ENHANCING EFL LEARNERS' ENGLISH READING ABILITY BY USING VISUAL

THINKING STRATEGIES

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BY

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The ability to read is considered a necessary skill for everyone, especially learners. This study aims to develop the reading ability of EFL learners. The objectives are as follows: (1) to examine the effects of Visual Thinking Strategies (VTS) on the reading ability of EFL first-year learners; (2) to examine the effects of VTS on the reading ability of EFL third-year learners; (3) to compare the effects of VTS on the reading ability of EFL first-year learners compared to third-year learners; and (4) to explore the attitudes of learners toward learning reading through VTS. The participants consisted of 45 learners majoring in English at a university in Thailand. They were selected by a purposive sampling and divided into two groups: 20 first-year learners and 25 third-year learners. Each group was taught by VTS. The research instruments included four lesson plans, an English reading ability test, a questionnaire, and the semi-structured interviews. Mean score, standard deviation, a t-test analysis, and Analysis of Covariance (ANCOVA) were used to analyze the quantitative data, while content analysis was used to analyze the qualitative data from the semi-structured interviews. The results revealed the effectiveness of VTS. Specifically, there were statistically significant differences between the pre-test and post-test mean scores of the first-year learners (t (19) = 4.49, $p<.05$). Similarly, there were statistically significant differences in the pre-test and post-test mean scores of the third-year learners (t (24) = 5.64, $p<.05$). When compared the effects of VTS of the first-year learners reading ability to those of the third-year learners, there were no statistically significant differences found (t (44) = 7.08, $p <.05$). This means that VTS was effective in developing reading ability with learners of different background. Additionally, the attitudes of learners towards learning reading through VTS was very positive. In general, the attitudes of the learners were at a very positive level (M=4.45). The interview response showed that learners favored this teaching method. This indicates that VTS can be a useful method to improve the reading ability of EFL learners.

Keyword : Reading ability, Visual Thinking Strategies, EFL learners, Teaching reading

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CHAPTER 1

INTRODUCTION

Background of the Study

The ability to read is considered a necessary skill for everyone, especially learners. Reading is essential for reaching learning goals and achieving academic success (Cubalit, 2016; Lindeblad, Nilsson, Gustafson, & Svensson, 2019). In general, learners learn new knowledge through reading, and gain useful information through engaging with different reading sources, such as books, journals, and websites. Learners with good reading skills can more effectively attain information from printed texts and online texts (Sukeemok, 2012). In addition, reading can help encourage learners' creativity. Wang (2011) states that spending time reading within or outside the classroom can result in higher creative performance. He concluded that reading ability correlates with learners' ability to be successful in their learning.

In the information age, English reading is one of the four learning skills that cannot be ignored. Most learners may not be able to avoid reading English material, since English has become the most influential language used around the world. According to Mahu (2012), English is used as a native language, second language, and foreign language worldwide. As a result, English has become a universal language, which is generally used in economics, politics, culture, society, technology, and education (Zhu & Adipattaranan, 2016). Furthermore, Flammia and Saunders (2007) suggest that 70% of online content is displayed in English. As the impact of English is increasing, English reading plays an important role at all academic levels. Hayikaleng, Nair, and Krishnasamy (2016) assert that reading is a vital skill to succeed in the academic field. The ability to read competently in English is fundamental in acquiring academic knowledge from English material like books. This is because many academic sources are published in English. Additionally, reading many kinds of texts can help learners boost their vocabulary knowledge (Bamford & Day, 2004). Furthermore, reading

literary works can enhance learners' writing ability more effectively (Tuan, 2012). Therefore, English reading has become an essential skill for learners.

English reading is a necessary skill for learners learning English as a foreign language (EFL) to achieve academic success (Dorkchandra, 2010). Therefore, English is required at the elementary, secondary, and university levels for EFL classes (Uraiman, 2011). Reading in English can be beneficial for learning English as a foreign language, as it can help EFL learners gather knowledge in learning English. According to Songsiengchai (2010), most EFL learners discover knowledge in their academic environment through reading. As a result, English reading is crucial ability for learners, including EFL learners.

In Thailand, many studies have revealed that reading is a problematic area among Thai learners. Thongyon and Chiramanee (2011) highlight that English reading problems are found at every educational level in Thailand. At the elementary level, learners know the English alphabet, but they cannot read English in words (Kodae & Laohawiriyanon, 2011). At the secondary level, learners lack vocabulary knowledge and reading strategies (Suebpeng, 2017). In undergraduate education, despite years of learning English, some undergraduates do not understand academic texts, which signifies that reading skills and strategies from reading non-academic texts are still required (Chaothaisong & Piyanukool, 2016).

Poor English reading skills among some Thai learners stem from many factors. First, Thai learners have negative attitudes toward English reading, and they also believe that English is too difficult (Phantharakphong & Pothitha, 2014). Second, reading English texts has been excluded from their daily reading activities. Although they spend time reading various sources, mostly on social media platforms, they are not interested in reading in English (Khamsri, 2018). In other words, they enjoy reading on social media platforms, but they prefer reading in Thai. The final factor is that their knowledge of English grammar limits them from reading in English effectively (Gunning, 2002).

Most importantly, the English teaching process does not support learners in improving their English reading ability. According to Sawangsamutchai and Rattanavich

(2016), the process of English teaching in Thailand does not encourage learners to read in class. The teaching style in Thai schools is teacher-centered (Nutalak, 2019; Sanitchai & Thomas, 2018; Stone, 2017). Teachers act as conductors in classrooms; they point out right and wrong answers directly (Emaliana, 2017), while learners are only listeners. This leads learners not to participate in class because their teachers control all the activities in the classroom (Liu & Gillies, 2021; Nutalak, 2019). Thus, learners lose the will to interact, engage, and collaborate with their teachers (Barr & Chinwonno, 2016). Also, learners lack confidence to share their opinion in the classroom. To conclude, teachers dominate the whole activities in classrooms in a teacher-centered style. The setback of this style is that learners are not motivated to be engaged in classrooms.

Many scholars suggest that active learning can be a more engaging teaching style. In this teaching style, learners are encouraged to be more active, and teachers become assistants helping learners in classrooms. Learners have more opportunities to learn from different activities, such as watching, listening, and creating short notes in class (Felder & Brent, 2009). This leads learners to perform better. Moreover, learners can practice critical thinking, learn about decision making, prove evidence, form questions and answers, develop positive arguments, and brainstorm (Langu & Lekule, 2017). Therefore, active learning has been shown to have benefits for learners, which is why the Thai government promotes an active learning approach by Cheunsuang (as cited in Sanitchai & Thomas, 2018).

Visual thinking strategies (VTS) are considered to be one of the active learning styles. VTS are a teaching method that uses artworks in action. VTS allow learners to study artworks to develop learning skills such as visual literacy, critical thinking, and communication skills such as listening and the ability to express themselves (Yenawine, 2013). In the process of engaging with VTS, learners are stimulated to learn in three steps: examine artworks, ask questions, and discuss with other learners (DeSantis & Housen, 2009). In this sense, VTS can help learners improve their learning skills.

There are many studies on the effectiveness of VTS. Research on the development of critical thinking skills using VTS has recently gained considerable

attention. For instance, Housen (2002) investigated the effects of VTS on critical thinking skills among learners in the third and fifth grades. In addition, O'Leary (2010) studied how young children responded to what they saw through VTS discussions. Moeller, Cutler, Fiedler, and Weier (2013) also explored the effects of VTS on fourth- and fifth-grade learners. Some scholars have also reported the potential of VTS in writing classes. For example, Yeom (2018) used VTS to teach writing among secondary learners.

There are many studies on the effect VTS. However, the research on the effects of VTS on English reading is still limited, especially in Thailand. To fill in the gap, this study aims to study the effects of VTS on EFL learners' English reading ability. Moreover, some learners have higher knowledge in English; some learners have lower knowledge in English. Therefore, this study also aims to study the effects of VTS on learners with different background.

Objectives of the Study

The study aimed to explore the effects of VTS on EFL learners. The objectives of the study are the following:

1. To examine the effects of VTS on EFL first-year learners' reading ability.
2. To examine the effects of VTS on EFL third-year learners' reading ability.
3. To compare the effects of VTS on EFL first-year learners' reading ability to those of third-year learners.
4. To explore learners' attitudes toward learning reading through VTS.

Research Questions

The research questions of this study are the following.

1. What are the effects of VTS on EFL first-year learners' reading ability?
2. What are the effects of VTS on EFL third-year learners' reading ability?
3. Are there any differences in the effects of VTS on reading ability of EFL first-year learners and those of third-year learners?
4. What are learners' attitudes toward learning reading through VTS?

Significance

The findings obtained from this study will help foreign language teachers, especially English teachers, to improve instruction method; the English teachers can adopt this method when teaching English reading. Furthermore, this study provides information for foreign language learners to understand the importance of English reading and how to improve their reading ability. In addition, the result of this study can be a guideline for other studies on developing learners' English reading ability. Lastly, this study will create new ideas in teaching English reading to learners and educators in Thailand.

Scope of the Study

The scope of the study was limited to undergraduate learners at Rajamangala University of Technology Rattanakosin in Bangkok, Thailand. The participants were learners studying in the first year and third years selected by a purposive sampling method. The reading ability was limited to reading for topic, reading for main idea, reading for details, and reading for guessing meaning from context.

Definition of Terms

Reading Ability reading ability refers to the competence to use decoding, comprehension skills, prior knowledge, and experience in order to understand the messages writers attempt to communicate in written language. In this study, reading ability include four reading skills; reading for topic, reading for main idea, reading for details, and reading for guessing meaning from context.

Visual Thinking Strategies (VTS) refer to a student-centered teaching method in which the teacher employs the images to engage learners in the class activities. The teacher is the facilitator presenting images related to the reading passages and asking questions related to the images. Then, learners participate in group activities. After that, teacher conclude the lesson.

Attitudes refer to a person's viewpoints on an object, a person, a thing, or an event. They include three components: 1) affective component, 2) cognitive component,

and 3) behavioral component. In this study, attitudes refer to learners' viewpoints on learning reading through VTS.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of definitions of reading ability, models of the reading process, reading skills, teaching reading ability, Visual Thinking Strategies, English as a foreign language, attitudes, and related research.

