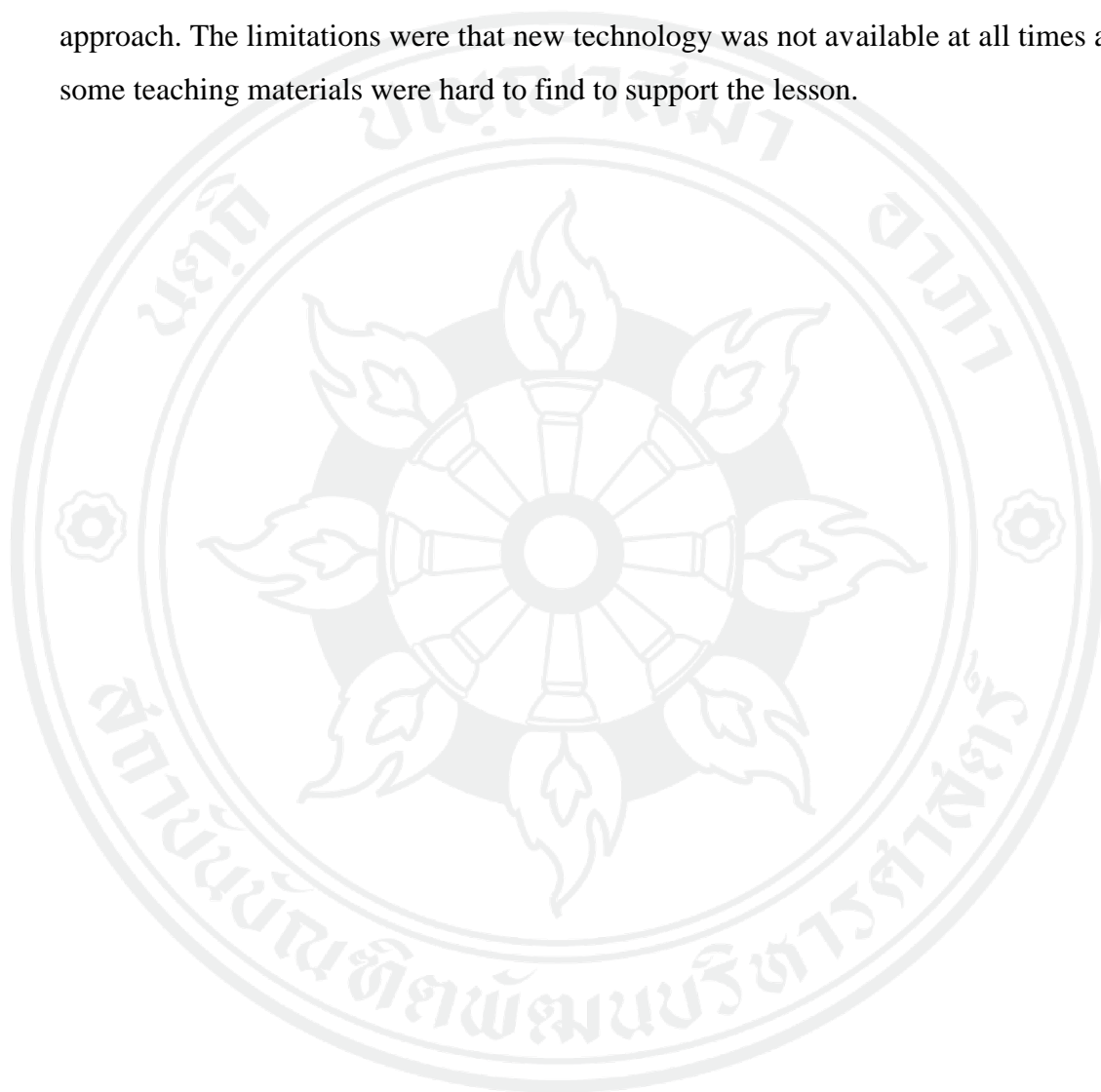
For a multimodal approach, the students liked it because the teacher used a variety of modes to teach English reading such as pictures, sounds, and video clips. The teacher commented that he hardly found any problems while using the approach, but it was sometimes hard to create some teaching materials to help support the reading lesson. The only limitation of a multimodal approach was that it could not be taken place in the area (countryside) where new technology was not available.

In response to research question 1, the students gave interesting views on a traditional approach. A few students had positive comments that they liked the way in which the teacher did everything in the classroom so that the students who had low reading abilities could wait for the teacher to read and translate. On the other hand, the students who had high reading abilities did not like to read and translate a reading text sentence by sentence because they needed more techniques and strategies to develop their reading skills.

In response to research question 2, the students' views on a multimodal approach indicated a lot of positive comments. The students said that using a lot of teaching materials to teach English reading in the classroom was very interesting and made them more motivated to learn and read by themselves. Moreover, they enjoyed and felt relaxed with the lessons and were able to guess the meanings from pictures, sounds, and video clips without looking up words in a dictionary. Furthermore, the students also commented that using pictures, sounds, and video clips helped them to understand the texts more and to imagine along the reading. In their opinion, it was not boring and those teaching materials made them more attentive to the class. In addition, the teacher and the students had more interaction in class because of the use of many teaching materials helped the teacher to encourage the students to answer the questions and share their ideas about the reading topic.

In response to research question 3, the teacher revealed that he felt that using a traditional approach was laborious because it appeared that he became the only one who had to read and translate the reading text for the students. Of course, the teacher used the reading passages only from the textbooks and the students considered them not interesting. The students who liked this teaching style were in a group with low reading abilities as they had very limited vocabulary and low confidence; as a result, they were unable to read on their own. For a multimodal approach, the teacher gave

the view that the students paid more attention to the classroom and this made the teacher feel more comfortable to teach and the teacher did not have to put so much effort into the teaching. The use of supplementary tools such as pictures, sounds, and video clips could help motivate the students to learn a lot more. Furthermore, the teacher said that he did not find any significant problems while using a multimodal approach. The limitations were that new technology was not available at all times and some teaching materials were hard to find to support the lesson.



CHAPTER 5

DISCUSSION, IMPLICATIONS, RECOMMENDATIONS, AND REFLECTIONS

This chapter presents the discussion in response to the findings derived from the questionnaire surveys and semi-structured interviews, as well as implications, recommendations, and the conclusion of the study.

5.1 Discussion

This section consists of three main discussion sections based on the research questions of this study concerning the students' views on how the teacher teaches English reading skills through a traditional teaching approach and a multimodal approach as well as the teacher's views on the use of the two different approaches in reading class.

5.1.1 The Students' Views on How the Teacher Teaches English Reading Skills through a Traditional Teaching Approach

According to the research findings, first, the students emphasised their reading obstacles. They stated that they did not think they were good readers and were not sure whether they were satisfied with their reading proficiency. The main reason was that they had very limited vocabulary; as a result, they could not comprehend the reading texts. To support this, Bahareh and Narjes (2015) described in their study that it should be kept in mind that EFL students usually had limited vocabulary in use. In accordance with this, Wisaijorn (2005) remarked that many Thai EFL students had reading problems in university as they were not generally in situations where English was used. Moreover, Thai EFL students did not have a lot exposure to reading practice in English compared to EFL/ESL learners in other countries (e.g., Singapore

and Hong Kong). As a result, it is important to motivate students to read more so that they can achieve their goals of reading comprehension.

Furthermore, the students revealed that they felt bored with the use of a traditional approach as the teacher always used texts mainly from the textbooks and this resulted in a lack of motivation and encouragement to learn to read in English. To support this, Nita and Ridha (2017) stated that the investigation carried out by the writers in Palembang, Indonesia found that the students felt demotivated by the teaching techniques used by the teacher teaching English reading. It is because the teacher always asked the students to read and answer questions in response to reading comprehension practice every time in class. Moreover, the teacher usually used the reading passages from textbooks which were not updated and neither interesting nor exciting. Likewise, Price (2009), as cited in Nita and Ridha (2017), pointed out that in so doing, the students may have less motivation to learn in reading class; as a result, their reading comprehension practice could be more effective.

In addition, the students strongly agreed that they wanted the teacher to change the teaching style. More diverse modes such as pictures, sounds, and video clips should be supplied in reading class because these teaching materials could help increase enjoyment and pleasure while they were reading. Bahareh and Narjes (2015) study revealed that the multimodal instructional materials such as texts, pictures, sounds, and video clips provided enjoyment and motivation to the EFL students; consequently, those materials helped students become more effective in studying English reading than a traditional teaching approach. Thus, the teacher should focus more on the use of more diverse modes in order to motivate the students to learn reading with pleasuring and enjoyment.

On the other hand, a few students preferred a traditional approach to a multimodal one for teaching English reading. The main reason was that they had very limited vocabulary; as a result, this made them poor in reading abilities and read on their own at a very slow speed of reading on their own. Thus, the way in which the teacher read and asked the students to repeat helped them to be more comfortable because they did not worry about making mistakes. Moreover, they did not waste their time looking up the definitions of words they did not know from the dictionary because the teacher always read and translated. Thus, learning English reading with

this teaching method could be related to ‘field dependence’ in which the students are not allowed to learn by themselves. Nozari and Siamian (2015) elaborated that field dependent learners are those who gain knowledge in a way that is affected by the teachers while field independent learners are those who construct knowledge themselves. As a result, the field dependent students would not have the ability to improve their reading skills. Tinajero and Páramo (1998) pointed out that learning English reading in this way showed that the field independent students performed better at learning to read in English. Likewise, Nozari and Siamian (2015) postulated that students with field independence in formal settings gave them enjoyment in academic achievement and foreign language text comprehension skills and the students’ reading comprehension also increased.

Based on the findings about students derived from the questionnaire survey and semi-structured interviews, most of the students had negative comments about the use of a traditional teaching approach. They pointed out that when the teacher always read and translated every sentence, it made the lessons become even more boring. They learned nothing except knowing a few new vocabulary words. Chandavimol (1998) and Soonthornmanee (2002) supported that the teacher’s teaching method in the Thai classroom is based on reading and translation of the texts rather than focusing on the reading comprehension. This traditional instruction interrupted the students’ development of reading abilities.

5.1.2 The Students’ Views on How the Teacher Teaches English Reading Skills through a Multimodal Approach

It was apparent that the students had better attitudes toward the teaching of English reading with the use of a multimodal approach. Most of them felt that using a variety of modes to teach English reading helped motivate and encourage them to learn because those modes encouraged their attention to the reading lesson and practice. Using pictures, sounds, and video clips to support the passage from the textbook helped the lessons become more interesting and the students were able to guess the meaning from the text. As a result, it helped students understand and comprehend the texts.

When the lessons were more interesting, the students became more motivated to learn. Accordingly, Bahareh and Narjes (2015) postulated that EFL learners who learned reading with the use of multimodal printed and non-printed texts enjoyed the reading programme and felt motivated intrinsically and extrinsically. As a result, they were more likely to improve their reading abilities. Likewise, a multimodal approach with the use of multimodal texts enabled the EFL learners to read comprehensively through the use of dynamic teaching materials. This was possible because new technology had recently started being used and using it in this way seemed inevitable. The teacher provided students with many kinds of teaching materials that could help them decode the meaning from the text (Marcus, Cooper, & Sweller, 1996; Schnotz, 2005; Verhoeven & Perfetti, 2008).

The students also found that each mode had its own potential in terms of conveying meaning to readers. For example, pictures helped illustrate meanings to some extent whereas the text could not. Likewise, the illustrations help improve students' abilities to recall conceptual information and with problem-solving retention. Consequently, the students who read texts (printed or non-printed) with illustrations were more successful in transferring knowledge and performing problem solving tasks than those who read texts with no illustrations (Mayer & Gallini, 1990).

Notably, the quantitative and qualitative findings of this study revealed that the students supported the use of a multimodal approach for teaching English reading. Reading was commonly considered as a boring practice, especially when students did not have the background of a reading topic, the topic was not interesting and sometimes, to some degree, the topic was not consistent with the current interest of readers. Using pictures, sounds, and video clips helped to promote imagination along with the topic. Yimwilai and Phusri (2015) described that a multimodal approach was strongly supported by many researchers. It was a useful approach which appealed to all learning styles (visual, auditory, and kinesthetic). Also, it supported students' understanding of the subject and led them to better academic achievement. Therefore, the students were likely to have more positive attitudes toward English reading. For teachers, they could motivate their students to participate in the lesson and the classroom could be more manageable.

To conclude, the qualitative data derived from the semi-structured interviews revealed that both approaches could be used as they had their own strengths and weaknesses. The students had positive comments about the use of a multimodal approach and showed their approval of the use of pictures, sounds, and video clips to help support the passages from the textbooks and increase the students' motivation to learn reading in the classroom as well as to read outside the classroom by themselves. To support this, Ganapathy (2016) commented that a multimodal approach helped promote students' positive learning outcomes surrounded by teaching and learning with the use of many teaching materials. Likewise, using a multimodal approach helped encourage student's motivation and inspiration to learn both outside and inside the classroom, especially in English reading (Bao, 2017). Also, Lee (2014) stated that students had been discouraged when the teacher used a traditional approach whereas using multimodal learning practices heightened the students' motivation and confidence. Furthermore, teaching English reading with the focus on multimodal pedagogical practices had the capacity to promote students' autonomy in learning and facilitate various learning styles (Malini & Saundravalli, 2016). Thus, the students wanted the teacher to use a multimodal approach to teaching English reading because the students believed that a multimodal approach could help increase students' motivation, encouragement, and autonomy to learn English reading so that they could develop their reading skills to read effectively.

5.1.3 The Teacher's Views on the Use of the Two Different Approaches

From the teacher's views derived from the semi-structured interview, the teacher shared the ideas that reading skill was very important as it was a way for the students to gain and expand knowledge. In accordance with Yoosabai (2009), reading was the most vital for students in both classroom and other contexts. It was important for students at all levels as they had to comprehend a mass of reading texts from various sources. Likewise, Zare and Mobarakeh (2011) also highlighted that reading ability was essential for EFL learners in Asia to learn and experience things.

In this study, the teacher considered that the advantages of using a traditional approach were useful for the students who had low reading speed and low efficiency in reading. Those students felt very comfortable with this approach because they did

not have to worry about making mistakes in pronouncing the words and translating difficult sentences. To support this, Flores, Lima, and Zeledon (n.d.) highlighted that the students liked the way in which the teacher translated the text for them because it was easy to understand and the students could understand even if there were difficult sentences. On the other hand, the disadvantages of using a traditional approach were that the teacher must use lots of energy to motivate the students and catch their attention with the lessons because the information was quickly out of date. Case (2012) pointed out that some information in reading text could become quickly out of date due to the new interests at present which students considered more important and interesting.

In addition, the advantages of a multimodal approach with the use of pictures, sounds, and video clips were emphasised by the teacher explaining that the approach helped motivate and encourage the students to learn English reading because these materials helped support reading comprehension. Each mode had the potential and affordances, properties that show users the actions they can possibly take with it, to support the texts (Walsh, 2015). Other researchers also supported that the multimodal texts are developing new ways of reading comprehension because each mode supports others (Bearne, 2003; Heath, 2000). Moreover, some topics that the students were not familiar with were supported by the use of these teaching materials. Likewise, Picciano (2009) also emphasised that the teacher should try to use other interesting teaching styles, not only face-to-face, but also the sources from online technologies such as pictures, sounds, and video clips which helped present meanings from the text to meet the wide spectrum of students' needs.