1. Reading Ability

Reading has been defined in several research studies. Reading is broadly an interactive process. Chalaysap (2007) defines reading as the interaction between writers and readers. In this way, writers communicate with readers through their texts. This is similar to Anderson, Hiebert, and Scott (1988) definition, which states that reading is the process by which readers perceive written texts in order to understand the contents. For Kim and Goetz (1995), reading refers to the interaction between writers and readers in the way that writers communicate with readers through their texts.

Reading is also defined as the process of gathering as much information as possible from a writer's material in order to comprehend it (Sonna & Jogthong, 2020). There are various factors facilitating readers' understanding of written texts, such as word recognition (decoding), comprehension skills (the ability to process texts), background knowledge, and past experiences (Pang, Muaka, Bernhardt, & Kamil, 2003). Similarly, Shea and Ceprano (2017) suggest that readers' social, cultural and educational experiences affect their ability to decipher texts and construct their own meaning of texts. Moreover, Harste and Short (1996) point out that readers' personal experiences and existing knowledge are involved in the process of interpretation, which is the final process of reading. This confirms that reading is an active process that involves both readers and texts.

In conclusion, reading is the process through which readers use several factors to comprehend information in the form of written language. The process can also be described as the way writers use written texts to communicate with readers.

Ability is defined in many ways. The *Oxford advanced learner's dictionary* (2000) defines ability as 1) the capacity to do something and 2) cleverness or skill. This is similar to the *Longman dictionary of American English* (2010), which defines ability as the state of being able to do something. It can be concluded that ability is the competence to do something. Therefore, reading ability refers to the competence to use decoding, comprehension skills, prior knowledge, and experience in order to understand the messages that writers attempt to communicate in written language.

1.1 Models of Reading Process

Generally, various reading models can be chosen for teaching reading. The three main models that can be used for teaching reading are: 1) the bottom-up model, 2) the top-down model, and 3) the interactive model. These models are explained below.

1.1.1 Bottom-up Model

The bottom-up model, or phonics, is a model in which readers match letters to sounds in a precise sequence (Villanueva de Debat, 2006). Readers begin with letters or larger units. As they pay attention to them, they can learn to spell by reading texts (Ngabut, 2015). When words are identified, they are decoded into inner speech, from which readers can obtain meaning in the same way as when they listen to words (Ngabut, 2015). However, the bottom-up model works primarily with the texts, so the reader's prior or background knowledge is not involved in this process (Suraprajit, 2019). A wide vocabulary and grammar expertise should still be intact in the process of the bottom-up model (Nagao, 2002). In conclusion, the bottom-up model is the process by which readers attempt to comprehend texts by examining specific meanings or grammatical qualities of the texts' most fundamental units.

1.1.2 Top-down Model

The top-down model is the opposite of the bottom-up model. The top-down model is more complex than the bottom-up model and is also known as the concept-driven model. This model states that reading is driven by meaning and moves from whole to part. The model also stresses what readers add to the texts, which could be their own knowledge and expertise, to comprehend it (Liu & Gillies, 2021; Villanueva

de Debat, 2006). The top-down model emphasizes inferencing and the importance of the reader's prior knowledge (Grabe & Stoller, 2011). For this reason, prior knowledge and readers' expectations become crucial parts in the comprehension process (Angosto, Sánchez, Álvarez, Cuevas, & León, 2013). Thus, the top-down model can be recognized as a model in which readers utilize background information to forecast the meaning of texts they are about to read rather than depending on the words or sounds themselves (as in the bottom-up model).

1.1.3 Interactive Model

The interactive model is the interaction between the bottom-up and top-down models. According to Ngabut (2015), reading appears to include both top-down and bottom-up processing. Rumelhart (1994) also asserts that both graphic information (bottom-up model) and information in readers' thinking (top-down model) are required for understanding texts. The reader's perceptual capabilities, decoding skills, experiences, language background, mindset, and reasoning abilities influence the recognition and comprehension of written symbols (Ngabut, 2015). Therefore, in the interactive model, readers rely on their perceptual talents, decoding skills, experiences, language backgrounds, mindsets, reasoning abilities, graphic information, and grammar structure to comprehend texts.

In conclusion, there are three models of teaching reading. These models are: 1) bottom-up model, which describes how readers try to understand texts by looking at the meanings or grammatical features of the texts; 2) top-down model, which is defined as a model in which readers use prior knowledge to predict the meaning of texts; and 3) interactive model, which is described as a modal in which readers use their perceptual abilities, decoding skills, experiences, language backgrounds, mindsets, reasoning abilities, graphic information, and grammar structure to understand texts.

1.2 Reading Skills

Readers need various skills to comprehend reading passages. According to Yimwilai (2008), there are seven skills required for readers to understand texts. First, the topic is important to understanding the texts (questions to identify the topic can be:

What is this about? What does the writer want to say about that?) (Kamalasari, 2017). Second, the main idea is the important idea in the passage and the central message that the author wishes to convey to the reader (Shimabuku, 2011). Third, details such as illustrations, facts, and explanations are useful to expand and reinforce the main idea (Chawwang, 2008). Readers should read each sentence carefully but not try to understand the meaning of each word; instead, they should try to understand the whole passage (BusyTeacher.org, 2021). Fourth, references are a literary method that allows a writer to build cohesiveness throughout the texts, such as pronoun or noun phrases (Martinez & Wang, 2020). Fifth, vocabulary allows the reader to interpret meaning based on context (Yimwilai, 2008). Sixth, purpose is the writer's attempt to connect the ideas on the page to what readers already know (Martinez & Wang, 2020). Finally, the meaning of the sentence involves comprehending the sentence's relationships (Yimwilai, 2008).

According to Yang (2014), reading ability includes 10 skills. First, an increase in vocabulary knowledge helps readers better understand texts. Second, context provides various clues for readers to identify unknown words, helping them guess the meaning of the texts. Third, recognizing patterns used in texts can improve comprehension skills; this includes four common patterns: a list of similar ideas or examples, a sequence of events or processes that occur one after the other, similarities and differences signaled by words such as "like" or "however", and a cause and effect pattern demonstrated by stating one event or action causing another. Fourth, identifying facts from opinions can aid readers in gaining a deeper knowledge of what they are reading. Fifth, refining the main idea from a passage refers to summarizing the enormous amounts of texts to their necessities: the gist, key ideas, and main points that are worth remembering. Sixth, using the SQ3R method refers to five consecutive ways to read a book: "S" stands for short survey, "Q" for question, and "3R" for read, recall, and review. Seventh, readers can understand more when they actively consider and apply their prior knowledge and personal experiences. Eighth, comprehension can be improved by enhancing grammatical skills. Ninth, comprehension is aided by

understanding references and drawing conclusions. Lastly, reading ability can be improved by forming good reading habits.

In addition, according to Hans and Hans (2015), there are five skills that readers should obtain while they read: a) predicting what will happen next in a story based on textual clues, b) making a list of questions about the main idea, message, or plot of the texts, c) comprehending the sequence, context, or characters, d) purifying parts of the texts that make readers confused, and e) connecting the events in the texts to what readers already know or have experienced.

Scholars have proposed various skills needed for readers to understand the texts. However, they share some similarities: a) reading for the topic to find out what the story is about, b) reading for the main idea to discover the most essential idea of the passage, c) reading for detail to understand the whole passage, and d) reading for guessing meaning from the context.

1.3 Teaching Reading

According to Grabe and Stoller (2011), teaching reading should be divided into three stages:

1.3.1 Pre-reading Stage

In the pre-reading stage, the teacher's duties include: a) setting the reading objectives; b) activating background knowledge; c) providing the vocabulary or background information necessary for comprehension; d) building confidence and motivation; and e) explaining text patterns.

1.3.2 During-reading Stage

In the while-reading stage, the teacher's duties include the following: a) facilitating reading comprehension; b) assisting learners to create meaning and directing comprehension; c) giving chances for learners to relate what they read to what they know and to judge the reading passages; d) supporting fluency progress; and e) guiding learners to summarize the reading passages.

According to Grabe and Stoller (2011), the activities for the during-reading stage can be: a) listing the three most important things from the texts, b) making

new predictions about the next part of the texts, c) filling in a partially completed outline of the first part of the texts, d) matching statements that illustrate the relationship in the texts, such as cause and effect, e) completing a true/false about the text, f) writing a summary to that point in texts, and g) identifying five words (two words that students understand and three words that learners do not understand but believe are important to the texts).

1.3.3 Post-reading Stage

The teacher's post-reading objectives are to: a) assessing learners' understanding; b) investigating how text organization aids comprehension; c) combining all knowledge; and d) giving learners chances to summarize, synthesize, evaluate, elaborate, integrate, expand, and apply what they read to daily life.

Grabe and Stoller (2011) state that post-reading activities can involve asking questions that require more than yes or no answers or short-answer responses. These questions can help promote critical thinking. Example questions are described below.

Apply

- How can the author's solution be used to solve our own community's traffic problems?

Connect

- How does this discussion of uranium mining connect to the video we saw on coal mining? And to the newspaper article we read on solar

Figure 1 Post-reading Question (Apply – Connect)

Source: Grabe and Stoller (2011)

Critique author and/or text

- Has the author persuaded you of her position?
- Do you agree or disagree with the author's position? Why?

Evaluate/Judge

- In your opinion, what are the strengths and weaknesses of wind power?

Expand

- What qualities do you want in new president?

Explain

- Why was the concert cancelled?

Identify a detail

- Name two ways that you can recycle plastic bags.

Infer

- What do you think the hitchhiker is carrying in his bag?
- Why?

Integrate

- Based on what you've learned in Chapters 1 and 2, what is the ideal job?

Figure 2 Post-reading Question (Critique author and/or text - Evaluate/Judge –
Expand -Explain – Identify a detail – Infer – Integrate)

Source: Grabe and Stoller (2011)

Interpret

- What is the worst thing about being a brain surgeon?