Again, using a diversity of modes to teach English reading helps students to be more comfortable with learning reading as well. Another study from Ajayi (2009) also supported that a multimodal approach had the potential to enhance EFL students' ability to enter into text composition from different paths. Therefore, the students had more opportunities to create new ways to learn reading and understand what the texts mean in a way that they felt the most relaxed. Likewise, the findings of this current study showed that a multimodal approach with the use of various modes motivated the students to focus more on reading practice. The students enjoyed the lesson and were excited because they could see and listen at the same time. These are the reasons

why the students really liked this approach. Marchetti and Cullen (n.d.) explained in their study of Italian students learning English with the use of a multimodal approach that the students gained experience learning English through the use of images and sounds. As a result, it increased the efficiency of language acquisition and produced a creative learning experience. Another support from the study of Archer (2008) emphasised that both visual and verbal modes aimed to develop academic literacy. As a result, the students reported that they favoured the use of a multimodal approach. They believed that it assisted their reading comprehension as they found that reading and listening helped them understand the reading text as they could not understand the text by just reading. Visual and auditory modes combined with the text created a greater potential for learning English reading (Sankey et al., 2010). Contrarily, the limitation of using a multimodal approach was that it could not take place in the areas that were either offline or where online technologies met their limits. Interestingly, Pourhosein, Sabouri, and Zabihniaemran (2015) highlighted in their study that the restriction of Internet access was a barrier to using technology because there were some places that did not have Internet access points as they were too far away or in the countryside. Thus, the teacher suggested that he preferred using a multimodal approach rather than a traditional approach, except when a multimodal approach met its technological limits.

To focus on the differences between the two teaching approaches used in the context of this study, the teacher reported that there were two major points of difference which were students' motivation and the classroom environment. The students had positive comments with the use of a multimodal approach, explaining that it helped motivate them to learn reading while the use of a traditional approach did not. Correspondingly, the classroom with the use of various modes of teaching was lively and fun because the teacher and the students enjoyed different teaching materials while a traditional approach was boring because the students always waited for the teacher as the leader to initiate every activity (Ashman, 2016; Yap, 2016).

In all, both traditional and multimodal approaches had strengths and weaknesses. However, the teacher found that the problems were that using a traditional approach wasted a teacher's potential and did not motivate students to read

and practice but when using a multimodal approach, the teacher was sometimes not able to find suitable teaching materials to support original texts from the textbook.

5.2 Pedagogical Implications of the Study

The findings of this study could be used to improve the teaching and learning of English reading in the Thai EFL university context. The researcher believes that the results of this study could enhance Thai undergraduate students' reading ability and thus lead them to a better level of English proficiency.

The traditional approach to teach reading in English has been used for a long time by teachers who frequently use only the teaching materials based on textbooks. This research highlights the new trend in English reading teaching by introducing the multimodal approach which mainly focuses on the use of dynamic teaching materials in the classroom such as pictures, sounds, and video clips. In this regard, the students should be given a chance to be taught with the use of dynamic modes to be exposed to a more interesting teaching approach to English reading. King, Safriani, and Yi (n.d.) gave advice about the use of pictures and video clips. In the pre-teaching stage, the teacher asked the students to look at pictures and watch video clips in relation to the reading topic. After that, the teacher had students guess the meaning of words and read the text. Then, the teacher would play video clips in order to give the students a summary of the reading topic. Lastly, the teacher had the students share ideas by asking and answering questions. This process would motivate students to learn and practice English reading and helped them improve their reading skills.

In addition, the findings revealed that using a combination of a traditional approach and a multimodal approach could help support each other. This might mean that the teacher should decide whether to use a traditional approach when the various kinds of teaching materials did not exist or were difficult to find. Thus, the teacher should employ the strengths of each approach to support one another as Boumova (2008) suggested that the teacher should use many teaching materials such as pictures and video clips to introduce the reading topic. Then, after the students get an idea of what the reading topic is about, using a traditional approach can be good to help students comprehend the English reading when the teacher tries to help students

understand some difficult sentences. The teacher might ask students to repeat the words or sentences which helps to motivate students to pronounce the words correctly. After that, the teacher might translate the whole reading passage in order to ensure that the students can comprehend the reading text.

Furthermore, the teacher should focus more on how to teach the students as 'field independent learners.' With the use of a multimodal approach, more diverse modes such as texts, pictures, sounds, and video clips helped motivate and support the students to learn English reading and read further themselves so that the students would have an opportunity to develop their reading skills not only in class, but also outside class.

5.3 Recommendations for Future Research

According to the findings, it could be interesting for some future studies to be conducted which are in the same field as this current study. Most of the recommendations for additional research are based on the limitations of this study as discussed in Chapter 1.

Firstly, the context of this study specifically focuses on only one university in Thailand and the findings derived from both the questionnaire surveys and semi-structured interviews might not be generalised to other contexts or levels. Future research, therefore, should be conducted in other settings and it could help confirm whether a multimodal approach is beneficial for developing Thai EFL students' reading abilities.

Secondly, the participants in this study were second-year students in an English major programme which means that their views could not be generalised to students in other years and majors. Obviously, future research should explore the use of a multimodal approach with students in other years and majors in order to gain a wider range of findings and conclusions. Furthermore, this current study mainly focused on English reading skills and practice. Thus, future studies may investigate other skills to see how a multimodal approach develops other skills.

Thirdly, this study did not include a questionnaire survey of Thai EFL teachers on the views of using traditional and multimodal approaches; as a result, there might

be a gap in comparing the quantitative data before and after using a multimodal approach to English reading teaching. Future studies may be conducted with the use of a questionnaire survey of Thai EFL teachers.

Lastly, future studies might use classroom observation and focus groups in order to gain useful details to develop and improve learning and teaching English reading for Thai EFL students.

5.4 Reflections

The purposes of this study were to explore the Nakhon Pathom Rajabhat University students' views on how the teacher taught English reading skills through the use of a traditional teaching approach, to investigate the NPRU students' views on how the teacher taught English reading skills through the use of a multimodal approach, and to find out what the teacher had experienced from the use of the two different approaches.

From the researcher's views on this current study, the researcher felt that using a new trend such as a multimodal approach to teaching English reading could help develop the students' reading skills due to the use of various modes such as texts, pictures, sounds, and video clips. With the use of these materials, the teacher could easily encourage and motivate the students to learn English reading and read more by themselves. The researcher, however, found that it would be more useful if he could have conducted a questionnaire survey for the teacher to gain more details with the use of a traditional approach and a multimodal approach. Moreover, the researcher would have focused on the students who were in favour of learning English reaching with a traditional approach in order to compare the results from the group of students who were in favour of using a multimodal approach. All in all, the researcher hoped that this study, more or less, would be contributable to a pedagogical filed, particularly in developing Thai EFL students' English reading proficiency.

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Appendix A:
Students' Questionnaire
(before using the multimodal approach)

**An Exploration of a Multimodal Approach to English Reading Skill
Development of Thai EFL Students in a University Context
Questionnaire (before using the multimodal approach)**

PART 1 Demographic Information

Directions: Please tick (✓) in the box that correspond with your information.

1. Age
 - ☐ 15-18 years old
 - ☐ 19-21 years old
 - ☐ 22-24 years old
2. Gender
 - ☐ Male
 - ☐ Female
3. How long have you been studying English?
 - ☐ 5-10 years
 - ☐ 11-15 years
 - ☐ 16-20 years
4. How would you evaluate your English reading ability?
 - ☐ Unsatisfactory
 - ☐ Satisfactory
 - ☐ Good
 - ☐ Excellent
5. Have you ever read English texts, books or any other authentic readings outside an English class?
 - ☐ Yes ☐ No

If yes, what kinds of reading do you like? (You can check more than one.)

 - ☐ magazines
 - ☐ academic journals
 - ☐ textbooks
 - ☐ fictions / non-fictions
 - ☐ encyclopedias / short factual entries
 - ☐ websites
 - ☐ textbooks
 - ☐ others (please specify.....)

PART 2 Problems and factors concerning reading comprehension

Direction: Please tick (✓) that correspond to your opinions towards teaching and learning English reading using the following ratings:

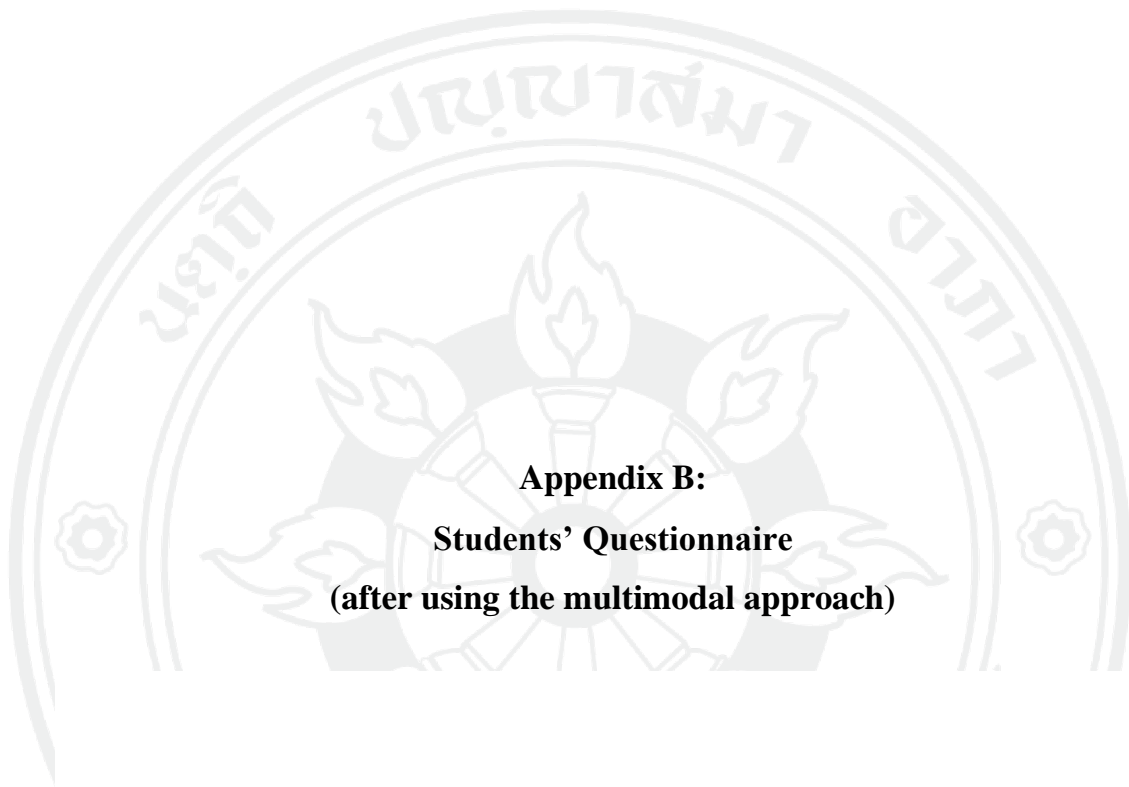
1 = strongly disagree; 2 = disagree; 3 = undecided, 4 = agree; 5 = strongly agree

	5	4	3	2	1
Reading Process					
1. I preview the text before jumping into its detail.					
2. I try to figure out the meaning of words I do not know.					
3. I look over what I am going to read first to get an idea of what it is about.					
4. I ask myself questions about what I am reading.					
5. I read a section again if I do not understand it at first.					
6. I read silently so that I can concentrate on the main idea.					
7. I look up the meaning of words I do not know in a dictionary.					
8. While reading, I picture what the text is about and/or what is happening.					
9. I translate what I am reading into my own words and/or language.					
10. I try to connect what I am reading to my experience/ knowledge.					
11. I have good strategies for reading and I know how to read effectively.					
Reading Instruction					
12. The teacher helps me to understand the reading text by translating every word from English into Thai.					
13. The teacher discusses interesting points in the reading text, so I am motivated to read further.					
14. When the teacher teaches reading practice through academic texts and passages, it is interesting.					
15. When the teacher teaches reading practice through academic texts and passages, it helps me pass reading tests.					
16. When the teacher reads aloud in class, it helps me understand the text clearly.					
17. I review and understand the text more clearly when the teacher asks me questions on the main idea, supporting ideas and details, vocabulary, and context clues.					
Factors in Reading Comprehension					

	5	4	3	2	1
18. I read because I have to read.					
19. I enjoy reading in English because it is interesting.					
20. I enjoy reading in English because it is not difficult to comprehend the text.					
21. I can guess the meaning of vocabulary in the text.					
22. I can grasp the main idea of the reading text.					
23. My reading speed is good.					
24. I can summarise the text.					
25. I can use reading strategies to understand the text better.					
26. Some difficult grammatical structures in the text are not obstacles for me to understand the text.					
Views on Teaching and Learning English Reading with the Use of a traditional Approach					
27. The teacher's teaching method is interesting.					
28. I enjoy studying English reading with the use of the current teaching method.					
29. I want my teacher to change the reading teaching method.					
30. This teaching method can help me read and understand the text.					
31. I like the way in which the teacher translates the text word by word.					
32. I like the way in which the teacher reads the text aloud and asks students to repeat.					
33. Reading passages provided only in the main textbook used in class are appropriate and not difficult to understand.					
34. Only using the main textbook for the reading class is also advantageous for students when doing exams.					
35. This teaching method motivates me to study English reading.					
36. This teaching method motivates me to read more.					
37. I can understand any kinds of reading passage after learning and practicing through this teaching method.					
38. With the use of the current teaching(traditional) approach, students and the teacher can have more interaction which is helpful for reading skill practice.					

PART 3 Please give a response to ‘What are your views on the use of current/traditional teaching approach?’





Appendix B:
Students' Questionnaire
(after using the multimodal approach)



**An Exploration of a Multimodal Approach to English Reading Skill
Development of Thai EFL Students in a University Context
Questionnaire (after using the multimodal approach)**

PART 1 Demographic Information

Directions: Please tick (✓) in the box that correspond with your information.

1. Age
 - ☐ 15-18 years old
 - ☐ 19-21 years old
 - ☐ 22-24 years old
2. Gender
 - ☐ Male
 - ☐ Female

PART 2 Problems and factors concerning reading comprehension

Direction: Please tick (✓) that correspond to your opinions towards teaching and learning English reading using the following ratings: 1 = strongly disagree; 2 = disagree; 3 = undecided, 4 = agree; 5 = strongly agree

	5	4	3	2	1
Reading Process					
1. I preview the text before jumping into its detail.					
2. I try to figure out the meaning of words I do not know from pictures or video clips from teacher's teaching materials.					
3. I look at a picture or watch a video clip to get an idea of what it is about.					
4. I ask myself questions about what I am reading, watching and hearing.					
5. I read a section again if I do not understand it at first.					
6. I read silently so that I can concentrate to the main idea.					
7. I look up the meaning of words I do not know in a dictionary.					
8. While reading, I look at the picture and picture what the text is about and/or what is happening.					
9. I translate what I am reading into my own words and/or language.					
10. I try to connect what I am reading to my experience/ knowledge.					
11. I have good strategies for reading and I know how to read effectively.					
Reading Instructions					
12. The teacher helps me to understand the reading text by translating every word from English into Thai.					

	5	4	3	2	1
13. The teacher discusses interesting points in the reading text, so I am motivated to read further.					
14. When the teacher teaches reading practice through various kinds of modes such as texts, pictures, sounds, and video clips, it is interesting.					
15. When the teacher teaches reading practice through various kinds of modes such as texts, pictures, sounds, and video clips, it helps me pass reading tests.					
16. When the teacher reads aloud in class and uses various kinds of modes such as texts, pictures, sounds, and video clips, it helps me understand the text clearly.					
17. I review and understand the text more clearly when the teacher uses various kinds of modes such as texts, pictures, sounds, and video clips and asks me questions on the main idea, supporting ideas and details, vocabulary and context clues.					
Factors in Reading Comprehension					
18. I read because I have to read.					
19. I enjoy reading in English because it is interesting.					
20. I enjoy reading in English because it is not difficult to comprehend the text.					
21. I can guess the meaning of vocabulary in the text.					
22. I can grasp the main idea of the reading text.					
23. My reading speed is good.					
24. I can summarise the text.					
25. I can use reading strategies to understand the text better.					
26. Some difficult grammatical structures in the text are not obstacles for me to understand the text.					
Views on Teaching and Learning English Reading through a Multimodal Approach					
27. The teacher's teaching materials that include various kinds of modes such as texts, pictures, sounds, and video clips are interesting.					
28. I enjoy studying English reading with various kinds of modes such as texts, pictures, sounds, and video clips.					
29. The various kinds of modes such as texts, pictures, sounds, and video clips can help me read and understand the meaning from the text.					

	5	4	3	2	1
30. The various kinds of modes such as texts, pictures, sounds, and video clips encourage me to study English reading.					
31. The various kinds of modes such as texts, pictures, sounds, and video clips motivate me to study English reading.					
32. The various kinds of modes such as texts, pictures, sounds, and video clips help me enjoy studying reading.					
33. I can understand the text more when the teacher uses various kinds of modes such as texts, pictures, sounds, and video clips.					
34. When teaching reading skills through various kinds of modes such as texts, pictures, sounds, and video clips, it is necessary that the teacher uses not only the main textbook but other sources and teaching materials.					
35. I enjoy studying English reading with the use of the current teaching method (with various kinds of modes such as texts, pictures, sounds, and video clips) rather than the previous one (traditional).					
36. Reading in English with the support of additional kinds of modes such as texts, pictures, sounds, and video clips helps students enjoy studying and practicing reading.					
37. I can understand the text better when the teacher uses various kinds of modes such as texts, pictures, sounds, and video clips.					
38. The reading class with the use of various kinds of modes for learning such as texts, pictures, sounds, and video clips is useful.					
39. Having more interaction in the classroom between students and the teacher can be helpful for the reading skill practice with the use of texts, pictures, sounds, and video clips.					

PART 3 Please give a response to ‘What are your views on the use of multimodal teaching approach?’

If you are willing to take part in an interview, please tick (✓) the box below and provide your email address and contact number.

☐ *Yes, I am willing to be interviewed.*

Email: _____

Contact number: _____



Appendix C:
Students' Interview Questions

Interview Questions for Students

Reading

1. Why do you think English reading is important?
2. Do you have problems with English reading? What are they?
3. Why do you think that you are a good reader? why not?

Traditional approach

Please give your views on the teacher's teaching approach.

1. How do you like when the teacher teaches English reading through a traditional approach? Why?
2. Why do you think teaching English reading through a traditional approach is interesting? Why not?
3. Why do you enjoy studying English reading with the use of traditional approach? Why not?
4. Why do you want your teacher to change a reading teaching approach? Why not?
5. How does traditional approach help you understand the text more?
6. How can traditional approach encourage you to read more and enjoy study English reading?
7. What do you think when the teacher translates reading texts word by word? Please explain.
8. Why do you like when the teacher mainly uses the reading texts from the book and has students to repeat sentence by sentence? Why not?
9. Why do you think that the only main textbook used in the reading class is advantageous? Why not?
10. How does this teaching approach interest you?
11. How does this teaching approach motivate you to study English reading?
12. How does this teaching approach motivate you to read more on your own?
13. Why do you think that students and teacher can have more interactions which is helpful for reading skill practice from the use of this teaching approach? Why not?

Multimodal approach

Please give your views on the teacher's teaching approach.

1. How do you like when the teacher teaches English reading through texts, pictures, sounds and video clips? Why?
2. Why are the teacher's teaching materials used texts, pictures, sounds and video clips interesting? Why not?

3. Why do you like studying English reading used texts, pictures, sounds and video clips?
4. How can text, picture, sound and video clip help you read and understand the meaning from the text?
5. How can text, picture, sound and video clip encourage you to read more and enjoy study English reading?
6. What are your views/feedback on the way in which the teacher uses various kinds of modes in teaching English reading? Does it motivate you to learn a lot more? Why? / Why not?
7. How does this teaching approach motivate you to read more on your own?
8. Why do you enjoy studying English reading with the use of text, picture, sound and video clip? Why not?
9. From your view, what are good points of using various kinds of modes such as texts, pictures, sounds and video clips in English reading class?
10. Does this multimodal approach to teaching English reading encourage students to study and practice? How?
 - a. Why do you think this teaching approach can encourage a teacher and students have more interactions which is helpful for the reading skill practice? Why not?
 - b. How does this teaching approach help you to find the main idea, topic sentences, and others which are the key elements in a reading passage more easily?

Students' experience from the use of the two different teaching approaches

1. What are the differences between the two teaching approaches (traditional and multimodal)?
2. Which approach do you prefer the teacher to use when teaching you English reading skills? Why?
 - a. If you prefer a traditional approach, do you want the teacher to continue applying it next time? Why? / Why not?
 - b. If you prefer a multimodal approach, do you want the teacher to continue applying it next time? Why? / Why not?



**Appendix D:
Teachers' Interview Questions**

Interview Questions for the Teacher

Reading

1. Why do you think English reading is important?
2. Do you have problems with teaching English reading? What are they?

Traditional approach

Please give your views on the traditional teaching approach.

1. How do you like when the teacher teaches English reading through a traditional approach? Why?
2. Why do you think teaching English reading through a traditional approach is interesting? Why not?
3. Why do you enjoy teaching English reading with the use of traditional approach? Why not?
4. Why do you want to change a reading teaching approach? Why not?
5. How does traditional approach help your students understand the text more?
6. How can traditional approach encourage your students to read more and enjoy study English reading?
7. What do you think when you translate reading texts word by word? Please explain.
8. Why do you like when you mainly use the reading texts from the book and has students to repeat sentence by sentence? Why not?
9. Why do you think that the only main textbook used in the reading class is advantageous? Why not?
10. How does this teaching approach interest your students?
11. How does this teaching approach motivate your students to study English reading?
12. How does this teaching approach motivate your students to read more on their own?
13. Why do you think that students and teacher can have more interactions which is helpful for reading skill practice from the use of this teaching approach? Why not?

Multimodal approach

Please give your views on the multimodal teaching approach.

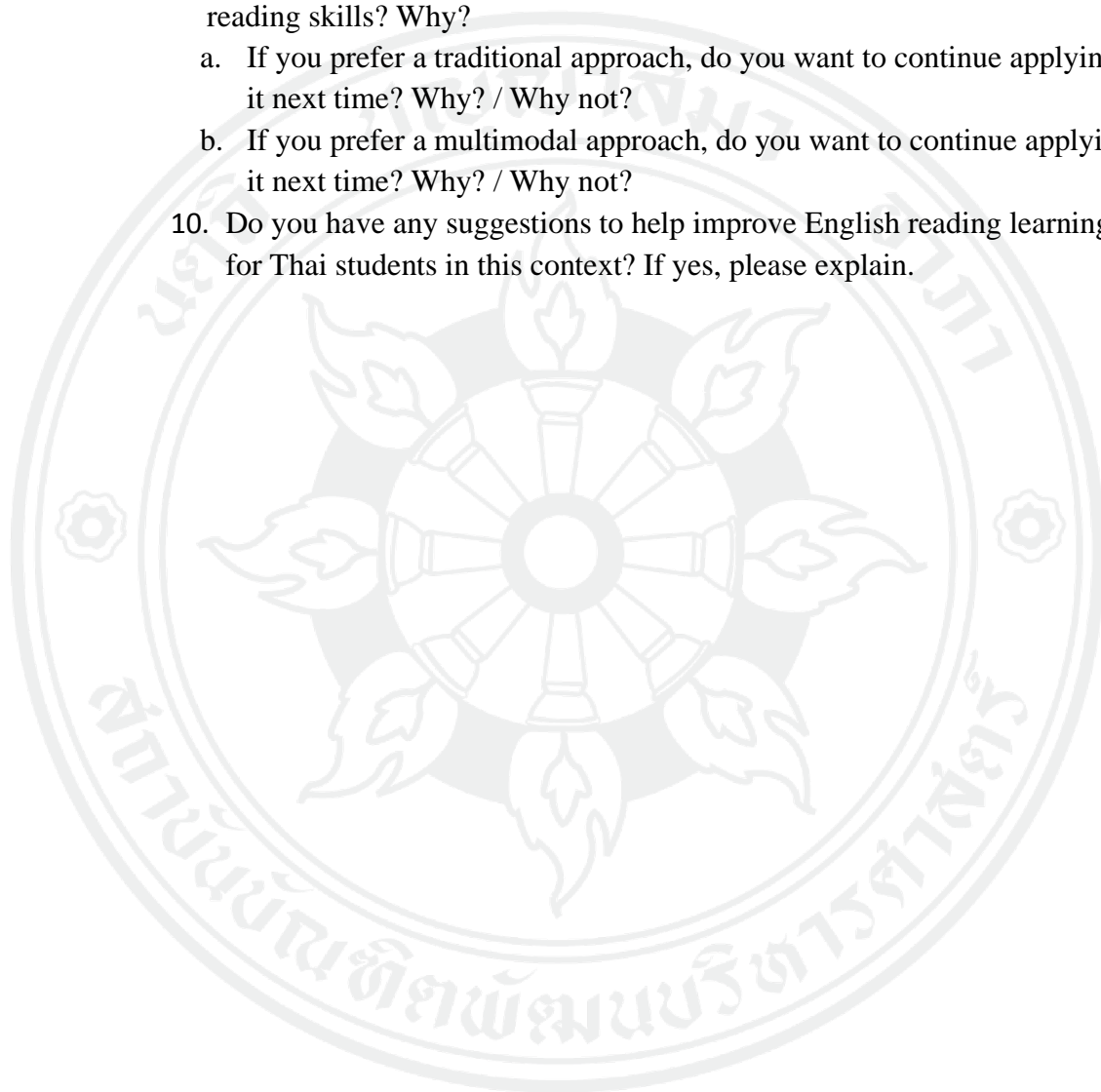
1. How do you like when you teach English reading through texts, pictures, sounds and video clips? Why?
2. Why are the teacher's teaching materials used texts, pictures, sounds and video clips interesting? Why not?

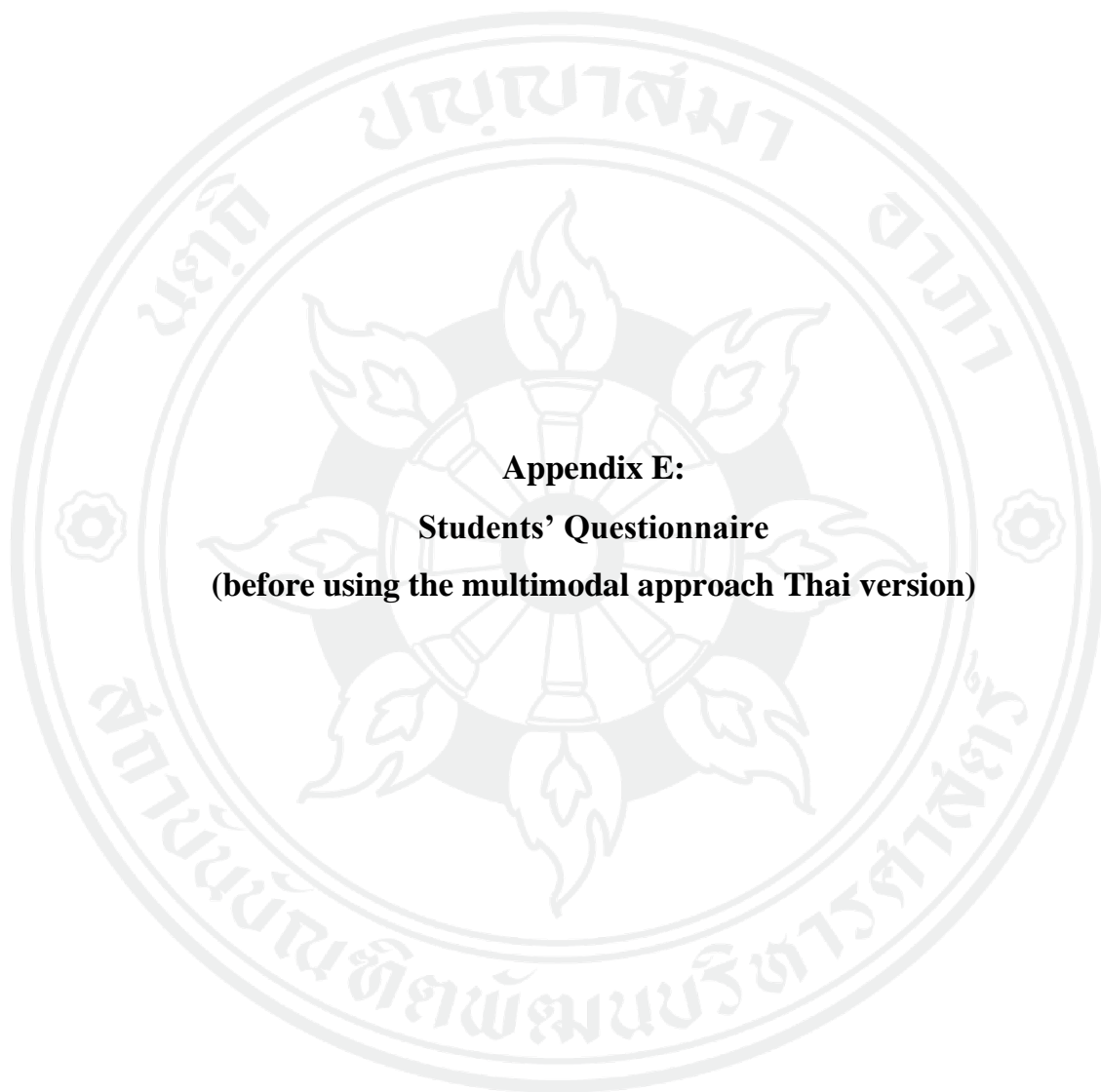
3. Why do you like teaching English reading used texts, pictures, sounds and video clips?
4. How can text, picture, sound and video clip help your students read and understand the meaning from the text?
5. How can text, picture, sound and video clip encourage your students to read more and enjoy study English reading?
6. What are your views/feedback on the way in which the teacher uses various kinds of modes in teaching English reading? Does it motivate your students to learn a lot more? Why? / Why not?
7. How does this teaching approach motivate your students to read more on their own?
8. Why do you enjoy teaching English reading with the use of text, picture, sound and video clip? Why not?
9. From your view, what are good points of using various kinds of modes such as texts, pictures, sounds and video clips in English reading class?
10. Does this multimodal approach to teaching English reading encourage your students to study and practice? How?
 - a. Why do you think this teaching approach can encourage a teacher and students have more interactions which is helpful for the reading skill practice? Why not?
 - b. How does this teaching approach help your students to find the main idea, topic sentences, and others which are the key elements in a reading passage more easily?

Teacher's experience from the use of the two different teaching approaches

1. What are the differences between the two teaching approaches (traditional and multimodal)?
2. What are the advantages and disadvantages of using the traditional teaching approach?
3. What are the advantages and disadvantages of using the multimodal teaching approach?
4. What do you think about the students' views from the use of two different English reading teaching approaches?
5. Are there any problems from the use of a traditional approach to teaching English reading?
 - a. What are they?
 - b. How can you solve the problems? Please explain.
6. Are there any problems from the use of a multimodal approach to teaching English reading?
 - a. What are they?

- b. How can you solve the problems? Please explain.
7. Do you have any difficulties in order to manage classroom while using a traditional approach to teaching English reading? Please explain.
 8. Do you have any difficulties in order to manage classroom while using a multimodal approach to teaching English reading? Please explain
 9. Which approach do you prefer to use when teaching your students English reading skills? Why?
 - a. If you prefer a traditional approach, do you want to continue applying it next time? Why? / Why not?
 - b. If you prefer a multimodal approach, do you want to continue applying it next time? Why? / Why not?
 10. Do you have any suggestions to help improve English reading learning for Thai students in this context? If yes, please explain.