Personalise

- What is the housing situation in your country?

Predict

- What do you think is going to happen next?

Restate

- What did the author say about flying on trans-Atlantic flights?

Revisit pre-reading expectations

- Were our original predictions about this reading correct? Explain.

Summarise

- What is the main idea of this passage?

Other

- -

Figure 3 Post-reading Question (Interpret – Personalise – Predict - Restate – Revisit pre-reading expectations-Summarise -Other)

Source: Grabe and Stoller (2011)

In sum, teaching reading can be divided into three stages: 1) pre-reading stage helps learners consider what they already know about a topic and forecast what they will read; 2) during-reading stage assists learners to focus on specific areas of the texts and better understand them; and 3) post-reading stage allows learners to get a deeper understanding of texts by critically assessing what they have read.

2. Visual Thinking Strategies

Visual thinking strategies (VTS) were formulated by Abigail Housen and Philip Yenawine in the early 1990s (O'Leary, 2010). Originally, VTS were established in Housen's research and created to be utilized for aesthetic development (Klugman, Peel, & Beckmann-Mendez, 2011). Afterwards, VTS were developed and refined for education.

2.1 Definition of Visual Thinking Strategies

Visual thinking strategies (VTS) are the method of using artworks to teach learners in a student-centered environment. VTS can be identified as a student-centered teaching method because it requires learners to be active and cooperative in the classroom (Cappello & Walker, 2016). Similarly, Poirier, Newman, and Ronald (2020) define VTS as an approach that allows learners to view the arts through their lens for discussion. In addition, VTS are a student-centered curriculum in which learners study and discuss artworks using questions designed to encourage critical, evidence-based examination. "What is going on in this picture?" is one of the three core VTS questions, along with "Can you tell me what you are seeing that makes you say that?", which is asked when a learner makes an interpretive remark, and "What else can we find?" (DeSantis & Housen, 2007). The purpose of VTS is to encourage learners to observe independently and substantiate their opinions with evidence ("Milwaukee Art Museum Teacher Resource - Visual Thinking Strategies (VTS)," n.d.). VTS can be used in a variety of ways, depending on the subjects or the abilities that educators seek to improve. For example, the improvement of listening skills, visual literacy, reasoning, and communication can be achieved by using VTS (Yenawine, 2013). Therefore, VTS are a method of teaching placing learners in a student-centered environment by using

artworks. VTS can be applied in a variety of ways, depending on the subjects or abilities that educators choose to enhance.

2.2 Advantage of Visual Thinking Strategies

VTS are used to enhance several skills. According to Robertson (2006), VTS are a way to develop prior knowledge that employs detail to improve understanding in learners through art. VTS can be applied to help increase critical thinking. For instance, Curva et al. (2005) found that learners quickly learned to substantiate their claims with evidence utilizing the VTS method, usually using "because" statements in their responses. After hearing from other learners, VTS encourage learners to reconsider their own views. Learners can carefully study and weigh their ideas before forming conclusions; they are unlikely to reject an idea immediately (Moeller et al., 2013). Furthermore, observation and prediction resulting from exposure to VTS discussions can foster better critical thinking (DeSantis & Housen, 2007). VTS have also been proven to improve observation. Learners discovered that the longer they stared at an image, the more they observed, because the amount of time spent looking at artworks and the number of words used to describe it were both indicators of deeper observation (De Santis, de Felice, Napoli, & Realfonzo, 2016). In addition, VTS can help develop creative skills. According to Moeller et al. (2013), the method helps learners create new ideas more freely and independently. Interestingly, VTS can also improve mathematics skills. Campos (2018) claimed that using pictures and photographs to enable learners to think creatively and critically helps them to understand bar, line, circle, and graphic graphs more effectively. In terms of speaking and writing ability, Bomgaars and Bachelor (2020) claim that VTS can help learners improve these two skills; that is, learners discuss and write about actual artworks in several teacher-facilitated classes. In this sense, discussion can increase learners' fluency skills and boost their confidence in speaking. Additionally, according to Bomgaars and Bachelor (2020) and Yeom (2018), using VTS and writing about the artworks they observe can improve learners' writing abilities. Importantly, Arnheim claimed that VTS can improve reading skills because learners' vocabulary knowledge can be expanded as they explore concrete and abstract ideas

from artworks through the use of VTS (as cited in Zelvis, 2008). Therefore, VTS can help learners master various skills through observing and engaging with artwork.

2.3 Disadvantage of Visual Thinking Strategies

There are some disadvantages to using VTS in the academic field. According to Cappello and Walker (2016), the VTS procedure was primarily adapted from museum education, where all learners' interpretations were valued as long as supporting evidence was presented. However, not all interpretations may be equally valued in classrooms for academic purposes.

2.4 Characteristic of Visual Thinking Strategies

As mentioned above, a student-centered environment is emphasized in VTS. Learners and teachers play different roles in the classroom. Learners are required to be active by sharing their ideas to help one another gain more knowledge in the classroom (Hess, Young, & Arbogast, 2019).

Alternatively, teachers act as facilitators in VTS classrooms. Teachers observe the learners' ideas, collect their thoughts, and weave their views into conclusions that are based on their ideas (Bomgaars & Bachelor, 2020). Additionally, teachers keep learners active and help them remain attentive to the responses of other learners, which are valuable elements of the VTS classroom. Most importantly, teachers do not offer learners right or wrong answers (Yenawine, 1997). This allows learners to think openly and encourages them to produce new ideas spontaneously.

In sum, in the VTS classroom, learners must be active and creative, while teachers must be involved as facilitators of learning.

2.5 Components of Visual Thinking Strategies

VTS are composed of four specific components. According to Yenawine (2013), these components are viewing artworks, answering questions, discussion, and the conclusion of the lesson by the teacher. Each component is illustrated below.

2.5.1 Learners view the artwork.

At the start of the lesson, the teacher introduces VTS to the learners. Then, the teacher presents a selected image to the learners and allows them a moment to view the image before inviting them to respond.

The learners' ability to understand artworks takes place on many levels. Learners react differently to the artworks that they observe. Housen (2007) divided art learners into five stages of aesthetic development (see Table 1). The five stages can be characterized in the following stages:

Stage 1: Accountive viewers: Learners are storytellers who use their senses and personal memories to make concrete observations of artworks. Learners at this stage share and compare their opinions with others.

Stage 2: Constructive viewers: Learners apply their knowledge to assess artworks. If the components of artworks seem inappropriate, learners evaluate the artworks as eccentric. Learners at this stage follow realistic standards to determine the value of artworks.

Stage 3: Classifying viewers: Learners identify artworks as place, style, time, and origin by adopting art history. At this stage, learners believe that the meaning of artworks can be explained and rationalized.

Stage 4: Interpretive viewers: Learners use critical skills to face artworks. Learners gain new insights and experiences by confronting artworks.

Stage 5: Re-creative viewers: As artworks are intricate, Learners must repeatedly look at them to understand their various components, such as time, history, and ecology. This means that time is an important key for learners at this stage because artworks need to be reviewed constantly.

Table 1 Aesthetic Development

Aesthetic Development	Characteristics of Students	Stages
Accountive Stage	Learners are storytellers.	First Stage
Constructive Stage	Learners highlight the standard of reality.	Second Stage
Classifying Stage	Learners try to explain meaning of works of art.	Third Stage
Interpretive Stage	Learners gather new information from art.	Fourth Stage
Re-creative Stage	Learners spend more time to find meaning of a piece of art.	Fifth Stage

In terms of art viewing, learners are beginner viewers. According to Mayer (2005), learners are commonly at the first two levels of art interpretation. Therefore, selecting artworks is crucial in VTS, as learners are normally beginners in understanding visual arts. According to Yenawine (1997), art is one of the most complicated forms to understand. Art requires time, attempts, thoughts, and more information to understand. Learners are art viewers in the early stages; therefore, artworks should be simple for learners to learn. Similarly, Read (2013) states that images used in education should be appropriate, interesting, and pertinent to learners' performance. Therefore, choosing artworks for learners to discuss in VTS classrooms needs to be done delicately and carefully.

2.5.2 Learners answer questions related to artworks, and teachers guide the answers.

In this component, the teacher is the facilitator of the VTS class. There are two key roles of the teacher: a) to ask the three specific questions of VTS (described below), and b) t o respond to learners' comments. The three specific questions are as follows:

i) What's going on in the picture?

This question helps learners figure out what is happening in the artwork. The answers can be various: colors, feelings, and information. This question encourages learners to be storytellers.

ii) What do you see that makes you say that?

This question urges learners to find evidence to support what they see. This question allows learners to be fact-based and logical.

iii) What more can we find?

This question fosters learners' curiosity to look for more detail within the artwork.

2.5.3 Learners participate in group activities.

Learners are stimulated by these three questions during classroom discussion, and each question helps learners improve their skills. The teacher accepts all learners' comments without judgment and focuses on their way of thinking, not their mistakes. Learners can develop different ideas from the artworks because they learn to view and discuss them progressively.

2.5.4 The teacher concludes the lesson.

The teacher should tell learners about a particular experience that he/she has had, encourage them to consider art viewing as a continuous and open-ended activity, and avoid providing summaries. Furthermore, he/she should link the learners' points throughout to demonstrate how the discussion progresses.

2.6 Instruments of Visual Thinking Strategies

Unfortunately, in non-art classrooms, teachers or facilitators are not art experts. That is, proper artworks are likely to be inaccessible to teachers. Yeom (2018) explains that finding artworks that are suitable for language classrooms can be challenging. Therefore, teachers need to be creative and adaptive. Huh (2016) suggests that teachers of non-art subjects, including English, can apply any visual materials to VTS classrooms, namely images or symbols: photos, maps, graphs, posters, cartoons, and picture books. For example, picture books offer students both pictures and text that are effective in improving their ability to interpret and understand visual works (Nicholas, 2007). According to Huh (2016), learners are challenged to construct their own ideas, exchange opinions, make educated predictions, imagine situations, and create stories by sketching visual products using the images provided. For example, Huh (2016) designed several questions for creativity and VTS development activities using a movie poster (see Figure 4). Therefore, the appropriate visual materials for teachers who do not specialize in art are any visual materials that are required in the VTS classroom.

Visuals	Words	Visuals and Words
- What colors can you find in the poster? - How is the mood of the poster? - List as many as thing you see in the poster. - What do you think the picture means?	- Take a guess and create the (new) title of the poster. - Explain the message of the poster. - Which words, phases, or sentences do you see the most important? - What do you think the feelings of each character in the poster? Why do you think so?	- Imagine you and your classmate are the character are the characters of the movie. - Decide who would fit a certain character and explain why? - In groups, create a brief story of the movie based on your impression of the poster. - Then draw a six-cut cartoon - What questions does this poster raise in your mind?

Figure 4 Creativity and Visual Thinking development activities using a movie poster

Source: Huh (2016)

Therefore, VTS are a method of using artworks to teach learners in a student-centered environment. VTS can be used in a variety of ways depending on the subjects or abilities that educators want to improve. Moreover, VTS can assist learners to practice a variety of skills through seeing and engaging with artworks. However, not all interpretations may be equally valued for academic purposes in the classroom. In addition, learners can be engaged and creative in the VTS classroom, and teachers can act as facilitators of learning. In VTS classroom, there are four components. These components are: 1) viewing artworks; 2) answering questions; 3) participating in group activities; and 4) concluding the lesson. Noticeably, any visual materials can be used in the VTS classroom, which is convenient and flexible for teacher who do not specialize in art.

3. English as a Foreign Language (EFL)

In 2022, it was reported that there were over 1.5 billion English speakers around the world, followed by Mandarins and Hindis (Richter, 2022). As the benefits of English language acquisition have been acknowledged, an increasing number of people have shown interest in acquiring English language (Anastassiou, Andri, & Baseki, 2020). Many English as a Foreign Language (EFL) learners learn the language for various reasons, such as for the attempt to attain a scholarship, traveling to an English-speaking country, immigration needs, or career improvement (Anuradha, 2021).

Anuradha (2021) states that EFL learners refer to those who study English as a foreign language in countries where English is not designated to be the country's dominant or official language, commonly known as non-English speaking nations. These include countries like Russia, Thailand, China, and Japan. English is not considered to be Thailand's official dominant language. Therefore, Thai learners who study English are considered to be EFL learners.

EFL courses are found a mandatory to be prerequisites in school for learners to meet the general curriculum requirement. One important problem of EFL learners is that they have the opportunity to immerse themselves in the language only in a classroom setting, with limits exposure to cultural diversity and real-life application. When they

leave the classrooms, their native language is spoken throughout the day to carry out a daily conversation (Bolen, 2022). Therefore, it is more challenging for educators to keep the learners interested and engaged. It is suggested that teachers should have English language exposed to EFL learners by providing them with access to communicating with native speakers, encouraging them to write pen pal letters, and giving advice on visiting an English-speaking country ("What is the difference between ESL and EFL?," 2017).

In conclusion, EFL learners study the language for a variety of reasons, including scholarship applications, traveling to an English-speaking nations, immigration requirements, or job advancement. Thai learners studying English are referred to as EFL learners. For EFL learners, teachers should expose EFL learners to English through allowing them to communicate with native speakers, encouraging them to send pen pal letters, and providing information on visiting English-speaking nations.

4. Attitudes

In terms of psychology, attitudes refer to a set of feelings about, beliefs in, and behaviors to a certain an object, a person, a thing, or an event (Cherry, 2021). Moreover, certain problems, objects or personal judgements constitute attitudes (Haddock & Maiob, 2019). In addition, thoughts, feelings, and emotions affect a person's attitudes (Noviani, 2020).

According to McLeod et al. (2018), attitudes consist of three components. These components are: 1) affective component which involves a person's feelings and emotions concerning the object of their attitudes; 2) cognitive component which is in a person's knowledge or belief regarding objects; and 3) behavioral component which concerns the way attitudes influence the actions. Therefore, there are three components of a person's attitudes. The three components of attitudes are also shown in Figure 5.
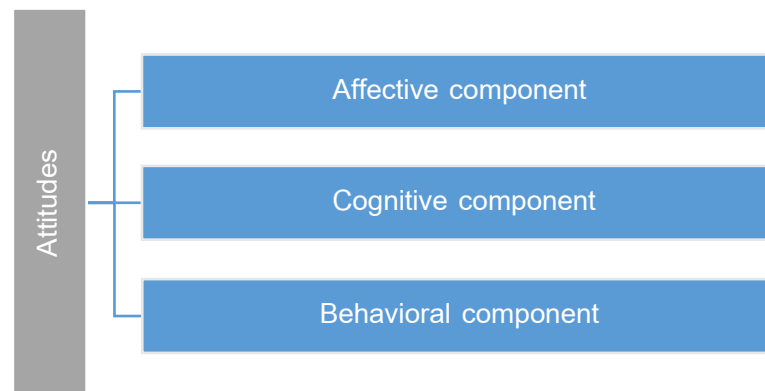
Figure 5 Attitudes

In the field of EFL learning, learners' attitudes toward English can be positive or negative. Learners' attitudes may influence the way that they learn English in the required manner (Getie, 2020). Positive language teaching and learning can help learners develop positive attitudes, whereas negative language teaching and learning can make learners develop negative attitudes (Herwiana & Laili, 2022). Moreover, language learning is related to learners' attitudes. That is, the positive attitudes can support and motivate learners whereas the negative ones can totally demotivate the learners (Abu-Snoubar, 2017). This means that positive attitudes are a vital part of EFL learning. Similarly, Abidin, Pour-Mohammadi, and Alzwari (2012) state that achievement in a target language is determined not just by intellectual ability, but also by the learners' attitudes towards the target language. In sum, learners' positive attitudes are an important part to help learners acquire language learning.

In conclusion, a person's viewpoints on an object, a person, a thing, or an event, etc. are referred as attitudes. They are made up of three components: 1) affective component, 2) cognitive component, and 3) behavioral component. For EFL learners, having positive attitudes plays a vital role in supporting learners to achieve their language learning goals.

5. Related Research

There are various research studies on VTS that are applicable to the development of many skills. First, VTS helps improve observational skills. Poirier et al. (2020) conducted an exploratory study using VTS to improve undergraduate learners' observational skills. The participants were learners studying pharmacology. In this study, the participants comprised a number of learners from several disciplines in health care majors, and VTS were applied to present various health-related topics to the learners. They were shown three images and asked to identify what they had observed in the images. The learners' responses were measured by using deductive content analysis with two different categorization matrices along with six Likert-style questions. The results revealed that most of the participants expressed their joy from using VTS, and the observation and participation elicited by the VTS approach potentially promoted learners' active thinking and observational skills.

Second, VTS are also used to develop various skills in nursing education. Moorman, Hensel, Decker, and Busby (2017) studied learning outcomes using VTS. The participants were 55 baccalaureate nursing learners enrolling in an entry-level healthy population course. In a one-hour VTS session given by a trained facilitator, who was also a nurse educator, learners were divided into groups of 10 to 15. The facilitator displayed three artworks: *Sleeping Cupid* by Caravaggio, *The Flight into Egypt* by Marc Chagall, and *Healing of Abiku Children* by Twins Seven. The results showed that VTS can help nursing learners improve their collaborative, observational, communication, and active listening skills to better analyze patient conditions.

In terms of language teaching, many studies have been conducted in writing classrooms. Yeom (2018) used picture book images to improve Korean secondary EFL learners' L2 writing. The participants were Korean EFL secondary learners, and the instruments used were interviews, group discussions, and a writing test. The results showed that the learners believed that they could think based on visual guidance. In addition, the learners were able to piece together the jigsaw of images and express their thoughts in English.

In Thailand, there are studies about VTS in writing. Saengmontri (2015) studied the development of English speaking and English creative writing abilities among 11th-grade learners using VTS. The target group of thirty participants (11th-grade students) was taught for 22 hours. The instruments were divided into two types. The first type was questionnaires of the learners' needs and interests, proto-syllabus, and 10 lesson plans using VTS. The second type of instrument was used to evaluate the success of lesson plans, as well as evaluation forms for English speaking and creative writing skills. The results indicated that lessons on VTS were effective and appropriate for different learners' knowledge and abilities. Thus, the learners' speaking talents and creative writing abilities were adequate to pass the preset criterion.

In terms of reading, Zelvis (2008) investigated the effects of VTS on the reading achievement of learners with varying levels of motivation. The participants consisted of 104 fourth-grade learners from an upper middle-class school in Connecticut, who were divided into two groups: an experimental group and a control group. The study lasted nine weeks. The control group was taught using the traditional reading instrument, but the experimental group was taught using VTS curriculum. The pretest and posttest, based on the Gates-MacGinitie Reading Test, were the research instruments for both groups. A two-way analysis of covariance was used to analyze the data. The results showed that learners taught by VTS did not do any better than those who were not. Although learners with low motivation did not perform significantly better when the VTS teaching method was employed, highly motivated students significantly improved when VTS were used.

In conclusion, there have been numerous research studies on the impact of VTS. However, research studies on the impact of VTS on English reading, particularly in Thailand, are still limited.

CHAPTER 3

METHODOLOGY

The purpose of this study was to explore how VTS effects learners' English reading ability and attitudes toward learning reading through VTS. This chapter is divided into eight parts: research design, participants, research instruments, validity, reliability, data collection, data analysis, and ethical considerations.

Research Design

This study was a mixed-method design. It combined quantitative with qualitative data collection. The quantitative data consisted of learners' pretest and posttest scores of English reading ability test and scores obtained from the questionnaires. The qualitative data was from the semi-structure interview.