Appendix E:
Students' Questionnaire
(before using the multimodal approach Thai version)

แบบสอบถาม (ก่อนการใช้การสอนแบบ Multimodal approach)

ส่วนที่ 1 ข้อมูลพื้นฐาน

คำชี้แจง: โปรดทำเครื่องหมาย (✓) ลงในช่องว่าง ☐ ให้ตรงกับความเป็นจริงของผู้ตอบแบบสอบถาม

1. อายุ
 - ☐ 15-18 ปี
 - ☐ 19-21 ปี
 - ☐ 22-24 ปี
2. เพศ
 - ☐ ชาย
 - ☐ หญิง
3. ระยะเวลาที่ท่านได้เรียนภาษาอังกฤษ
 - ☐ 5-10 ปี
 - ☐ 11-15 ปี
 - ☐ 16-20 ปี
4. ท่านคิดว่าทักษะการอ่านภาษาอังกฤษของท่านอยู่ในระดับใด
 - ☐ ไม่เป็นที่พึงพอใจ
 - ☐ พึงพอใจ
 - ☐ ดี
 - ☐ ดีมาก
5. ท่านเคยอ่านหนังสือ ข้อความ หรือ สื่อใดๆ ที่เป็นภาษาอังกฤษภายนอกห้องเรียนหรือไม่
 - ☐ เคย ☐ ไม่เคย

หากเคย ท่านเคยอ่านจากสื่อชนิดใด (สามารถเลือกได้มากกว่า 1 ข้อ)

 - ☐ นิตยสาร
 - ☐ วารสารวิชาการ
 - ☐ หนังสือเรียน
 - ☐ บันทึงคลี/สารคดี
 - ☐ สารานุกรม
 - ☐ เว็บไซต์
 - ☐ อื่นๆ (โปรดระบุ.....)

ส่วนที่ 2 ปัญหาและข้อเท็จจริงในการอ่านภาษาอังกฤษ

คำชี้แจง: โปรดทำเครื่องหมาย (✓) ลงในช่อง ให้ตรงกับแนวความคิดที่มีต่อการเรียนการสอน การอ่านภาษาอังกฤษ เกณฑ์การให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข 5	หมายถึง	เห็นด้วยอย่างยิ่ง
ช่องหมายเลข 4	หมายถึง	เห็นด้วย
ช่องหมายเลข 3	หมายถึง	เห็นด้วยปานกลาง
ช่องหมายเลข 2	หมายถึง	ไม่เห็นด้วย
ช่องหมายเลข 1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

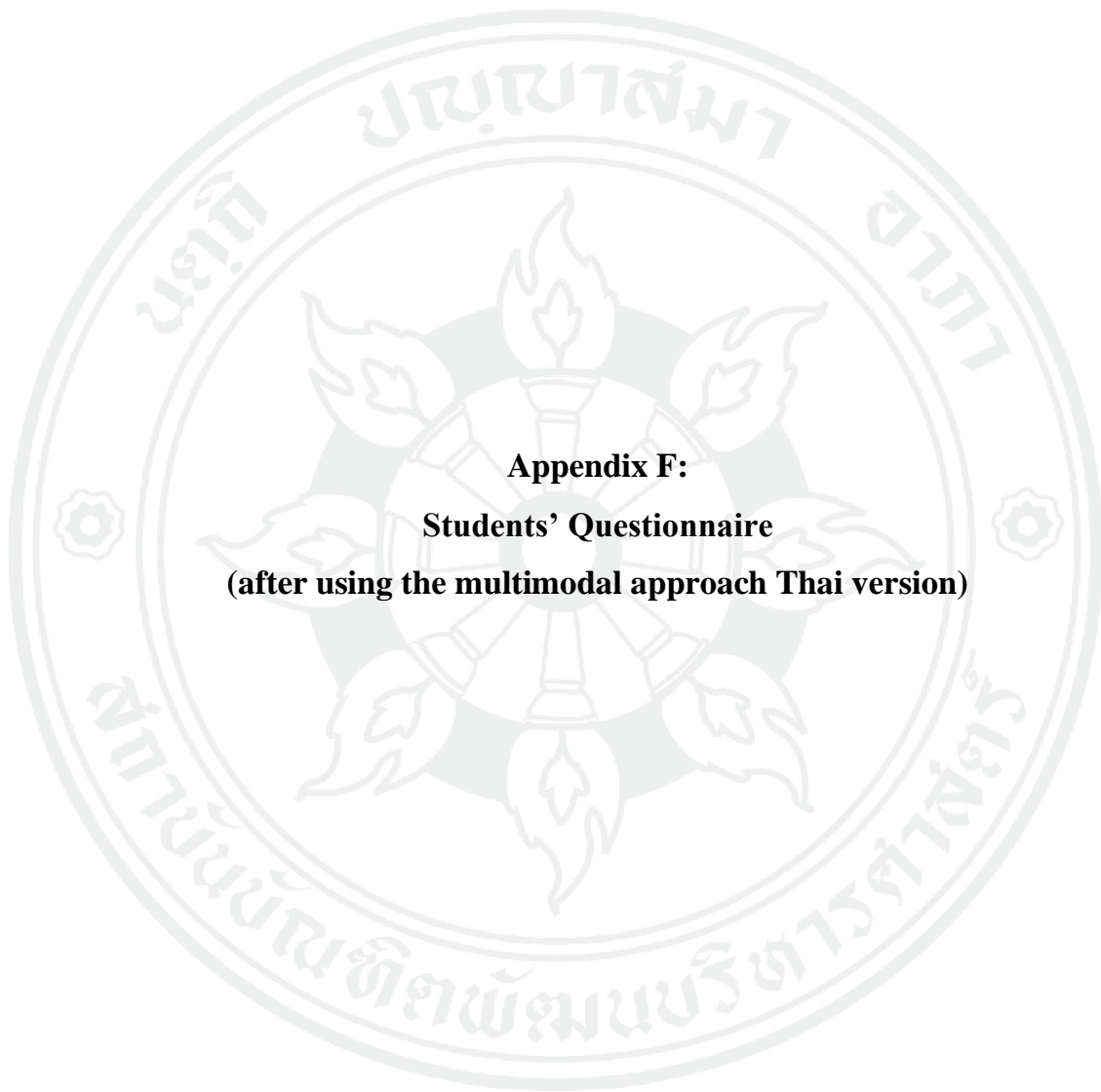
	5	4	3	2	1
กระบวนการอ่าน					
1. ฉันอ่านเนื้อหาคร่าวๆ ก่อนที่จะอ่านอย่างละเอียด					
2. ฉันพยายามหาความหมายของคำศัพท์ที่ฉันไม่คุ้นเคย					
3. ฉันอ่านอย่างละเอียดเพื่อหาไวยากรณ์ของสิ่งที่ฉันกำลังอ่าน					
4. ฉันตั้งคำถามกับตัวเองเกี่ยวกับสิ่งที่ฉันกำลังอ่าน					
5. หากฉันไม่เข้าใจเนื้อหาในส่วนนั้น ฉันจะอ่านซ้ำอีกรอบ					
6. ฉันอ่านในใจเพื่อที่จะได้มีสมาธิในการหาใจความสำคัญ					
7. ฉันหาความหมายของคำศัพท์ที่ฉันไม่รู้ความหมายจากพจนานุกรม					
8. ขณะที่ฉันอ่าน ฉันจะจินตนาการภาพเกี่ยวกับเนื้อหาและสิ่งที่จะเกิดขึ้น					
9. ฉันแปลในสิ่งที่ฉันกำลังอ่านเป็นคำพูดหรือภาษาของตนเอง					
10. ฉันพยายามเชื่อมโยงประสบการณ์และความรู้ของฉันเกี่ยวกับสิ่งที่ฉันกำลังอ่าน					
11. ฉันมีกลวิธีการอ่านที่ดีและมีวิธีการอ่านที่มีประสิทธิภาพ					
การสอนการอ่าน					
12. ครูผู้สอนช่วยให้ฉันเข้าใจเนื้อหาการอ่าน จากการแปลภาษาอังกฤษเป็นภาษาไทยทุกคำ					

	5	4	3	2	1
13. ครูผู้สอนพูดคุยประเด็นที่น่าสนใจในการอ่านเพื่อที่จะทำให้ฉันมีแรงกระตุ้นในการอ่านเพิ่มเติม					
14. การสอนอ่านบทความทางวิชาการน่าสนใจ					
15. การสอนอ่านบทความทางวิชาการช่วยให้ฉันสอบผ่านแบบทดสอบการอ่าน					
16. ครูผู้สอนอ่านออกเสียงในห้องเรียนทำให้ฉันเข้าใจเนื้อหาอย่างชัดเจน					
17. ฉันสามารถทบทวนและเข้าใจเนื้อหาอย่างชัดเจน เมื่อครูผู้สอนตั้งคำถามเกี่ยวกับใจความสำคัญ รายละเอียด คำศัพท์ และการเดาคำศัพท์จากบริบท					
ข้อเท็จจริงในการสอนการอ่าน					
18. ฉันอ่านเพราะจำเป็นต้องอ่าน					
19. ฉันสนุกสนานกับการอ่านภาษาอังกฤษเพราะเนื้อหาที่น่าสนใจ					
20. ฉันสนุกสนานกับการอ่านภาษาอังกฤษเพราะสามารถเข้าใจเนื้อหาได้ง่าย					
21. ฉันสามารถเดาคำศัพท์ในเนื้อหาได้					
22. ฉันสามารถหาใจความสำคัญของเนื้อหาได้					
23. ความเร็วในการอ่านภาษาอังกฤษของฉันอยู่ในระดับดี					
24. ฉันสามารถสรุปเนื้อหาได้					
25. ฉันสามารถใช้กลวิธีการอ่านภาษาอังกฤษเพื่อช่วยให้เข้าใจเนื้อหาได้					
26. โครงสร้างไวยากรณ์ทางภาษาอังกฤษที่มีความซับซ้อนในบางประโยค ไม่มีผลต่อความเข้าใจของฉันในการอ่าน					
ความคิดเห็นในการเรียนการสอนการอ่านภาษาอังกฤษกับการสอนแบบดั้งเดิม					
27. วิธีการสอนของครูผู้สอนมีความน่าสนใจ					
28. ฉันสนุกสนานในการเรียนการอ่านภาษาอังกฤษที่ครูผู้สอนใช้วิธีการสอนแบบดั้งเดิม					

	5	4	3	2	1
29. ฉันต้องการให้ครูผู้สอนเปลี่ยนวิธีการสอนการอ่าน					
30. วิธีการสอนการอ่านแบบดั้งเดิมสามารถช่วยให้ฉันเข้าใจเนื้อหาได้					
31. ฉันชอบเมื่อครูผู้สอนแปลเนื้อหาทีละคำ					
32. ฉันชอบเมื่อครูผู้สอนอ่านเนื้อหานั้นและให้ผู้เรียนอ่านตาม					
33. การอ่านภาษาอังกฤษที่นำมาจากหนังสือเรียนมีความเหมาะสมและสามารถเข้าใจเนื้อหาได้					
34. การสอนการอ่านจากหนังสือเรียนเพียงอย่างเดียวเป็นข้อได้เปรียบสำหรับผู้เรียนในขณะทำแบบทดสอบ					
35. วิธีการสอนการอ่านแบบดั้งเดิมช่วยกระตุ้นให้ฉันอยากเรียนการอ่านภาษาอังกฤษ					
36. วิธีการสอนการอ่านแบบดั้งเดิมช่วยกระตุ้นให้ฉันอยากอ่านเพิ่มเติม					
37. วิธีการสอนการอ่านแบบดั้งเดิมสามารถช่วยให้ฉันเข้าใจการอ่านบทความประเภทอื่นๆได้					
38. จากการสอนการอ่านแบบวิธีดั้งเดิมช่วยให้ครูผู้สอนและผู้เรียนมีปฏิสัมพันธ์กันมากขึ้นและเป็นประโยชน์ต่อการเรียนการอ่าน					

***The rating scales in the questionnaires were adapted from Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy (2012)

ส่วนที่ 3 โปรดแสดงความคิดเห็นของท่านเกี่ยวกับการสอนการอ่านแบบวิธีดั้งเดิม



Appendix F:
Students' Questionnaire
(after using the multimodal approach Thai version)

แบบสอบถาม (หลังการใช้การสอนแบบ Multimodal approach)

ส่วนที่ 1 ข้อมูลพื้นฐาน

คำชี้แจง: โปรดทำเครื่องหมาย (✓) ลงในช่องว่าง ☐ ให้ตรงกับความเป็นจริงของผู้ตอบแบบสอบถาม

1. อายุ

☐ 15-18 ปี

☐ 19-21 ปี

☐ 22-24 ปี

2. เพศ

☐ ชาย

☐ หญิง

ส่วนที่ 2 ปัญหาและข้อเท็จจริงในการอ่านภาษาอังกฤษ

คำชี้แจง: โปรดทำเครื่องหมาย (✓) ลงในช่อง ให้ตรงกับแนวความคิดที่มีต่อการเรียนการสอนการอ่าน

ภาษาอังกฤษ เกณฑ์การให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข 5 หมายถึง เห็นด้วยอย่างยิ่ง

ช่องหมายเลข 4 หมายถึง เห็นด้วย

ช่องหมายเลข 3 หมายถึง เห็นด้วยปานกลาง

ช่องหมายเลข 2 หมายถึง ไม่เห็นด้วย

ช่องหมายเลข 1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง

	5	4	3	2	1
กระบวนการอ่าน					
1. ฉันอ่านเนื้อหาคร่าวๆ ก่อนที่จะอ่านอย่างละเอียด					
2. ฉันพยายามหาความหมายของคำศัพท์ที่ฉัน ไม่คุ้นเคย					
3. ฉันอ่านอย่างละเอียดเพื่อหาไวยากรณ์ของสิ่งที่ฉันกำลังอ่าน					
4. ฉันตั้งคำถามกับตัวเองเกี่ยวกับสิ่งที่ฉันกำลังอ่าน					
5. หากฉันไม่เข้าใจเนื้อหาในส่วนนั้น ฉันจะอ่านซ้ำอีกรอบ					
6. ฉันอ่านในใจเพื่อที่จะได้มีสมาธิในการหาใจความสำคัญ					

	5	4	3	2	1
7. ฉันหาความหมายของคำศัพท์ที่ฉันไม่รู้ความหมายจากพจนานุกรม					
8. ขณะที่ฉันอ่าน ฉันจะจินตนาการภาพเกี่ยวกับเนื้อหาและสิ่งที่จะเกิดขึ้น					
9. ฉันแปลในสิ่งที่ฉันกำลังอ่านเป็นคำพูดหรือภาษาของตนเอง					
10. ฉันพยายามเชื่อมโยงประสบการณ์และความรู้ของฉันเกี่ยวกับสิ่งที่ฉันกำลังอ่าน					
11. ฉันมีกลวิธีการอ่านที่ดีและมีวิธีการอ่านที่มีประสิทธิภาพ					
การสอนการอ่าน					
12. ครูผู้สอนช่วยให้ฉันเข้าใจเนื้อหาการอ่าน จากการแปลภาษาอังกฤษเป็นภาษาไทยทุกคำ					
13. ครูผู้สอนพูดคุยประเด็นที่น่าสนใจในการอ่านเพื่อที่จะทำให้ฉันมีแรงกระตุ้นในการอ่านเพิ่มเติม					
14. การเรียนการอ่านภาษาอังกฤษน่าสนใจ เมื่อครูผู้สอนสอนการอ่านโดยใช้สื่อที่หลากหลาย เช่น บทความ รูปภาพเสียง และวิดีโอ					
15. เมื่อครูผู้สอนสอนการอ่านโดยใช้สื่อที่หลากหลาย เช่น บทความ รูปภาพเสียง และวิดีโอ สามารถช่วยให้ฉันผ่านการสอบการอ่านได้					
16. เมื่อครูผู้สอนสอนการอ่านโดยอ่านออกเสียงและใช้สื่อที่หลากหลาย เช่น บทความ รูปภาพเสียง และวิดีโอ สามารถช่วยให้ฉันเข้าใจบทความได้					
17. การเรียนการอ่านภาษาอังกฤษน่าสนใจ เมื่อครูผู้สอนสอนการอ่านโดยใช้สื่อที่หลากหลาย เช่น บทความ รูปภาพเสียง และวิดีโอ					
ข้อเท็จจริงในการสอนการอ่าน					
18. ฉันอ่านเพราะจำเป็นต้องอ่าน					
19. ฉันสนุกสนานกับการอ่านภาษาอังกฤษเพราะเนื้อหาน่าสนใจ					
20. ฉันสนุกสนานกับการอ่านภาษาอังกฤษเพราะสามารถเข้าใจเนื้อหาได้ง่าย					
21. ฉันสามารถเดาคำศัพท์ในเนื้อหาได้					
22. ฉันสามารถหาใจความสำคัญของเนื้อหาได้					