The research model is shown in Figure 6 below.
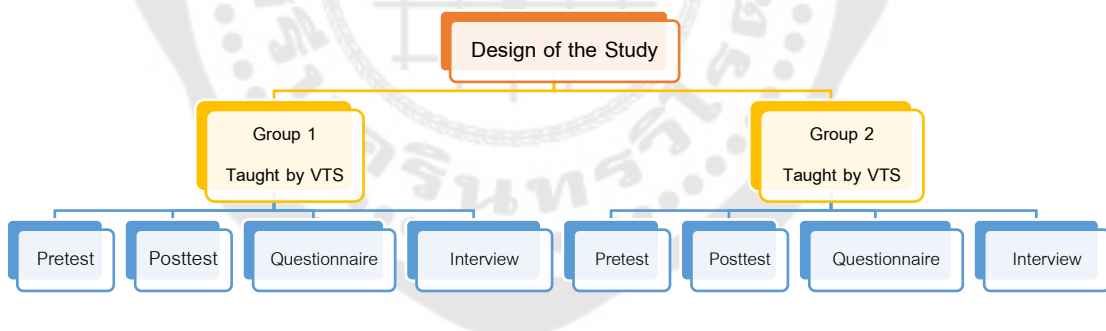
Figure 6 Design of the Study

Participants

The participants of this study comprised 45 students majoring in English for International Communication in 2021 academic year at Rajamangala University of Technology Rattanakosin. The participants were selected by a purposive sampling method. They were divided into two groups: a group of 20 first-year students and a group of 25 third-year students. Each group was taught by VTS. These participants were

selected because of two major reasons. According to Chaiyapong and Taraporn (2013), Rajamangala University of Technology Rattanakosin aims to produce quality learners. Therefore, it is a university goal to develop good English skills for learners. Moreover, as shown in Jindarungreangrat's study (2008), Rajamangala University of Technology Rattanakosin learners' English reading ability needed to be improved. The study showed that they could not read passages effectively as the English teaching techniques at the university were based on teacher-centered style.

Research Instruments

The instruments used in this study were lesson plans based on VTS, an English reading ability test, a questionnaire to study learners' attitudes toward learning reading through VTS, and the semi-structure interviews. The instruments were described as follows:

Lesson Plans Based on VTS

Four English reading lessons were created by the researcher to teach reading ability by using VTS. Lesson plans and an English reading ability test were used in this study. To design the lesson plan, Grabe and Stoller's (2011) three stages of reading activity, Yenawine's (2013) components of VTS, and Huh's (2016) VTS development activities were employed as frameworks. To specify, the teaching process was divided into three stages: pre-reading, during-reading, and post-reading. Four steps of VTS were integrated into these three stages. The details are as follows.

In the first stage, pre-reading, the teacher introduced learners to the topic of the reading passage by using images such as videos, pictures, posters, cover books, or movies related to the reading passage. Teacher asked the learners about three questions. Then, the learners worked in group. After that, the teacher discussed with the learners to create background knowledge before actual reading. This pre-reading part lasted approximately 30 minutes.

In the second stage, during-reading, the learners read an assigned reading passage and completed the comprehension exercises. All exercises were about images such as creating mind mappings, drawing pictures, and matching pictures. Then, the

teacher explained the passage by using PowerPoint slides with images. This during-reading part lasted approximately 105 minutes.

In the third stage, post-reading, the learners were asked to draw pictures related to the reading passage. This post-reading part lasted approximately 35 minutes. (See Appendix A)

An English Reading Ability Test

An English reading ability test was designed to measure learners' reading ability before and after using VTS as a teaching technique. The test was designed by the researcher to examine the learners' reading skills as follow: 1) reading for topic (3 items), 2) reading for main idea (4 items), 3) reading for details (10 items), and 4) reading for guessing meaning from the context (3 items) The details are also shown in Table 2. The passages chosen for the learners at intermediate level; the test comprised 20 multiple choice questions. (See Appendix B)

Table 2 Components of the test

Component of the Test	Items
Reading for topic	3 Items
Reading for main idea	4 Items
Reading for details	10 Items
Reading for guessing meaning from context	3 Items

A Questionnaire to Examine Learners' Attitudes toward Learning Reading through VTS

A questionnaire was designed to examine the learners' attitudes toward using VTS to enhance reading ability. The questionnaire included 10 statements for participants to respond in positive and negative levels by using 5-point Likert scale: 5 = Strongly agree; 4 = Agree; 3 = Neutral; 2 = Disagree; and 1 = Strongly disagree (McLeod, 2008). (See Appendix C)

Semi-structured Interviews

Semi-structure interviews were employed to investigate the learners' attitudes. According to Adams (2015), when multiple open-ended questions demand follow-up questions, the semi-structured interview is excellent for a variety of tasks. For this study, three open-ended questions were created. Five volunteer learners from each group were interviewed after the interviewer had provided instructions. (See Appendix D)

Validity

To determine the validity all instruments, lesson plans, an English Reading Ability Test, a questionnaire, and semi-structured interviews, three experts in English language teaching were asked to review all the instruments, by employing the criteria of IOC (Index of Item Objective Congruence). These three experts were a thesis advisor, an English teacher teaching at a university. A Filipino teacher who was teaching the participants in this research. Items with values greater than or equal to 0.5 were deemed suitable, while those with values lower than 0.5 were revised as the comments.

Reliability

To determine the reliability, all research instruments were tested with 30 the learners who were not the participants in this study. The reliability coefficient Cronbach's alpha was employed to analyze the data from the test. The reliability of the English reading ability test and the questionnaire to study the learners' attitudes toward the teaching method was 0.79 and 0.75 respectively. Because Cronbach's alpha value was higher than 0.7, the English reading ability test, and the questionnaire were powerful enough to employ in this study (George & Mallery, 2010).

Data Collection

This study lasted seven weeks. In the first week, the learners were asked to do a pre-test. In second-fifth weeks, the learners in both groups were taught English reading by the lesson plans based on VTS. In the sixth week, the learners were asked to do a post-test of English reading ability. In the last week, the learners were asked to do a questionnaire to examine learners' attitudes toward using VTS to enhance reading ability. Finally, volunteer learners of each group were asked to give interviews.

Data Analysis

The data from the research instruments were analyzed as the following:

1. The data from the pre-test and post-test were analyzed by mean scores, standard deviations, the t-test analysis, and the analysis of covariance (ANCOVA) were employed to analyze the quantitative data. The t-test analysis was used to answer the first and the second research questions. The ANCOVA was used to answer the third research question.

2. The data from the questionnaire were analyzed by mean scores and standard deviations. The questionnaire data were scored as followed:

For the positive statements,

Opinion		Score
Strongly Agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly Disagree	=	1

For the negative statements,

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

The level of learners' attitudes was defined by using the criteria based on Pimentel (2019):

Mean scores		Level
0.00-0.99	=	Very Negative
1.00-1.99	=	Negative
2.00-2.99	=	Average
3.00-3.99.	=	Positive
4.00-4.99	=	Very positive

3. The data from the interview were analyzed by using content analysis.

Ethical Considerations

In the first week, the participants were asked to sign the written consent forms. The purposes and the process of the research were explained to the participants. They were informed that they could withdraw at any time during the experiment. They were informed that they would not be deprived from participating in this project. On the other hand, this research project helped them improve their reading ability and English language. To maintain the secrecy and anonymity of all data, a coding method for learner identification was utilized.

CHAPTER 4

FINDINGS

This study was conducted to examine the effects of VTS on EFL first-year learners' reading ability, to examine the effects of VTS on EFL third-year learners' reading ability, and to compare the effects of VTS on EFL first-year learners' reading ability to those of third-year learners. Furthermore, this study was aimed to examine the learners' attitudes toward learning reading through VTS.

There are two sections in this chapter. The first section is about learners' reading ability including the effects of VTS on all learners' reading ability, the effects of VTS on first-year learners' reading ability, the effects of VTS on third-year learners' reading ability, and the comparison of the effects of VTS on EFL first-year learners' reading ability to those of third-year learners. The second section presents learners' attitudes toward learning reading through VTS.

4.1 The Learners' English Reading Ability

4.1.1 The effects of VTS on all learners' reading ability

To investigate the effects of VTS on all learners' reading ability, the data from the pre-test and post-test were analyzed using mean score, standard deviation, and the t-test analysis. The results are presented in Table 3.

Table 3 Descriptive Statistic of English learners' Reading Ability Mean Score

Group	Pre-test		Post-test	
	M	*SD*	*M*	*SD*
First-year Students	10.80	4.73	14.00	3.76
Third-year Students	10.36	4.99	15.28	3.59

Table 3 reveals that the pre-test mean score of first-year learners was 10.80 (*SD*=4.73), the pre-test mean score of third-year learners was 10.36 (*SD*=4.99),

the post-test mean score of first-year learners was 14.00 (*SD*=3.76), and the post-test mean score of third-year learners was 15.28 (*SD*=3.59)

In order to investigate the effects of VTS on all learners' reading ability, mean scores, standard deviation, and the *t*-test analysis were utilized to analyze the data. The finding is presented in Table 4.

Table 4 The Comparison of the Pre-test Mean Score to Post-test Mean Score

Time	N	*Mean*	*Max*	*Min*	*S.D.*	*t-value*	*Df*	*p-value*
Post-test	45	14.71	20	7	3.68	7.08	44	0.00**
Pre-test	45	10.56	19	1	4.83			

* p<.05

Table 4 reveals that there were statistically significant differences in the mean scores of pre-test and post-test (*t* (44) = 7.08, *p* <.05). The pre-test mean score was 10.56 (*SD*= 4.83) while the post-test mean score was 14.71 (*SD*=3.68). Therefore, the post-test mean score was significantly higher than the pre-test mean score. The results suggest that VTS had potential in improving EFL learners' reading ability.

4.1.2 The effects of VTS on first-year learners' reading ability

Table 5 The Comparison of the Pre-test Mean Score to Post-test Mean Score of First-year Learners

Time	N	*Mean*	*Max*	*Min*	*S.D.*	*t-value*	*Df*	*p-value*
Post-test	20	14.00	19	7	3.76	4.49	19	0.00**
Pre-test	20	10.80	19	5	4.73			

*p<.05

According to Table 5, the results shows that there were statistically significant differences in the pre-test and post-test mean scores of first-year learners (*t* (19) = 4.49, *p*<.05). The pre-test mean score was 10.80 (*SD*=4.73) while the post-test

mean score was 14.00 (*SD*=3.76). Therefore, the post-test mean score was significantly higher than the pre-test mean score. The results point out the positive effects of VTS on first-year learners' reading ability.

Table 6 The Comparison of the Pre-test Reading Skills Mean Score to Post-test Reading Skills Mean Score of First-year Learners

Part	Time	N	*Mean*	*Max*	*Min*	*S.D.*	*t-value*	*Df*	*p-value*
Reading for Topic	Post-test	20	2.35	3	0	0.93	2.04	19	0.06
	Pre-test	20	2.05	3	0	1.00			
Reading for Main Idea	Post-test	20	2.20	3	1	0.77	1.58	19	0.13
	Pre-test	20	1.85	3	0	1.09			
Reading for Details	Post-test	20	7.70	10	4	2.00	3.60	19	0.00**
	Pre-test	20	5.95	10	1	2.91			
Reading for Guessing Meaning from Context	Post-test	20	1.75	3	0	0.91	3.76	19	0.00**
	Pre-test	20	0.95	3	0	1.00			

p<.05

Table 6 reveals that there were no statistically significant differences in the mean scores of reading for topic and reading for main idea. However, there were statistically significant differences in the mean scores of reading for details and reading for guessing meaning from context. The details are as follow:

In term of reading for topic, there were no statistically significant differences in the pre-test and post-test mean scores (*t* (19) = 2.04, *p*<.05). The pre-test mean score was 2.05 (*SD* = 1.00) while the post-test mean score was 2.20 (*SD* = 0.77).

To illustrate reading for main idea, there were no statistically significant differences in the pre-test and post-test mean scores (*t* (19) = 1.58, *p*<.05). The pre-test mean score was 1.85 (*SD* = 1.09) while the post-test mean score was 2.20 (*SD* = 0.77).

As reading for details, there were no statistically significant differences in the pre-test and post-test mean scores (t (19) = 3.60, p<.05). The pre-test mean score was 5.95 (SD = 2.91) while the post-test mean score was 7.70 (SD = 2.00).

Lastly, there were no statistically significant differences in the mean scores of pre-test and post-test of reading for guessing meaning from context (t (19) = 3.76, p<.05). The pre-test mean score was 0.95 (SD = 1.00) while the post-test mean score was 1.75 (SD = 0.91).

The results suggest that after first-year learners were taught by VTS, their ability of reading for details and reading for guessing meaning from context improved significantly. Although, learners' reading for topic and reading for main idea was not improved significantly, their post-test mean score was higher than p<.05.

4.1.3 The effects of VTS on third-year learners' reading ability

Table 7 The Comparison of the Pre-test Mean Score to Post-test Mean Score of Third-year Learners

Time	N	*Mean*	*Max*	*Min*	*S.D.*	*t-value*	*Df*	*p-value*
Post-test	25	15.28	20	8	3.59	5.64	24	0.00**
Pre-test	25	10.36	18	1	4.99			

*p<.05

From Table 7, the results show that there were statistically significant differences in the pre-test and post-test mean scores of third-year learners (t (24) = 5.64, p<.05). The pre-test mean score was 10.36 (SD = 4.99) while the post-test mean score was 15.28 (SD = 3.59). This means that the post-test mean score was significantly higher than the pre-test mean score. The analysis points out that VTS had positive effects on third-year learners' reading ability.

Table 8 The Comparison of the Pre-test Reading Skills Mean Score to Post-test Reading
     Skills Mean Score of Third-year Learners

Part	Time	N	Mean	Max	Min	S.D.	t-value	Df	p-value
Reading for Topic	Post-test	25	2.44	3	1	0.65	2.35	24	0.03**
	Pre-test	25	1.88	3	0	1.09			
Reading for Main Idea	Post-test	25	2.44	4	0	1.26	2.08	24	0.05**
	Pre-test	25	1.84	4	0	1.21			
Reading for Details	Post-test	25	8.16	10	3	1.95	5.09	24	0.00**
	Pre-test	25	5.44	10	0	2.93			
Reading for Guessing Meaning from Context	Post-test	25	2.24	3	1	0.78	4.73	24	0.00**
	Pre-test	25	1.20	3	0	0.96			

Table 8 reveals that there were statistically significant differences in the
mean scores of reading for topic, reading for main idea, reading for details and, reading
for guessing meaning from context. The results are as follow:

In term of reading for topic, there were no statistically significant
differences in the pre-test and post-test mean scores (t (24) = 2.35, p<.05). The pre-test
mean score was 1.88 (SD = 1.09) while the post-test mean score was 2.44 (SD = 0.65).

To illustrate reading for main idea, there were no statistically significant
differences in the pre-test and post-test mean scores (t (24) = 2.08, p<.05). The pre-test
mean score was 1.84 (SD = 1.21) while the post-test mean score was 2.44 (SD = 1.26).

As reading for details, there were no statistically significant differences
in the pre-test and post-test mean scores (t (24) = 5.09, p<.05). The pre-test mean
score was 5.44 (SD = 2.93) while the post-test mean score was 8.16 (SD = 1.95).

Lastly, there were no statistically significant differences in the mean
scores of pre-test and post-test of reading for guessing meaning from context (t (24) =

4.73, *p*<.05). The pre-test mean score was 1.20 (*SD* = 0.96) while the post-test mean score was 2.24 (*SD* = 0.78).

Therefore, the post-test mean scores of reading skills of third-year leaners were significantly better than the pre-test mean scores. The results point out the positive effects of VTS on third-year learners' reading ability.

4.1.4 The comparison of the effects of VTS on EFL first-year learners' reading ability to that of third-year learners

To compare the effects of VTS on EFL first-year learners' reading ability to those of third-year learners, the analysis of covariance was used, and the results are shown in Table 9 and 10.

Table 9 Unadjusted and Covariance Adjusted Descriptive Statistic

Group	Before Treatment			After Treatment (Unadjusted)		After Treatment (Adjusted)	
	N	*Mean*	*S.D.*	*Mean*	*S.D.*	*Mean*	*S.E.*
First-year Students	20	10.80	4.73	14.00	3.76	13.89	0.65
Third-year Students	25	10.36	4.99	15.28	3.59	15.37	0.58

Table 10 The Analysis of Covariance of Mean Score of First-year Learners and Third-year Learners

Source of Variance	*SS*	*Df*	*MS*	*F*	*Sig*
Before Treatment	221.01	1	221.01	26.07	0.00**
Between Groups	24.44	1	24.44	2.88	0.10
Error	356.03	42	8.48		

p<.05

The analysis of covariance reveals that there were no statistically significant differences (*F* (1) = 2.88, *p*>.05) in the mean score of first-year learners (*M* = 13.89, *SE* = .65) and the mean score of third-year learners (*M* = 15.37, *SE* = .58).

This points out that the effects of VTS on first-year learners and third-year learners' reading ability were similar.

4.2 Learners' attitudes toward learning reading through VTS

To explore learners' attitudes toward learning English reading ability through VTS after the experiment, the data were collected from the questionnaire and the semi-structured interview.

4.2.1 A Questionnaire

The data from the questionnaire were analyzed by mean scores and standard deviations. The data from the interview were analyzed by content analysis. The results are shown in Table 11.

Table 11 All Learners' Attitudes toward Using VTS to Enhance Reading Ability Mean Score

Items	n	*M*	*SD*	Level
1. VTS in class allowed me to practice more reading skills.	45	4.56	0.50	Very Positive
2. VTS in class were not useful to improve my reading skills.	45	4.47*	0.66	Very Positive
3. I enjoyed doing VTS in reading class.	45	4.60	0.58	Very Positive
4. VTS in reading class were too difficult.	45	4.40*	0.65	Very Positive
5. Learning reading skills through VTS wastes my time.	45	4.42*	0.62	Very Positive
6. VTS helped to increase my confidence.	45	4.27	0.69	Very Positive
7. I wanted to study English subject because I liked VTS in class.	45	4.29	0.92	Very Positive

* Negative Statements

Table 11 (Continued)

Items	n	*M*	SD	Level
8. VTS in reading class were boring.	45	4.44*	0.50	Very Positive
9. The teacher's techniques were ineffective in improving my reading skills.	45	4.58*	0.62	Very Positive
10. I could apply VTS to my daily reading.	45	4.44	0.66	Very Positive
Total	45	4.45	0.17	Very Positive

* Negative Statements

Table 11 reveals that learners' attitudes toward learning reading ability through VTS were very positive (*M*= 4.45). The highest mean score statements were: "I enjoyed doing VTS in reading class" (*M*=4.60) and "The teacher's techniques were ineffective in improving my reading skills" (*M*=4.60),* followed by "VTS in class allowed me to practice more reading skill" (*M*=4.56). The third highest mean score statement was as "VTS in class were not useful to improve my reading skills" (*M*= 4.47).* Additionally, "VTS in reading class were boring" (*M*= 4.44)* and "I could apply VTS to my daily reading" (*M*= 4.44) were scored in the fourth place. This means that learners favoured this teaching method.

Although there were four statements received the lowest scores compared to other statements, the mean scores were still in a very positive level. These statements were: "VTS helped to increase my confidence" (*M* = 4.27), "I wanted to study English subject because I liked VTS in class" (*M* = 4.29), "VTS in reading class were too difficult" (*M* = 4.40), * and "Learning reading skills through VTS wastes my time" (*M* = 4.42). *

Table 12 First-Year Learners' Attitudes toward Using VTS to Enhance Reading Ability

Mean Score

Items	n	*M*	*SD*	Level
1. VTS in class allowed me to practice more reading skills.	20	5.00	0.00	Very Positive
2. VTS in class were not useful to improve my reading skills.	20	3.80*	0.41	Very Positive
3. I enjoyed doing VTS in reading class.	20	5.00	0.00	Very Positive
4. VTS in reading class were too difficult.	20	3.85*	0.37	Very Positive
5. Learning reading skills through VTS wastes my time.	20	3.90*	0.31	Very Positive
6. VTS helped to increase my confidence.	20	4.25	0.91	Very Positive
7. I wanted to study English subject because I liked VTS in class.	20	4.55	0.94	Very Positive
8. VTS in reading class were boring.	20	4.55*	0.51	Very Positive
9. The teacher's techniques were ineffective in improving my reading skills.	20	4.70*	0.73	Very Positive
10. I could apply VTS to my daily reading.	20	4.60	0.82	Very Positive
Total	20	4.42	0.18	Very Positive

* Negative Statements

Table 12 reveals that overall, the value of first-year learners' attitudes toward learning reading through VTS were very positive (*M*=4.42). The highest mean score statements were: "VTS in class allowed me to practice more reading skills" (*M*=5.00) and "I enjoyed doing VTS in reading class" (*M*=5.00), followed by "The teacher's techniques were ineffective in improving my reading skills" (*M*=4.70).* In addition, the statement was scored in the third place was: "I could apply VTS to my daily reading" (*M*=4.60). Additionally, "I wanted to study English subject because I liked VTS in class" (*M*=4.55) and "VTS in reading class were boring" (*M*=4.55)* were scored in the

fourth place. Moreover, the fifth statement was: "VTS helped to increase my confidence" (*M*=4.25). This means that first-year learners enjoyed doing activities in the classroom when using VTS.