	5	4	3	2	1
23. ความเร็วในการอ่านภาษาอังกฤษของฉันอยู่ในระดับดี					
24. ฉันสามารถสรุปเนื้อหาได้					
25. ฉันสามารถใช้กลวิธีการอ่านภาษาอังกฤษเพื่อช่วยให้เข้าใจเนื้อหาได้					
26. โครงสร้างไวยากรณ์ทางภาษาอังกฤษที่มีความซับซ้อนในบางประโยค ไม่มีผลต่อความเข้าใจของฉันในการอ่าน					
ความคิดเห็นในการเรียนการสอนการอ่านภาษาอังกฤษกับการสอนแบบสื่อประสม					
27. ครูผู้สอนเลือกใช้สื่อการสอนที่น่าสนใจ เช่น บทความ รูปภาพ เสียง และวิดีโอ					
28. ฉันสนุกสนานกับการเรียนการอ่านภาษาอังกฤษกับสื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ					
29. สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ สามารถช่วยให้ฉันเข้าใจความหมายของเนื้อหาที่อ่าน					
30. สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ ส่งเสริมให้ฉันอยากเรียนการอ่านภาษาอังกฤษ					
31. สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ กระตุ้นให้ฉันอยากเรียนการอ่านภาษาอังกฤษ					
32. สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ ช่วยให้ฉันสนุกสนานในการเรียนการอ่านภาษาอังกฤษ					
33. ฉันสามารถเข้าใจเนื้อหาในการอ่านมากขึ้นเมื่อครูผู้สอนใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ					
34. ฉันคิดว่าการสอนการอ่านโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มีความจำเป็น					
35. ฉันสนุกสนานกับการเรียนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มากกว่า การสอนการอ่านแบบดั้งเดิม					
36. การสอนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ สามารถช่วยให้ผู้เรียนสนุกสนานกับการเรียนการอ่านภาษาอังกฤษ					
37. ฉันสามารถเข้าใจเนื้อหาการอ่านมากขึ้นเมื่อครูผู้สอนใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ นำมาสอนการอ่านภาษาอังกฤษ					
38. การเรียนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มีประโยชน์มาก					

	5	4	3	2	1
39. จากการสอนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ ช่วยให้ครูผู้สอนและผู้เรียนมีปฏิสัมพันธ์กันมากขึ้นและเป็นประโยชน์ต่อการเรียนการอ่าน					

ส่วนที่ 3 โปรดแสดงความคิดเห็นของท่านเกี่ยวกับการสอนการอ่านแบบวิธีใช้สื่อประสม

หากท่านมีความประสงค์ที่จะเข้าร่วมรับการสัมภาษณ์เพื่อเป็นส่วนหนึ่งของงานวิจัยนี้ โปรดทำเครื่องหมาย (✓) ในช่องด้านล่าง และให้ข้อมูลแก่ผู้วิจัยสำหรับติดต่อ

☐ ใช่ฉันยินดีเข้าร่วมรับการสัมภาษณ์

อีเมล: _____

เบอร์โทรศัพท์: _____



Appendix G:
Students' Interview Questions (Thai version)

ตัวอย่างคำถามสัมภาษณ์สำหรับนักเรียน

การอ่าน

1. ทำไมคุณจึงคิดว่าการอ่านภาษาอังกฤษมีความสำคัญ
2. คุณมีปัญหาในการอ่านภาษาอังกฤษไหม โปรดระบุ
3. คุณคิดว่า คุณเป็นนักอ่านที่ดีหรือไม่ โปรดอธิบาย

วิธีการสอนแบบดั้งเดิม

1. คุณชอบอะไรในการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิม และทำไม
2. ทำไมคุณจึงคิดว่าการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมน่าสนใจหรือไม่ อย่างไร
3. ทำไมคุณสนุกสนานกับการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมหรือไม่ อย่างไร
4. ทำไมคุณต้องการให้ครูผู้สอนเปลี่ยนวิธีการสอนการอ่านภาษาอังกฤษหรือไม่ อย่างไร
5. วิธีการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมช่วยให้คุณเข้าใจเนื้อหาได้มากขึ้น อย่างไร
6. วิธีการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมช่วยกระตุ้นให้คุณอ่านและสนุกกับการเรียนการอ่านได้มากขึ้นอย่างไร
7. คุณคิดอย่างไรเมื่อครูผู้สอนแปลเนื้อหาให้ฟังทีละคำ โปรดอธิบาย
8. ทำไมคุณจึงชอบหรือไม่ชอบให้ครูผู้สอนใช้เนื้อหาจากในหนังสือเรียนมาสอนการอ่านและให้ผู้เรียนออกเสียงตามที่ระบอ
9. ทำไมคุณจึงคิดว่าการนำเนื้อหาจากในหนังสือเรียนเพียงอย่างเดียวมาสอนการอ่านมีข้อได้เปรียบหรือเสียเปรียบอย่างไร
10. วิธีการสอนการอ่านแบบดั้งเดิมมีความน่าสนใจอย่างไร
11. วิธีการสอนการอ่านแบบดั้งเดิมกระตุ้นให้คุณอยากเรียนการอ่านภาษาอังกฤษอย่างไร
12. วิธีการสอนการอ่านแบบดั้งเดิมกระตุ้นให้คุณอยากอ่านภาษาอังกฤษมากขึ้นด้วยตัวคุณเองอย่างไร
13. ทำไมคุณจึงคิดว่าวิธีการสอนการอ่านภาษาอังกฤษแบบดั้งเดิมช่วยให้นักเรียนและผู้เรียนมีปฏิสัมพันธ์ซึ่งเป็นประโยชน์หรือไม่ อย่างไร ต่อการอ่าน

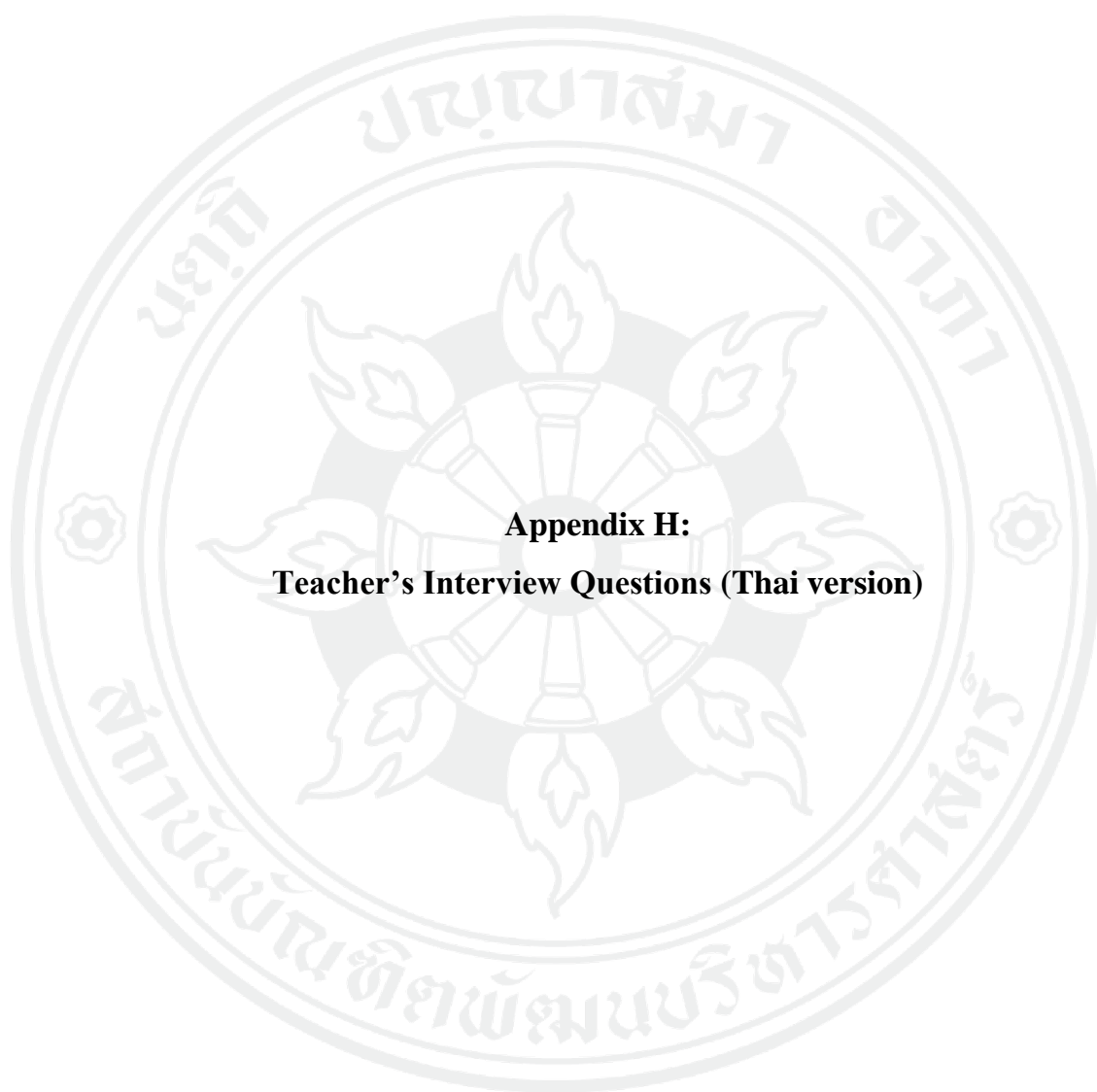
วิธีการสอนแบบสื่อประสม

1. คุณชอบหรือไม่ อย่างไร เมื่อครูผู้สอนใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ
2. ทำไมการใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษมีความน่าสนใจหรือไม่ อย่างไร
3. ทำไมคุณจึงชอบเรียนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ
4. การใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษช่วยให้คุณเข้าใจเนื้อหาได้อย่างไร
5. การใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ กระตุ้นให้คุณสนุกสนานในการอ่านและอ่านมากขึ้นได้อย่างไร
6. คุณคิดอย่างไรกับการใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ วิธีการสอนดังกล่าวกระตุ้นให้คุณอยากเรียนรู้เพิ่มมากขึ้นหรือไม่ อย่างไร
7. การสอนการอ่านโดยใช้สื่อแบบประสมกระตุ้นให้คุณอยากอ่านมากขึ้นอย่างไร
8. ทำไมคุณจึงสนุกสนานหรือไม่ อย่างไร กับการเรียนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ
9. จากความคิดเห็นของคุณ อะไรคือข้อดีของการใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ
10. การใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ สนับสนุนให้นักเรียนฝึกหรือเรียนการอ่านหรือไม่ อย่างไร
 - a. ทำไมคุณจึงคิดว่าวิธีการสอนการอ่านวิธีนี้สามารถสนับสนุนให้ครูผู้สอนและผู้เรียนมีปฏิสัมพันธ์มากขึ้นหรือไม่ อย่างไร
 - b. วิธีการสอนการอ่านวิธีนี้ช่วยให้คุณหาใจความสำคัญ ประโยคที่แสดงความคิดหลัก และอื่น ๆ ที่สำคัญต่อการอ่านได้ง่ายขึ้นอย่างไร

ข้อคิดเห็นของนักเรียนจากการสอนแบบวิธีดั้งเดิมและการใช้สื่อประสม

1. ความแตกต่างระหว่างการสอนการอ่านแบบวิธีดั้งเดิมและแบบวิธีใช้สื่อประสมคืออะไร
2. วิธีการสอนแบบใดที่คุณประสงค์ให้ครูผู้สอนใช้สอนการอ่าน
 - a. หากคุณเลือกวิธีการสอนแบบดั้งเดิม โปรดอธิบายเหตุผล
 - b. หากคุณเลือกวิธีการสอนแบบใช้สื่อประสม โปรดอธิบายเหตุผล





Appendix H:
Teacher's Interview Questions (Thai version)

ตัวอย่างคำถามสัมภาษณ์สำหรับครู

การอ่าน

1. ทำไมคุณจึงคิดว่าการอ่านภาษาอังกฤษมีความสำคัญ
2. คุณมีปัญหาในการสอนอ่านภาษาอังกฤษไหม โปรดระบุ

วิธีการสอนแบบดั้งเดิม

1. คุณชอบอะไรในการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิม และทำไม
2. ทำไมคุณจึงคิดว่าการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมน่าสนใจหรือไม่ อย่างไร
3. ทำไมคุณสนุกสนานกับการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมหรือไม่ อย่างไร
4. ทำไมคุณต้องการที่จะเปลี่ยนวิธีการสอนการอ่านภาษาอังกฤษหรือไม่ อย่างไร
5. วิธีการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมช่วยให้ผู้เรียนของคุณเข้าใจเนื้อหาได้มากขึ้นอย่างไร
6. วิธีการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมช่วยกระตุ้นให้ผู้เรียนของคุณอ่านและสนุกกับการเรียนการอ่านได้มากขึ้นอย่างไร
7. คุณคิดอย่างไรเมื่อครูผู้สอนแปลเนื้อหาให้ฟังทีละคำ โปรดอธิบาย
8. ทำไมคุณจึงชอบหรือไม่ชอบให้ใช้เนื้อหาจากในหนังสือเรียนมาสอนการอ่านและให้ผู้เรียนออกเสียงตามที่ละประโยค
9. ทำไมคุณจึงคิดว่าการนำเนื้อหาจากในหนังสือเรียนเพียงอย่างเดียวมาสอนการอ่านมีข้อได้เปรียบหรือเสียเปรียบอย่างไร
10. วิธีการสอนการอ่านแบบดั้งเดิมมีความน่าสนใจต่อผู้เรียนอย่างไร
11. วิธีการสอนการอ่านแบบดั้งเดิมกระตุ้นให้ผู้เรียนอยากเรียนการอ่านภาษาอังกฤษอย่างไร
12. วิธีการสอนการอ่านแบบดั้งเดิมกระตุ้นให้ผู้เรียนอยากอ่านภาษาอังกฤษมากขึ้นด้วยตนเองอย่างไร
13. ทำไมคุณจึงคิดว่าวิธีการสอนการอ่านภาษาอังกฤษแบบดั้งเดิมช่วยให้ครูผู้สอนและผู้เรียนมีปฏิสัมพันธ์ซึ่งเป็นประโยชน์หรือไม่ อย่างไร ต่อการอ่าน

วิธีการสอนแบบสื่อประสม

1. คุณชอบหรือไม่ อย่างไร เมื่อใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ
2. ทำไมการใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษมีความน่าสนใจหรือไม่ อย่างไร
3. ทำไมคุณจึงชอบสอนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ
4. การใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษช่วยให้ผู้เรียนของคุณเข้าใจเนื้อหาได้อย่างไร
5. การใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ กระตุ้นให้ผู้เรียนของคุณสนุกสนานในการอ่านและอ่านมากขึ้นได้อย่างไร
6. คุณคิดอย่างไรกับการใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ วิธีการสอนดังกล่าวกระตุ้นให้ผู้เรียนของคุณอยากเรียนรู้เพิ่มมากขึ้นหรือไม่ อย่างไร
7. การสอนการอ่านโดยใช้สื่อแบบประสมกระตุ้นให้ผู้เรียนของคุณอยากอ่านมากขึ้นอย่างไร
8. ทำไมผู้เรียนของคุณจึงสนุกสนานหรือไม่ อย่างไร กับการเรียนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ
9. จากความคิดเห็นของคุณ อะไรคือข้อดีของการใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ
10. การใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ สนับสนุนให้ผู้เรียนฝึกหรือเรียนการอ่านหรือไม่ อย่างไร
 - a. ทำไมคุณจึงคิดว่าวิธีการสอนการอ่านวิธีนี้สามารถสนับสนุนให้ครูผู้สอนและผู้เรียนมีปฏิสัมพันธ์มากขึ้นหรือไม่ อย่างไร
 - b. วิธีการสอนการอ่านวิธีนี้ช่วยให้ผู้เรียนของคุณหาใจความสำคัญ ประโยคที่แสดงความคิดเห็นหลัก และอื่น ๆ ที่สำคัญต่อการอ่านได้ง่ายขึ้นอย่างไร