There were three statements rated at the lowest scores. These statements were: "VTS in class were not useful to improve my reading skills" (*M*=3.80),* "VTS in reading class were too difficult" (*M*=3.85), *and "Learning reading skills through VTS wastes my time" (*M*=3.90).* However, the mean scores of these three statement were still at a very positive level.

Table 13 Third-year Learners' Attitudes toward Using VTS to Enhance Reading Ability Mean Score

Items	n	*M*	*SD*	Level
1. VTS in class allowed me to practice more reading skills.	25	4.20	0.41	Very Positive
2. VTS in class were not useful to improve my reading skills.	25	5.00*	0.00	Very Positive
3. I enjoyed doing VTS in reading class.	25	4.28	0.61	Very Positive
4. VTS in reading class were too difficult.	25	4.84*	0.47	Very Positive
5. Learning reading skills through VTS wastes my time.	25	4.84*	0.47	Very Positive
6. VTS helped to increase my confidence.	25	4.28	0.46	Very Positive
7. I wanted to study English subject because I liked VTS in class.	25	4.08	0.86	Very Positive
8. VTS in reading class were boring.	25	4.36*	0.49	Very Positive
9. The teacher's techniques were ineffective in improving my reading skills.	25	4.48*	0.51	Very Positive
10. I could apply VTS to my daily reading	25	4.32	0.48	Very Positive
Total	25	4.47	0.16	Very Positive

* Negative Statements

According to Table 13, the analysis shows that third-year learners had positive attitudes toward learning reading through VTS were very positive (M=4.47). The highest mean score statements was: "VTS in class were not useful to improve my reading skills" (M=5.00).* Additionally, there were two rated in the second place. These statements were: "VTS in reading class were too difficult" (M=4.84)* and "Learning reading skills through VTS wastes my time" (M=4.84).* Moreover, the statement "The teacher's techniques were ineffective in improving my reading skills" (M=4.48)* was rated at the third place. The fourth and the fifth statements were: "VTS in reading class were boring" (M=4.36).* and "I could apply VTS to my daily reading" (M=4.32) respectively. This finding shows that third-year learners thought that learning English reading through VTS were useful.

There are four statements receiving the lowest attention. They were "I wanted to study English subject because I liked VTS in class" (M=4.08), "VTS in class allowed me to practice more reading skills" (M=4.20), "I enjoyed doing VTS in reading class" (M=4.28), and "VTS helped to increase my confidence" (M=4.28). Even though they received the lowest attention, they were ranked at the positive level.

In sum, learners' attitudes toward learning reading through VTS of both groups were at a very positive level. It can point out that learners favored this teaching method.

4.2.2 The semi-structured interviews

In this study, there were 10 interviewed learners, five first-year learners and five third-year learners. Content analysis were employed to analyze interview data. It was found that interview results supported the results of the questionnaire. The details are as follow:

The analysis shows that all ten (100%) interviewers favored VTS. The interviewers agreed that VTS help them understand the reading texts. For instance, eight learners (80%) reported that they could understand the passage more when they saw pictures related to the passages. They could guess the topic of the passage from

seeing picture. For instance, three learners (30%) said that they preferred seeing picture before reading passages they could predict what they were going to read. One learner (10%) reported that pictures could help him to understand the passage better.

Moreover, it was found that VTS motivated learners to learn English reading. All ten learners (100%) said that they enjoyed doing the reading activities in class. They enjoyed creating new ideas about pictures more than learning English reading from texts only. For example, one learner (10%) stated that when she knew the topic of passages from picture or video, she understood passages more. In addition, seven learners (70%) responded that they enjoyed guessing details from picture (in the first stage) in which learners created details by seeing pictures.

Interestingly, VTS provided a good learning atmosphere. All ten learners (100%) said that they were willing to collaborate in the classroom activities when VTS were used in the classroom because they felt relaxed when they learned reading through VTS. Moreover, all ten learners (100%) commented that they wanted to join the reading classroom when the activities were presented through VTS. They could create new ideas freely and independently in the classroom activities. Besides, all the learners (100%) reported that they felt comfortable finding the evidence from picture to support their claims when the teacher asked them some questions because all learners' comments were accepted by the teacher. For instance, one learner (10%) expressed that she had no anxiety when she had to find the evidence to support what she saw because the teacher focused on learners' thinking, not learners' mistakes. All ten learners (100%) agreed that questions in VTS allowed them to be more interested in reading passage such as "What's going on in this story?" and "What words did you read that make you say that?"

In addition, eight learners (80%) reported that this teaching method also improves critical thinking. Pictures could help them think critically. For example, three learners (30%) said that when they saw pictures, these pictures encouraged them to think more logically because pictures and questions enabled them to be more reflective about what they saw. Moreover, five learners (50%) reported that they used "because"

in their statement to back up their opinions when they looked at pictures. From this point, they could promote their critical thinking through this teaching method.

In conclusion, according to the questionnaire and interview results, the analysis indicated that learners had very positive attitudes toward learning English reading through VTS. The analysis reveals that this teaching method helped learners to improve English reading ability and motivated them in English reading class. They favored this teaching method.

CHAPTER 5

CONCLUSION AND DISCUSSION

This study aimed to study the effects of VTS on EFL learners' reading ability. Moreover, it also studied learners' attitudes toward VTS. This chapter presents the conclusion of the study, the effects of VTS on EFL learners' reading ability and learners' attitudes toward learning reading through VTS. In addition, this chapter illustrates finding discussion, limitations of the study, and recommendations for future studies.

Conclusion

This study was conducted for the following research questions:

(a) What are the effects of VTS on EFL first-year learners' reading ability?

(b) What are the effects of VTS on EFL third-year learners' reading ability?

(c) Are there any differences in the effects of VTS on reading ability of EFL first-year learners and EFL third-year learners?

(d) What are learners' attitudes toward learning reading through VTS?

The participants were 45 learners in a university in Bangkok, Thailand selected by a purposive sampling and divided into two groups: 20 first-year learners and 25 third-year learners.

The instruments in this study included the lesson plans based on VTS, an English reading ability test, a questionnaire to study learners' attitudes toward learning reading through VTS, and interviews. The quantitative data were analyzed by mean scores, standard deviation, the *t*-test analysis, and the analysis of covariance. The qualitative data were analyzed using content analysis.

The findings of the study were as follows:

First, VTS had a positive effect on EFL first-year learners' reading ability. The post-test mean score was significantly higher than the pre-test mean score (t=4.49, p<.05).

Second, VTS had positive effects on EFL third-year learners' reading ability. The post-test mean score was significantly higher than the pre-test mean score (t=5.64, p<.05).

Third, the results reveal that the gained reading ability of learners in both groups were at the same level.   There were no statistically significant differences (F=2.88, p<.05) in the mean score of first-year learners (M = 13.89, SE = .65) and the mean score of third-year learners (M = 15.37, SE = .58). This means that VTS had effects on different background learner.

Fourth, the results reveal that learners favored this teaching method. In general, learners' attitudes toward learning reading through VTS were very positive (M=4.45). It points out that learning reading through VTS had a positive effect on learners' attitudes of first-year learners and third-year learners. In addition, the qualitative data supported from the results from the questionnaire that the learners favored VTS. Learners also reported that learning reading through VTS helped them to understand passages and motivated them in reading class.

In conclusion, VTS effectively increased the reading ability of both first-year learners and third-year learners. The learners also had positive attitudes toward VTS.

Discussions

According to the results of this study, VTS helped the learners to improve their reading ability. There are many reasons to explain these results. First, the activities conducted in this study allowed the learners to see images before reading the passages. Images could help them understand the reading passages better. This can be seen in the results showing that the post-test mean scores of the learners' reading ability test were significantly higher than the pre-test mean scores of both group. This can be supported from the results of the questionnaire statement which received the

second level of agreement "VTS in class allowed me to practice more reading skills" (*M*=4.56). Also, the evidence is shown in the learners' semi structure interviews in which learners reported that this teaching method helped them to better understand the reading passages. These findings were in line with the research of Boerma, Mol, and Jolles (2016) which revealed that adding images to a text helped readers learn and understand it better. Like the ideas of Sonna and Jogthong (2020), the learners could easily understand passages what was happening by visualizing. Therefore, the learners in this study were able to improve their reading ability by using VTS.

Secondly, this method of teaching in this study created an active learning environment in the classrooms. In this study, the teacher involved as assistants in the classrooms. The lesson plans were created to provide the learners with opportunities to be active in the classrooms and to assist them to gain more knowledge. In addition, the learners were encouraged to use their ideas and their background knowledge by questions based on VTS. More importantly, the learners' answers were not judged right or wrong answers, so the learners felt confident. This can be seen from the interview statements, such as "they wanted to learn reading through VTS." Similar to the idea of Bomgaars and Bachelor (2020), the teacher in this study listened to the learners' ideas, gathered their opinions, and weaved their views into conclusions based on their ideas. Like the ideas of Felder and Brent (2009), learners have more opportunities to learn from different activities in active learning classroom. Similar to the idea of Moeller et al. (2013), learners could share ideas freely and independently without teacher's judgement. It can be concluded that an active learning environment was emphasized in VTS. Learners in this study were encouraged to be active and share their ideas to help one another gain more knowledge in the classrooms as the ideas of Hess et al. (2019). In sum, the activities in the classrooms led the learners to think and share their ideas with their group members in order to better understand the reading passages.