ข้อคิดเห็นของครูจากการสอนแบบวิธีดั้งเดิมและการใช้สื่อประสม

1. ข้อแตกต่างระหว่างการสอนการอ่านแบบวิธีดั้งเดิมและการใช้สื่อประสมคืออะไร
2. อะไรคือข้อได้เปรียบและเสียเปรียบของการสอนการอ่านแบบวิธีดั้งเดิม
3. อะไรคือข้อได้เปรียบและเสียเปรียบของการสอนการอ่านแบบวิธีใช้สื่อประสม
4. คุณมีความคิดเห็นอย่างไรเกี่ยวกับมุมมองของนักเรียนที่มีต่อการสอนการอ่านทั้ง 2 วิธี (วิธีแบบดั้งเดิมและการใช้สื่อประสม)
5. คุณมีปัญหาในการสอนการอ่านแบบวิธีดั้งเดิมหรือไม่
 - a. โปรดระบุ
 - b. คุณมีวิธีการแก้ไขปัญหาดังกล่าวอย่างไร โปรดอธิบาย
6. คุณมีปัญหาในการสอนการอ่านแบบวิธีใช้สื่อประสมหรือไม่
 - a. โปรดระบุ
 - b. คุณมีวิธีการแก้ไขปัญหาดังกล่าวอย่างไร โปรดอธิบาย
7. คุณมีปัญหาในการจัดการห้องเรียนขณะที่สอนการอ่านโดยใช้วิธีการสอนแบบดั้งเดิมหรือไม่อย่างไร โปรดอธิบาย
8. คุณมีปัญหาในการจัดการห้องเรียนขณะที่สอนการอ่านโดยใช้วิธีการสอนแบบใช้สื่อประสมหรือไม่อย่างไร โปรดอธิบาย
9. วิธีการสอนการอ่านแบบใดที่คุณปรารถนาที่จะใช้สอนการอ่าน และทำไม
 - a. หากคุณเลือกใช้วิธีการสอนการอ่านแบบวิธีดั้งเดิมต่อไปในครั้งหน้า โปรดระบุเหตุผลว่าทำไมจึงเลือกวิธีการสอนการอ่านดังกล่าว
 - b. หากคุณเลือกใช้วิธีการสอนการอ่านแบบวิธีใช้สื่อประสมต่อไปในครั้งหน้า โปรดระบุเหตุผลว่าทำไมจึงเลือกวิธีการสอนการอ่านดังกล่าว
10. คุณมีข้อเสนอแนะที่จะช่วยพัฒนาทักษะการเรียนรู้การอ่านของนักศึกษาไทยหรือไม่ โปรดอธิบาย



Appendix I:
Index of Item-Objective Congruence Evaluation Results
(Questionnaire Surveys)

**The Sum of IOC Questionnaire of Students' Views on English Reading Skills
and Practice before Using the Multimodal Approach**

IOC Measurements: (1) indicates that the experts agree that the research tools in each item clearly measure the objectives of the research.

(0) indicates that the content of the research instrument are unclear in a relation to the research objectives.

(-1) indicates that clearly agree that the research tools in each item do not measure the research objectives.

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
Reading process	1. I preview the text before jumping into its detail. ฉันอ่านเนื้อหาคร่าวๆ ก่อนที่จะอ่านอย่างละเอียด Suggestion	1	1	1	1
	2. I try to figure out the meaning of words I do not know. ฉันพยายามหาความหมายของคำศัพท์ที่ฉันไม่คุ้นเคย Suggestion	1	1	1	1
	3. I look over what I am going to read first to get an idea of what it is about. ฉันอ่านอย่างละเอียดเพื่อหาไอเดียของสิ่งที่ฉันกำลังอ่าน Suggestion	1	1	1	1
	4. I ask myself questions about what I am reading. ฉันตั้งคำถามกับตัวเองเกี่ยวกับสิ่งที่ฉันกำลังอ่าน Suggestion	1	1	1	1
	5. I read a section again if I do not understand it at first. หากฉันไม่เข้าใจเนื้อหาในส่วนนั้นฉันจะอ่านซ้ำอีกรอบ Suggestion	1	1	1	1
	6. I read silently so that I can	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	concentrate on the main idea. ฉันอ่านในใจเพื่อที่จะได้มีสมาธิในการหาใจความสำคัญ Suggestion				
Reading Process	7. I look up the meaning words I do not know in a dictionary. ฉันหาความหมายของคำศัพท์ที่ฉันไม่รู้ความหมายจากพจนานุกรม Suggestion	1	1	1	1
	8. While reading, I picture what the text is about and/or what is happening. ขณะที่ฉันอ่าน ฉันจะจินตนาการภาพเกี่ยวกับเนื้อหาและสิ่งที่จะเกิดขึ้น Suggestion	1	1	1	1
	9. I translate what I am reading, into my own words and/or language. ฉันแปลในสิ่งที่ฉันกำลังอ่านเป็นคำพูดหรือภาษาของตนเอง Suggestion	1	1	1	1
	10. I try to connect what I am reading to my experience/ knowledge. ฉันพยายามเชื่อมโยงประสบการณ์และความรู้ของฉันเกี่ยวกับสิ่งที่ฉันกำลังอ่าน Suggestion	1	1	1	1
	11. I have good strategies for reading and I know how to read effectively. ฉันมีกลวิธีการอ่านที่ดีและมีวิธีการอ่านที่มีประสิทธิภาพ Suggestion	1	1	1	1
Reading Instructions	12. The teacher helps me to understand the reading text by translating every word from English into Thai.	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	ครูผู้สอนช่วยให้ฉันเข้าใจเนื้อหาการอ่าน จากการแปลภาษาอังกฤษเป็นภาษาไทยทุกคำ Suggestion				
	13. The teacher discusses interesting points in the reading text, so I am motivated to read further. ครูผู้สอนพูดคุยประเด็นที่น่าสนใจในการอ่านเพื่อที่จะทำให้ฉันมีแรงกระตุ้นในการอ่านเพิ่มเติม Suggestion	1	1	1	1
	14. When the teacher teaches reading practice through academic texts and passages, it is interesting. การสอนอ่านบทความทางวิชาการน่าสนใจ Suggestion	1	1	1	1
	15. When the teacher teaches reading practice through academic texts and passages, it helps me pass reading tests. การสอนอ่านบทความทางวิชาการช่วยให้ฉันสอบผ่านแบบทดสอบการอ่าน Suggestion	1	1	1	1
	16. When the teacher reads aloud in class, it helps me understand the text clearly. ครูผู้สอนอ่านออกเสียงในห้องเรียนทำให้ฉันเข้าใจเนื้อหาอย่างชัดเจน Suggestion	1	1	1	1
	17. I review and understand the text more clearly when the teacher asks me questions on the main idea, supporting ideas and details, vocabulary, and	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	context clues. ฉันสามารถทบทวนและเข้าใจ เนื้อหาอย่างชัดเจน เมื่อครูผู้สอนตั้ง คำถามเกี่ยวกับใจความสำคัญ รายละเอียด คำศัพท์ และการเดา คำศัพท์จากบริบท Suggestion				
Factors in Reading Comprehension	18. I read because I have to read. ฉันอ่านเพราะจำเป็นต้องอ่าน Suggestion	1	1	1	1
	19. I enjoy reading in English because it is interesting. ฉันสนุกสนานกับการอ่าน ภาษาอังกฤษเพราะเนื้อหาที่น่าสนใจ Suggestion	1	1	1	1
	20. I enjoy reading in English because it is not difficult to comprehend the text. ฉันสนุกสนานกับการอ่าน ภาษาอังกฤษเพราะสามารถเข้าใจ เนื้อหาได้ง่าย Suggestion	1	1	1	1
	21. I can guess the meaning of vocabulary in the text. ฉันสามารถเดาคำศัพท์ในเนื้อหาได้ Suggestion	1	1	1	1
	22. I can grasp the main idea of the reading text. ฉันสามารถหาใจความสำคัญของ เนื้อหาได้ Suggestion	1	1	1	1
	23. My reading speed is good. ความเร็วในการอ่านภาษาอังกฤษ ของฉันอยู่ในระดับดี Suggestion	1	1	1	1
	24. I can summarise the text. ฉันสามารถสรุปเนื้อหาได้	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	Suggestion				
	25. I can use reading strategies to understand the text better. ฉันสามารถใช้กลวิธีการอ่านภาษาอังกฤษเพื่อช่วยให้เข้าใจเนื้อหาได้ Suggestion	1	1	1	1
	26. Some difficult grammatical structures in the text are not obstacles for me to understand the text. โครงสร้างไวยากรณ์ทางภาษาอังกฤษที่มีความซับซ้อนในบางประโยค ไม่มีผลต่อความเข้าใจของฉันในการอ่าน Suggestion	1	1	1	1
Views on Teaching and Learning English Reading with the Use of a Traditional Approach	27. The teacher's teaching method is interesting. วิธีการสอนของครูผู้สอนมีความน่าสนใจ Suggestion	1	1	1	1
	28. I enjoy studying English reading with the use of the current teaching method. ฉันสนุกสนานในการเรียนการอ่านภาษาอังกฤษที่ครูผู้สอนใช้วิธีการสอนแบบดั้งเดิม Suggestion	1	1	1	1
	29. I want my teacher to change the reading teaching method. ฉันต้องการให้ครูผู้สอนเปลี่ยนวิธีการสอนการอ่าน	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	Suggestion				
	30. This teaching method can help me read and understand the text. วิธีการสอนการอ่านแบบดั้งเดิมสามารถช่วยให้ฉันเข้าใจเนื้อหาได้ Suggestion	1	1	1	1
	31. I like the way in which the teacher translates the text word by word. ฉันชอบเมื่อครูผู้สอนแปลเนื้อหาทีละคำ Suggestion	1	1	1	1
	32. I like the way in which the teacher reads the text aloud and asks students to repeat. ฉันชอบเมื่อครูผู้สอนอ่านเนื้อหานั้นและให้ผู้เรียนอ่านตาม Suggestion	1	1	1	1
	33. Reading passages provided only in the main textbook used in class are appropriate and not difficult to understand. การอ่านภาษาอังกฤษที่นำมาจากหนังสือเรียนมีความเหมาะสมและสามารถเข้าใจเนื้อหาได้ Suggestion	1	1	1	1
	34. Only using the main textbook for the reading class is also advantageous for students when doing exams. การสอนการอ่านจากหนังสือเรียนเพียงอย่างเดียวเป็นข้อได้เปรียบสำหรับผู้เรียนในขณะทำแบบทดสอบ Suggestion	1	1	1	1
	35. This teaching method motivates me to study	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	English reading. วิธีการสอนการอ่านแบบดั้งเดิมช่วยกระตุ้นให้ฉันอยากเรียนการอ่านภาษาอังกฤษ Suggestion				
	36. This teaching method motivates me to read more. วิธีการสอนการอ่านแบบดั้งเดิมช่วยกระตุ้นให้ฉันอยากอ่านเพิ่มเติม Suggestion	1	1	1	1
	37. I can understand any kind of reading passage after learning and practicing through this teaching method. วิธีการสอนการอ่านแบบดั้งเดิมสามารถช่วยให้ฉันเข้าใจการอ่านบทความประเภทอื่นๆ ได้ Suggestion	1	1	1	1
	38. With the use of the current teaching (traditional) approach, students and the teacher can have more interaction which is helpful for the reading skill practice. จากการสอนการอ่านแบบวิธีดั้งเดิมช่วยให้ครูผู้สอนและผู้เรียนมีปฏิสัมพันธ์กันมากขึ้นและเป็นประโยชน์ต่อการเรียนการอ่าน Suggestion	1	1	1	1

The Sum of IOC Questionnaire of Students' Views on English Reading Skills and Practice after Using the Multimodal Approach

IOC Measurements: (1) indicates that the experts agree that the research tools in each item clearly measure the objectives of the research.

(0) indicates that the content of the research instrument are unclear in a relation to the research objectives.

(-1) indicates that clearly agree that the research tools in each item do not measure the research objectives.

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
Reading process	1. I preview the text before jumping into its detail. ฉันอ่านเนื้อหาคร่าวๆ ก่อนที่จะอ่านอย่างละเอียด Suggestion.....	1	1	1	1
	2. I try to figure out the meaning of words I do not know. ฉันพยายามหาความหมายของคำศัพท์ที่ฉันไม่คุ้นเคย Suggestion.....	1	1	1	1
	3. I look over what I am going to read first to get an idea of what it is about. ฉันอ่านอย่างละเอียดเพื่อหาไอเดียของสิ่งที่ฉันกำลังอ่าน Suggestion.....	1	1	1	1
	4. I ask myself questions about what I am reading. ฉันตั้งคำถามกับตัวเองเกี่ยวกับสิ่งที่ฉันกำลังอ่าน Suggestion.....	1	1	1	1
	5. I read a section again if I do not understand it at first. หากฉันไม่เข้าใจเนื้อหาในส่วนนั้นฉันจะอ่านซ้ำอีกรอบ Suggestion.....	1	1	1	1
	6. I read silently so that I can	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	concentrate on the main idea. ฉันอ่านในใจเพื่อที่จะได้มีสมาธิในการหาใจความสำคัญ Suggestion.....				
Reading Process	7. I look up the meaning of words I do not know in a dictionary. ฉันหาความหมายของคำศัพท์ที่ฉันไม่รู้ความหมายจากพจนานุกรม Suggestion.....	1	1	1	1
	8. While reading, I picture what the text is about and/or what is happening. ขณะที่ฉันอ่าน ฉันจะจินตนาการภาพเกี่ยวกับเนื้อหาและสิ่งที่จะเกิดขึ้น Suggestion.....	1	1	1	1
	9. I translate what I am reading, into my own words and/or language. ฉันแปลในสิ่งที่ฉันกำลังอ่านเป็นคำพูดหรือภาษาของตนเอง Suggestion.....	1	1	1	1
	10. I try to connect what I am reading to my experience/ knowledge. ฉันพยายามเชื่อมโยงประสบการณ์และความรู้ของฉันเกี่ยวกับสิ่งที่ฉันกำลังอ่าน Suggestion.....	1	1	1	1
	11. I have good strategies for reading and I know how to read effectively. ฉันมีกลวิธีการอ่านที่ดีและมีวิธีการอ่านที่มีประสิทธิภาพ Suggestion	1	1	1	1
Reading Instructions	12. The teacher helps me to understand the reading text by translating every word from English into Thai.	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	ครูผู้สอนช่วยให้ฉันเข้าใจเนื้อหาการอ่าน จากการแปลภาษาอังกฤษเป็นภาษาไทยทุกคำ Suggestion				
	13. The teacher discusses interesting points in the reading text, so I am motivated to read further. ครูผู้สอนพูดคุยประเด็นที่น่าสนใจในการอ่านเพื่อที่จะทำให้ฉันมีแรงกระตุ้นในการอ่านเพิ่มเติม Suggestion	1	1	1	1
	14. When the teacher teaches reading practice through various kinds of modes such as texts, pictures, sounds, and video clips, it is interesting. การเรียนการอ่านภาษาอังกฤษ น่าสนใจ เมื่อครูผู้สอนสอนการอ่านโดยใช้สื่อที่หลากหลาย เช่น บทความ รูปภาพเสียง และวิดีโอ Suggestion	1	1	1	1
	15. When the teacher teaches reading practice through various kinds of modes such as texts, pictures, sounds, and video clips, it helps me pass reading tests. เมื่อครูผู้สอนสอนการอ่านโดยใช้สื่อที่หลากหลาย เช่น บทความ รูปภาพเสียง และวิดีโอ สามารถช่วยให้ฉันผ่านการสอบการอ่านได้ Suggestion	1	1	1	1
	16. When the teacher reads aloud in class and uses various kinds of modes such as texts, pictures, sounds, and video clips, it	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	<p>helps me understand the text clearly.</p> <p>เมื่อครูผู้สอนสอนการอ่านโดยอ่านออกเสียงและใช้สื่อที่หลากหลาย เช่น บทความ รูปภาพเสียง และวิดีโอ สามารถช่วยให้ฉันเข้าใจบทความได้</p> <p>Suggestion</p>				
	<p>17. I review and understand the text more clearly when the teacher uses various kinds of modes such as texts, pictures, sounds, and video clips and asks me questions on the main idea, supporting ideas and details, vocabulary and context clues.</p> <p>ฉันสามารถทบทวนและเข้าใจเนื้อหาอย่างชัดเจน เมื่อครูผู้สอนใช้สื่อที่หลากหลาย เช่น บทความ รูปภาพเสียง และวิดีโอ และตั้งคำถามเกี่ยวกับใจความสำคัญ รายละเอียด คำศัพท์ และการเดาคำศัพท์จากบริบท</p> <p>Suggestion</p>	1	1	1	1
Factors in Reading Comprehension	<p>18. I read because I have to read.</p> <p>ฉันอ่านเพราะจำเป็นต้องอ่าน</p> <p>Suggestion</p>	1	1	1	1
	<p>19. I enjoy reading in English because it is interesting.</p> <p>ฉันสนุกสนานกับการอ่านภาษาอังกฤษเพราะเนื้อหาที่น่าสนใจ</p> <p>Suggestion</p>	1	1	1	1
	<p>20. I enjoy reading in English because it is not difficult to comprehend the text.</p> <p>ฉันสนุกสนานกับการอ่าน</p>	1	1	1	1

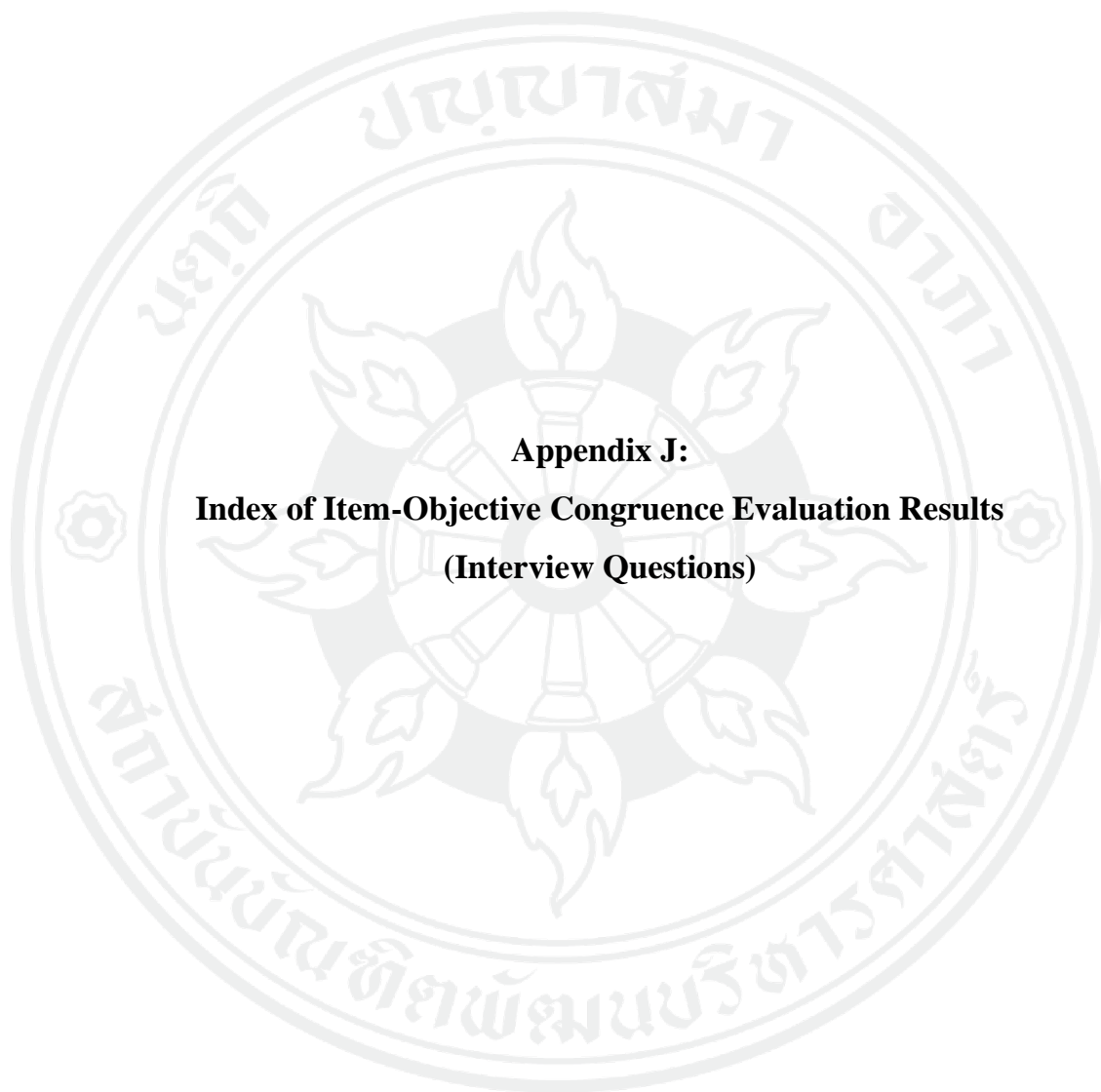
What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	ภาษาอังกฤษเพราะสามารถเข้าใจเนื้อหาได้ง่าย Suggestion				
	21. I can guess the meaning of vocabulary in the text. ฉันสามารถเดาคำศัพท์ในเนื้อหาได้ Suggestion	1	1	1	1
	22. I can grasp the main idea of the reading text. ฉันสามารถหาใจความสำคัญของเนื้อหาได้ Suggestion	1	1	1	1
	23. My reading speed is good. ความเร็วในการอ่านภาษาอังกฤษของฉันอยู่ในระดับดี Suggestion	1	1	1	1
	24. I can summarise the text. ฉันสามารถสรุปเนื้อหาได้ Suggestion	1	1	1	1
	25. I can use reading strategies to understand the text better. ฉันสามารถใช้กลวิธีการอ่านภาษาอังกฤษเพื่อช่วยให้เข้าใจเนื้อหาได้ Suggestion	1	1	1	1
	26. Some difficult grammatical structures in the text are not obstacles for me to understand the text. โครงสร้างไวยากรณ์ทางภาษาอังกฤษที่มีความซับซ้อนในบางประโยค ไม่มีผลต่อความเข้าใจของฉันในการอ่าน Suggestion	1	1	1	1
View on Teaching and Learning	27. The teacher's teaching materials that include various kinds of modes	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
English Reading through a Multimodal Approach	such as texts, pictures, sounds, and video clips are interesting. ครูผู้สอนเลือกใช้สื่อการสอนที่น่าสนใจ เช่น บทความ รูปภาพ เสียง และวิดีโอ Suggestion.....				
	28. I enjoy studying English reading with various kinds of modes such as texts, pictures, sounds, and video clips. ฉันสนุกสนานกับการเรียนการอ่านภาษาอังกฤษกับสื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ Suggestion.....	1	1	1	1
	29. The various kinds of modes such as texts, pictures, sounds, and video clips can help me read and understand the meaning from the text. สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ สามารถช่วยให้ฉันเข้าใจความหมายของเนื้อหาที่อ่าน Suggestion.....	1	1	1	1
	30. The various kinds of modes such as texts, pictures, sounds, and video clips encourage me to study English reading. สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ ส่งเสริมให้ฉันอยากเรียนการอ่านภาษาอังกฤษ Suggestion.....	1	1	1	1
	31. The various kinds of	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	<p>modes such as texts, pictures, sounds, and video clips motivate me to study English reading.</p> <p>สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ กระตุ้นให้ฉันอยากเรียนการอ่านภาษาอังกฤษ</p> <p>Suggestion.....</p>				
	<p>32. The various kinds of modes such as texts, pictures, sounds, and video clips help me enjoy studying reading.</p> <p>สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ ช่วยให้ฉันสนุกสนานในการเรียนการอ่านภาษาอังกฤษ</p> <p>Suggestion.....</p>	1	1	1	1
	<p>33. I can understand the text more when the teacher uses various kinds of modes such as texts, pictures, sounds, and video clips.</p> <p>ฉันสามารถเข้าใจเนื้อหาในการอ่านมากขึ้นเมื่อครูผู้สอนใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ</p> <p>Suggestion.....</p>	1	1	1	1
	<p>34. When teaching reading skills through various kinds of modes such as texts, pictures, sounds, and video clips, it is necessary that the teacher uses not only the main textbook but other sources and teaching materials.</p> <p>ฉันคิดว่าการสอนการอ่านโดยใช้</p>	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มีความจำเป็น Suggestion.....				
	35. I enjoy studying English reading with the use of a current teaching method (with various kinds of modes such as texts, pictures, sounds, and video clips) rather than the previous one (traditional). ฉันสนุกสนานกับการเรียนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มากกว่า การสอนการอ่านแบบดั้งเดิม Suggestion.....	1	1	1	1
	36. Reading in English with the support of additional kinds of modes such as texts, pictures, sounds, and video clips helps students enjoy studying and practicing reading. การสอนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ สามารถช่วยให้ผู้เรียนสนุกสนานกับการเรียนการอ่านภาษาอังกฤษ Suggestion.....	1	1	1	1
	37. I can understand the text better when the teacher uses various kinds of modes such as texts, pictures, sounds, and video clips. ฉันสามารถเข้าใจเนื้อหาการอ่านมากขึ้นเมื่อครูผู้สอนใช้สื่อการสอน	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum /3
		Committee 1	Committee 2	Committee 3	
	ที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ นำมาสอนการอ่าน ภาษาอังกฤษ Suggestion.....				
	38. The reading class with the use of various kinds of modes for learning such as texts, pictures, sounds, and video clips are useful. การเรียนการสอนภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มีประโยชน์มาก Suggestion.....	1	1	1	1
	39. Having more interactions in the classroom between students and the teacher can be helpful for reading skill practice with the use of texts, pictures, sounds, and video clips. จากการสอนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ ช่วยให้ครูผู้สอนและผู้เรียนมีปฏิสัมพันธ์กันมากขึ้นและเป็นประโยชน์ต่อการเรียนการอ่าน Suggestion.....	1	1	1	1



Appendix J:
Index of Item-Objective Congruence Evaluation Results
(Interview Questions)

The Sum of IOC Semi-Structured Interview Questions for Students

IOC Measurements: (1) indicates that the experts agree that the research tools in each item clearly measure the objectives of the research.

(0) indicates that the content of the research instrument are unclear in a relation to the research objectives.

(-1) indicates that clearly agree that the research tools in each item do not measure the research objectives.

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
Reading	1. Why do you think English reading is important? ทำไมคุณจึงคิดว่าการอ่านภาษาอังกฤษมีความสำคัญ Suggestion.....	1	1	1	1
	2. Do you have problems with English reading? What are they? คุณมีปัญหาในการอ่านภาษาอังกฤษไหม โปรดระบุ Suggestion.....	1	1	1	1
	3. Why do you think that you are a good reader? why not? คุณคิดว่า คุณเป็นนักอ่านที่ดีหรือไม่ โปรดอธิบาย Suggestion.....	1	1	1	1
Traditional Approach	1. How do you like when the teacher teaches English reading through a traditional approach? Why? คุณชอบอะไรในการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิม และทำไม Suggestion.....	1	1	1	1
	2. Why do you think	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	teaching English reading through a traditional approach is interesting? Why not? ทำไมคุณจึงคิดว่าการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมน่าสนใจหรือไม่ อย่างไร Suggestion.....				
	3. Why do you enjoy studying English reading with the use of traditional approach? Why not? ทำไมคุณสนุกสนานกับการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมหรือไม่ อย่างไร Suggestion.....	1	1	1	1
	4. Why do you want your teacher to change a reading teaching approach? Why not? ทำไมคุณต้องการให้ครูผู้สอนเปลี่ยนวิธีการสอนการอ่านภาษาอังกฤษหรือไม่ อย่างไร Suggestion.....	1	1	1	1
	5. How does traditional approach help you understand the text more? วิธีการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมช่วยให้คุณเข้าใจเนื้อหาได้มากขึ้น อย่างไร Suggestion.....	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	6. How can traditional approach encourage you to read more and enjoy study English reading? วิธีการสอนการอ่านภาษาอังกฤษ โดยใช้วิธีการสอนแบบตั้งเดิมช่วยกระตุ้นให้คุณอ่านและสนุกกับการเรียนการอ่านได้มากขึ้นอย่างไร Suggestion.....	1	1	1	1
	7. What do you think when the teacher translates reading texts word by word? Please explain. คุณคิดอย่างไรเมื่อครูผู้สอนแปลเนื้อหาให้ฟังทีละคำ โปรดอธิบาย Suggestion.....	1	1	1	1
	8. Why do you like when the teacher mainly uses the reading texts from the book and has students to repeat sentence by sentence? Why not? ทำไมคุณจึงชอบหรือไม่ชอบให้ครูผู้สอนใช้เนื้อหาจากในหนังสือเรียนมาสอนการอ่านและให้ผู้เรียนออกเสียงตามที่ละประโยค Suggestion.....	1	1	1	1
	9. Why do you think that the only main textbook used in the reading class is advantageous? Why not? ทำไมคุณจึงคิดว่าการนำเนื้อหาจากในหนังสือเรียนเพียงอย่างเดียวมาสอนการอ่านมีข้อได้เปรียบหรือ	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	<p>เลียบเปรียบเทียบอย่างไร</p> <p>Suggestion.....</p>				
	<p>10. How does this teaching approach interest you?</p> <p>วิธีการสอนการอ่านแบบดั้งเดิมมีความน่าสนใจอย่างไร</p> <p>Suggestion.....</p>	1	1	1	1
	<p>11. How does this teaching approach motivate you to study English reading?</p> <p>วิธีการสอนการอ่านแบบดั้งเดิมกระตุ้นให้คุณอยากเรียนการอ่านภาษาอังกฤษอย่างไร</p> <p>Suggestion.....</p>	1	1	1	1
	<p>12. How does this teaching approach motivate you to read more on your own?</p> <p>วิธีการสอนการอ่านแบบดั้งเดิมกระตุ้นให้คุณอยากอ่านภาษาอังกฤษมากขึ้นด้วยตัวเองอย่างไร</p> <p>Suggestion.....</p>	1	1	1	1
	<p>13. Why do you think that students and teacher can have more interactions which is helpful for reading skill practice from the use of this teaching approach? Why not?</p> <p>ทำไมคุณจึงคิดว่าวิธีการสอนการอ่านภาษาอังกฤษแบบดั้งเดิมช่วย</p>	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	ให้ครูผู้สอนและผู้เรียนมีปฏิสัมพันธ์ ซึ่งเป็นประโยชน์หรือไม่ อย่างไร ต่อการอ่าน Suggestion.....				
Multimodal Approach	1. How do you like when the teacher teaches English reading through texts, pictures, sounds and video clips? Why? คุณชอบหรือไม่ อย่างไร เมื่อครูผู้สอนใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ Suggestion.....	1	1	1	1
	2. Why are the teacher's teaching materials used texts, pictures, sounds and video clips interesting? Why not? ทำไมการใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษมีความน่าสนใจหรือไม่ อย่างไร Suggestion.....	1	1	1	1
	3. Why do you like studying English reading used texts, pictures, sounds and video clips? ทำไมคุณจึงชอบเรียนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	เสียง และวิดีโอ Suggestion.....				
	4. How can text, picture, sound and video clip help you read and understand the meaning from the text? การใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษช่วยให้คุณเข้าใจเนื้อหาได้อย่างไร Suggestion.....	1	1	1	1
	5. How can text, picture, sound and video clip encourage you to read more and enjoy study English reading? การใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ กระตุ้นให้คุณสนุกสนานในการอ่านและอ่านมากขึ้นได้อย่างไร Suggestion.....	1	1	1	1
	6. What are your views/feedback on the way in which the teacher uses various kinds of modes in teaching English reading? Does it motivate you to learn a lot more? Why? / Why not? คุณคิดอย่างไรกับการใช้สื่อการ	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	สอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ วิธีการสอนดังกล่าวกระตุ้นให้คุณอยากเรียนรู้เพิ่มมากขึ้นหรือไม่อย่างไร Suggestion.....				
	7. How does this teaching approach motivate you to read more on your own? การสอนการอ่านโดยใช้สื่อแบบประสมกระตุ้นให้คุณอยากอ่านมากขึ้นอย่างไร Suggestion.....	1	1	1	1
	8. Why do you enjoy studying English reading with the use of text, picture, sound and video clip? Why not? ทำไมคุณจึงสนุกสนานหรือไม่อย่างไร กับการเรียนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ Suggestion.....	1	1	1	1
	9. From your view, what are good points of using various kinds of modes such as texts, pictures, sounds and video clips in English reading class? จากความคิดเห็นของคุณ อะไรคือ	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	<p>ข้อดีของการใช้สื่อการสอนที่</p> <p>หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอน</p> <p>การอ่านภาษาอังกฤษ</p> <p>Suggestion.....</p>				
	<p>10. Does this multimodal approach to teaching English reading encourage students to study and practice? How?</p> <p>การใช้สื่อการสอนที่</p> <p>หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่าน</p> <p>ภาษาอังกฤษ สนับสนุนให้</p> <p>นักเรียนฝึกหรือเรียนการอ่านหรือไม่ อย่างไร</p> <p>a. Why do you think this teaching approach can encourage a teacher and students have more interactions which is helpful for the reading skill practice? Why not?</p> <p>ทำไมคุณจึงคิดว่าวิธีการสอนการอ่านวิธีนี้สามารถ</p> <p>สนับสนุนให้ครูผู้สอนและ</p> <p>ผู้เรียนมีปฏิสัมพันธ์มากขึ้นหรือไม่ อย่างไร</p> <p>b. How does this teaching approach help you to</p>	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	<p>find the main idea, topic sentences, and others which are the key elements in a reading passage more easily?</p> <p>วิธีการสอนการอ่านวิธีนี้ช่วยให้นักเรียนหาใจความสำคัญประโยคที่แสดงความคิดหลักและอื่นๆ ที่สำคัญต่อการอ่านได้ง่ายขึ้นอย่างไร</p> <p>Suggestion.....</p>				
Students' Experience from the Use of the two Different Teaching Approaches	<p>1. What are the differences between the two teaching approaches (traditional and multimodal)?</p> <p>ความแตกต่างระหว่างการสอนการอ่านแบบวิธีดั้งเดิมและแบบวิธีใช้สื่อประสมคืออะไร</p> <p>Suggestion.....</p>	1	1	1	1
	<p>2. Which approach do you prefer the teacher to use when teaching you English reading skills? Why?</p> <p>วิธีการสอนแบบใดที่คุณประสงค์ให้ครูผู้สอนใช้สอนการอ่าน</p> <p>a. If you prefer a traditional approach, do you want the teacher to continue applying it next time?</p>	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	<p>Why? / Why not?</p> <p>หากคุณเลือกวิธีการสอนแบบดั้งเดิม โปรดอธิบายเหตุผล</p> <p>b. If you prefer a multimodal approach, do you want the teacher to continue applying it next time? Why? / Why not?</p> <p>หากคุณเลือกวิธีการสอนแบบสื่อประสม โปรดอธิบายเหตุผล</p> <p>Suggestion.....</p>				

The Sum of IOC Semi-Structured Interview Questions for Teacher

IOC Measurements: (1) indicates that the experts agree that the research tools in each item clearly measure the objectives of the research.

(0) indicates that the content of the research instrument is unclear in a relation to the research objectives.

(-1) indicates that clearly agree that the research tools in each item do not measure the research objectives.

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
Reading	1. What do you think about teaching reading skills with the use of the monomodal approach? ทำไมคุณจึงคิดว่าการอ่านภาษาอังกฤษมีความสำคัญ Suggestion.....	1	1	1	1
	2. What do you think about teaching reading skills with the use of the multimodal approach? คุณมีปัญหในการสอนอ่านภาษาอังกฤษไหม โปรดระบุ Suggestion.....	1	1	1	1
Traditional Approach	1. How do you like when the teacher teaches English reading through a traditional approach? Why? คุณชอบอะไรในการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิม และทำไม Suggestion.....	1	1	1	1
	2. Why do you think teaching English reading through a traditional approach is interesting? Why not? ทำไมคุณจึงคิดว่าการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบ	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	<p>ดั้งเดิมน่าสนใจหรือไม่ อย่างไร</p> <p>Suggestion.....</p>				
	<p>3. Why do you enjoy teaching English reading with the use of traditional approach? Why not?</p> <p>ทำไมคุณสนุกสนานกับการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมหรือไม่ อย่างไร</p> <p>Suggestion.....</p>	1	1	1	1
	<p>4. Why do you want to change a reading teaching approach? Why not?</p> <p>ทำไมคุณต้องการที่จะเปลี่ยนวิธีการสอนการอ่านภาษาอังกฤษหรือไม่ อย่างไร</p> <p>Suggestion.....</p>	1	1	1	1
	<p>5. How does traditional approach help your students understand the text more?</p> <p>วิธีการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมช่วยให้ผู้เรียนของคุณเข้าใจเนื้อหาได้มากขึ้นอย่างไร</p> <p>Suggestion.....</p>	1	1	1	1
	<p>6. How can traditional approach encourage your students to read more and enjoy study English reading?</p> <p>วิธีการสอนการอ่านภาษาอังกฤษโดยใช้วิธีการสอนแบบดั้งเดิมช่วยกระตุ้นให้ผู้เรียนของคุณอ่านและสนุกกับการเรียนการอ่านได้มากขึ้นอย่างไร</p> <p>Suggestion.....</p>	1	1	1	1
	<p>7. What do you think when you translate reading texts word by</p>	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	word? Please explain. คุณคิดอย่างไรเมื่อครูผู้สอนแปลเนื้อหา ให้ฟังทีละคำ โปรดอธิบาย Suggestion.....				
	8. Why do you like when you mainly use the reading texts from the book and has students to repeat sentence by sentence? Why not? ทำไมคุณจึงชอบหรือไม่ชอบให้ใช้ เนื้อหาจากในหนังสือเรียนมาสอนการ อ่านและให้ผู้เรียนออกเสียงตามทีละ ประโยค Suggestion.....	1	1	1	1
	9. Why do you think that the only main textbook used in the reading class is advantageous? Why not? ทำไมคุณจึงคิดว่าการนำเนื้อหาจากใน หนังสือเรียนเพียงอย่างเดียวมาสอนการ อ่านมีข้อได้เปรียบหรือเสียเปรียบอย่างไร Suggestion.....	1	1	1	1
	10. How does this teaching approach interest your students? วิธีการสอนการอ่านแบบดั้งเดิมมีความ น่าสนใจต่อผู้เรียนอย่างไร Suggestion.....	1	1	1	1
	11. How does this teaching approach motivate your students to study English reading? วิธีการสอนการอ่านแบบดั้งเดิมกระตุ้น ให้ผู้เรียนอยากเรียนการอ่านภาษาอังกฤษ	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	อย่างไร Suggestion.....				
	12. How does this teaching approach motivate your students to read more on their own? วิธีการสอนการอ่านแบบดั้งเดิมกระตุ้นให้ผู้เรียนอยากอ่านภาษาอังกฤษมากขึ้นด้วยตนเองอย่างไร Suggestion.....	1	1	1	1
	13. Why do you think that students and teacher can have more interactions which is helpful for reading skill practice from the use of this teaching approach? Why not? ทำไมคุณจึงคิดว่าวิธีการสอนการอ่านภาษาอังกฤษแบบดั้งเดิมช่วยให้ครูผู้สอนและผู้เรียนมีปฏิสัมพันธ์ซึ่งกันเป็นประโยชน์หรือไม่ อย่างไร ต่อการอ่าน Suggestion.....	1	1	1	1
Multimodal Approach	1. How do you like when you teach English reading through texts, pictures, sounds and video clips? Why? คุณชอบหรือไม่อย่างไร เมื่อใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ Suggestion.....	1	1	1	1
	2. Why are the teacher's teaching materials used texts, pictures, sounds and video clips interesting? Why not?	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	ทำไมการใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษมีความน่าสนใจหรือไม่ อย่างไร Suggestion.....				
	3. Why do you like teaching English reading used texts, pictures, sounds and video clips? ทำไมคุณจึงชอบสอนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ Suggestion.....	1	1	1	1
	4. How can text, picture, sound and video clip help your students read and understand the meaning from the text? การใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษช่วยให้ผู้เรียนของคุณเข้าใจเนื้อหาได้อย่างไร Suggestion.....	1	1	1	1
	5. How can text, picture, sound and video clip encourage your students to read more and enjoy study English reading? การใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ กระตุ้นให้ผู้เรียนของคุณสนุกสนานในการอ่านและอ่านมากขึ้นได้อย่างไร	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	Suggestion.....				
	<p>6. What are your views/feedback on the way in which the teacher uses various kinds of modes in teaching English reading? Does it motivate your students to learn a lot more? Why? / Why not?</p> <p>คุณคิดอย่างไรกับการใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ วิธีการสอนดังกล่าวกระตุ้นให้ผู้เรียนของคุณอยากเรียนรู้เพิ่มมากขึ้นหรือไม่ อย่างไร</p> <p>Suggestion.....</p>	1	1	1	1
	<p>7. How does this teaching approach motivate your students to read more on their own?</p> <p>การสอนการอ่านโดยใช้สื่อแบบประสมกระตุ้นให้ผู้เรียนของคุณอยากอ่านมากขึ้นอย่างไร</p> <p>Suggestion.....</p>	1	1	1	1
	<p>8. Why do you enjoy teaching English reading with the use of text, picture, sound and video clip? Why not?</p> <p>ทำไมผู้เรียนของคุณจึงสนุกสนานหรือไม่ อย่างไร กับการเรียนการอ่านภาษาอังกฤษโดยใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ</p>	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	Suggestion.....				
	<p>9. From your view, what are good points of using various kinds of modes such as texts, pictures, sounds and video clips in English reading class?</p> <p>จากความคิดเห็นของคุณ อะไรคือข้อดีของการใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ</p> <p>Suggestion.....</p>	1	1	1	1
	<p>10. Does this multimodal approach to teaching English reading encourage your students to study and practice? How?</p> <p>a. Why do you think this teaching approach can encourage a teacher and students have more interactions which is helpful for the reading skill practice? Why not?</p> <p>b. How does this teaching approach help your students to find the main idea, topic sentences, and others which are the key elements in a reading passage more easily?</p> <p>การใช้สื่อการสอนที่หลากหลาย เช่น บทความ รูปภาพ เสียง และวิดีโอ มาใช้ในการสอนการอ่านภาษาอังกฤษ สนับสนุนให้นักเรียนฝึกหรือเรียนการอ่านหรือไม่ อย่างไร</p> <p>a. ทำไมคุณจึงคิดว่าวิธีการสอนการอ่านวิธีนี้สามารถสนับสนุนให้ครูผู้สอนและนักเรียนมีปฏิสัมพันธ์มากขึ้นหรือไม่</p>	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	<p>อย่างไร</p> <p>b. วิธีการสอนการอ่านวิธีนี้ช่วยให้ผู้เรียนของคุณหาใจความสำคัญ ประโยคที่แสดงความคิดหลัก และอื่นๆ ที่สำคัญต่อการอ่านได้ง่ายขึ้นอย่างไร</p> <p>Suggestion.....</p>				
Teacher's Experience from the Use of the two Different Approaches	<p>1. What are the differences between the two teaching approaches (traditional and multimodal)?</p> <p>ข้อแตกต่างระหว่างการสอนการอ่านแบบวิธีดั้งเดิมและการใช้สื่อประสมคืออะไร</p> <p>Suggestion.....</p>	1	1	1	1
	<p>2. What are the advantages and disadvantages of using the traditional teaching approach?</p> <p>อะไรคือข้อได้เปรียบและเสียเปรียบของการสอนการอ่านแบบวิธีดั้งเดิม</p> <p>Suggestion.....</p>	1	1	1	1
	<p>3. What are the advantages and disadvantages of using the multimodal teaching approach?</p> <p>อะไรคือข้อได้เปรียบและเสียเปรียบของการสอนการอ่านแบบวิธีใช้สื่อประสม</p> <p>Suggestion.....</p>	1	1	1	1
	<p>4. What do you think about the students' views from the use of two different English reading teaching approaches?</p> <p>คุณมีความคิดเห็นอย่างไรเกี่ยวกับมุมมองของนักเรียนที่มีต่อการสอนการอ่านทั้ง 2 วิธี (วิธีแบบดั้งเดิมและการใช้</p>	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	สื่อประสม) Suggestion.....				
	5. Are there any problems from the use of a traditional approach to teaching English reading? a. What are they? b. How can you solve the problems? Please explain. คุณมีปัญหาในการสอนการอ่านแบบวิธีดั้งเดิมหรือไม่ a. โปรดระบุ b. คุณมีวิธีการแก้ไขปัญหาดังกล่าวอย่างไร โปรดอธิบาย Suggestion.....	1	1	1	1
	6. Are there any problems from the use of a multimodal approach to teaching English reading? a. What are they? b. How can you solve the problems? Please explain. คุณมีปัญหาในการสอนการอ่านแบบวิธีใช้สื่อประสมหรือไม่ a. โปรดระบุ b. คุณมีวิธีการแก้ไขปัญหาดังกล่าวอย่างไร โปรดอธิบาย Suggestion.....	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	<p>7. Do you have any difficulties in order to manage classroom while using a traditional approach to teaching English reading? Please explain.</p> <p>คุณมีปัญหาในการจัดการห้องเรียน ขณะที่สอนการอ่านโดยใช้วิธีการสอนแบบดั้งเดิมหรือไม่ อย่างไร โปรดอธิบาย Suggestion.....</p>	1	1	1	1
	<p>8. Do you have any difficulties in order to manage classroom while using a multimodal approach to teaching English reading? Please explain</p> <p>คุณมีปัญหาในการจัดการห้องเรียน ขณะที่สอนการอ่านโดยใช้วิธีการสอนแบบใช้สื่อประสมหรือไม่ อย่างไร โปรดอธิบาย Suggestion.....</p>	1	1	1	1
	<p>9. Which approach do you prefer to use when teaching your students English reading skills? Why?</p> <p>a. If you prefer a traditional approach, do you want to continue applying it next time? Why? / Why not?</p> <p>b. If you prefer a multimodal approach, do you want to continue applying it next time? Why? / Why not?</p> <p>วิธีการสอนการอ่านแบบใดที่คุณปรารถนาที่จะใช้สอนการอ่าน และทำไม</p>	1	1	1	1

What to be Measured	Statements of English Teaching and Learning	Degree of IOC (1, 0, -1)			Sum/3
		Committee 1	Committee 2	Committee 3	
	<p>a. หากคุณเลือกใช้วิธีการสอนการอ่านแบบวิธีดั้งเดิมต่อไปในครั้งหน้า โปรดระบุเหตุผลว่าทำไมจึงเลือกวิธีการสอนการอ่านดังกล่าว</p> <p>b. หากคุณเลือกใช้วิธีการสอนการอ่านแบบวิธีใช้สื่อประสมต่อไปในครั้งหน้า โปรดระบุเหตุผลว่าทำไมจึงเลือกวิธีการสอนการอ่านดังกล่าว</p> <p>Suggestion.....</p>				
	<p>10. Do you have any suggestions to help improve English reading learning for Thai students in this context? If yes, please explain.</p> <p>คุณมีข้อเสนอแนะที่จะช่วยพัฒนาทักษะการเรียนการอ่านของนักศึกษาไทยหรือไม่ โปรดอธิบาย</p> <p>Suggestion.....</p>	1	1	1	1

BIOGRAPHY

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BACKGROUND

From Nakhon Pathom Rajabhat University, 2016

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