Thirdly, VTS motivated the learners to do the activities in the English classrooms. The learners in this study were motivated to learn English as shown in the following statement from the questionnaire results: "I enjoyed doing VTS in reading

class" (*M*=4.60). In this study, the learners had the opportunity to do activities in many ways such as drawing pictures, creating story, or sharing ideas in VTS classrooms. Similar to Unnathamani's study (2018), VTS helped to create an environment. Therefore, learners enjoyed doing the activities through VTS. This led to their learning outcomes.

Fourthly, VTS offered a good learning environment. In this study, VTS provided a less stressful environment where the learners could express their opinions and their background knowledges in the classroom activities without being afraid of making mistakes. As a result, the learners had confidence and were not stressful. Besides, the learners were also pleased to work in groups. This can be seen in the result of the questionnaire statement: "VTS helped to increase my confidence" (*M*=4.27). Similar to the ideas of Cappello and Walker (2016), VTS provided a safe environment for learners. Like the ideas of DeSantis and Housen (2009), the learners participated in group activities to share their opinions. Therefore, VTS created a safe environment for learners to develop reading and helped them improve their performance in English reading.

The results reveal that third-year learners significantly improved all skills. However, first-year learners' reading ability in reading for topic and reading for main idea were not improved significantly, whereas their reading ability in reading for details and reading for guessing meaning from context were improved. The reason to explain this is that first-year learners might have reading experiences lesser than third-year learners. In addition, 25 minutes for reading passages in class might not be enough for first-year learners to improve all skills.

Interestingly, VTS also improve critical thinking. In this study, VTS stimulated the learners think critically. Pictures could help them think critically. It can be proved from the learners' interview which learners commented that they used "because" in their statement to back up their opinions when they looked at pictures. These findings were in line with the research of Curva et al. (2005) which found that learners quickly learned to substantiate their claims with evidence utilizing the VTS method, usually using "because" statements in their responses. Therefore, VTS helped learners think critically.

Despite all the advantages of VTS, the teacher remains the major element in motivating the learners to read. However, using VTS in the classroom come with difficulties for the teachers, such as finding images. It may take much more time to plan the lessons because the teacher is not an art expert. This means that the teacher should be innovative and adaptive to find any visual elements required in a VTS classroom such as photos, maps, graphs, posters, cartoons, or picture books related to reading passages.

Implications of the Study

This study supported the idea that VTS can be an alternative teaching method to improve EFL learners' English reading ability. The efficacy of VTS may be helpful for learners who desire to improve their reading ability because it made the process of learning to read actively and interestingly. In addition, this study also demonstrated the advantages of VTS in encouraging and motivating EFL learners to engage in class activities and lead them to succeed in their language learning. Therefore, this study will be useful to teachers to implement VTS to create comfortable and active learning environment in order to improve English language teaching. Moreover, educators and curriculum designers can apply VTS to develop engaging English courses.

Limitations of the Study

There is limitation to this study. Firstly, this study was limited to only first-year and third-year learners. As a result, the findings may not be able to generalize to other levels or institutions. Secondly, this study was conducted with two experimental groups. This means that there is no control group to compare with. Lastly, an English reading ability test only evaluated reading for topics, reading for main ideas, reading for details, and reading for guessing meaning from the contexts. Therefore, the results might not be consistent with other reading skills.

Recommendation

Although the findings of this study assured the effectiveness of VTS on EFL learners' reading ability, further studies should be conducted to improve EFL learning and teaching. Firstly, other English ability, such as listening, speaking, and writing, can be taught using VTS. Secondly, it might be useful to explore the potentials of VTS in teaching other levels and other skills such as speaking and listening. Lastly, since this study lasted for 6 weeks, other studies can be conducted for a longer period of time to confirm the results.

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APPENDICES

APPENDIX A

Lesson Plans

LESSON PLAN 1

Finding Topic

Date:_____

Time:_____

Topic: Christmas in England

Objectives

1. Learners will be able to find the topic of the passage correctly.

2. Learners will be able to find the details from the passage correctly.

3. Learners will be able to learn new words from the passage correctly.

Materials

1. Zoom Application

2. PowerPoint Slides

3. A short story "Christmas in England" (PDF File)

4. Christmas Festival (a picture)

5. autodraw.com (a website)

6. Activity 1: Guessing Story (a worksheet)

7. Activity 2: What do we get from the story? (a mind map)

8. Activity 3: Draw it! (a worksheet)

Teaching and Learning Activities

Activities Details	Materials	Time

Pre-reading stage
1. The teacher asks the learners the following questions;
    - Do you like Christmas? Why?
    - What would you like to get for Christmas?
	PowerPoint Slides	10 minutes

Activities Details	Materials	Time

2. The teacher shows the picture related to Christmas Festival. Then the teacher asks the following questions;
 	
    - What's going on in the picture?
 	
      (The answers are varied)
 	
    - What is the mood of the picture?
 	
      (The answers are varied)
 	
    - List as many things as you can see in the picture.
 	
      (The answers are varied)
	Christmas Festival (a picture)	20 minutes

3. The teacher asks the learners to work in groups of 5. Then the teacher asks each group to do activity 1: Guessing the Story (a worksheet). The teacher facilitates each group to brainstorm to find words and fill in the gaps in the worksheet related to the picture. After that, the teacher lets each group present their answers.	Guessing Story (a worksheet)	10 minutes
While-reading stage 1. The teacher explain what the topic is and how to find a topic of a passage.	PowerPoint Slides	25 minutes
2. The teacher asks the learners to read the passage.	PowerPoint Slide	15 minutes
3. The teacher asks the learners to read the passage.	A short story "Christmas in England"(PDF File)	25 minutes

Activities Details	Materials	Time

4. Then the teacher asks the learners to work in groups of 5 to do activity 2: What do we get from the story? (a mind map) and then name the passage.
    - The teacher lets each group complete the activity 2: What do we get from the story? (a mind map).
    - While the learners are doing the reading activity, the teacher monitors each group but try not to tell the answers.
	What do we get from the story? (a mind map)	15 minutes

5. After reading, the teacher asks each group to present their activity 2: What do we get from the story? (a mind map).	What do we get from the story? (a mind map)	10 minutes
6. Then the teacher explains the passage.	PowerPoint Slides	15 minutes
7. The teacher asks the learners, "What is the topic of the passage you have just read?"	PowerPoint Slides	10 minutes

Activities Details	Materials	Time
Post-reading stage 1. The teacher concludes the lesson.	PowerPoint Slides Draw it!	10 minutes
2. The teacher asks the learners to draw a scene, a thing, a place or a person for a creative response to the passage. In this step, the teacher introduces the website to draw the picture, which is autodraw.com.	(a worksheet) autodraw.com (a website)	15 minutes
3. The teacher asks the learners to present what they draw and why they draw that.	Draw it! (a worksheet)	10 minutes

The picture shown to the learners

Source: https://www.jlftransfers.com/single-post/2019/11/06/Manchester-Xmas-

Markets

Christmas is normally the biggest festival in the English year. Once the festival lasted two days, today it seems to last almost two months. Christmas Day, December 25th, is the day when most people in Britain sit down to a special meal of roast turkey and Christmas pudding; but Christmas Day is just the high point of the "Christmas period".

In the weeks before Christmas, life is very busy. There are parties; there are trips to the cinema or the pantomime; and of course there's all the shopping.

On Christmas day, Britain closes! For most people, Christmas is a time to relax at last after many long and busy weeks. The presents have been bought and sent, dozens of cards have been sent and received, the food is waiting to be eaten. For two days at least (if not three or four, depending on the year), the shops will be shut, and the postman will not deliver any letters. For a day or two, even the trains stop running.

Nowadays, Britain's Christmas shopping season lasts almost four months! The first Christmas catalogues come through letter-boxes at the start of September!

Lots of busy people like shopping online, because it is easy. All they have to do is choose from the pages of a colourful catalogue, or shop on the Internet. A few days later, goods are delivered to the door..... or at least one hopes they are. Some Internet shops work 24/24 in the weeks before Christmas, to make sure that everyone gets their presents on time..

Many Christmas catalogues come from charities. Each charity has its own specialities – nature and animals from WWF, the RSPCA and others; "green" products from Greenpeace and Friends of the Earth; and hand-made articles from developing countries from charities like Oxfam and Save the Children. Big charities like these earn a lot of money from their Christmas catalogues.

In the streets, Christmas arrives at the start of November. Santa Clausand Christmas decorations start appearing in shop windows soon after "Guy Fawkes Night" (5th November). There are no other festivities between Guy Fawkes Night and Christmas.

In the streets, vendors sell Father Christmas hats, and reindeer horns! Many shops need extra staff; some shops sell as much in November and December as they do in the other 10 months of the year. Shops stay open later in the evening, and on Sundays too.

During December, sometimes even earlier, the Christmas lights come on in the streets, and the big shops put on special "Christmas windows", to bring in the shoppers. As Christmas gets closer, the shops become more and more crowded. Nowadays, many shops start their "New Year Sales"before Christmas; some people therefore wait till the last days, in order to pay less for their presents.

When the shops finally close for the holiday, most people are happy that the shopping is over. For a day at least, everything is shut… except pubs and restaurants, which do a lot of business on Christmas day (though not in 2020, on account of Covid 19). In the past, most people used to go to church on Christmas morning; today some people go to church for a special

Christmas service, but most stay at home to open presents and prepare the Christmas lunch.

In the afternoon, it's time for more presents, or to watch a good film, or go our for a walk in the country, or in the park.

Then, after Christmas, the shopping season starts again, as people spend their Christmas money and look for bargains in the New Year sales.

Most people have a week's holiday between Christmas and the New Year. Some, of course, have to keep working; but for most, the last week of the year is a time to relax, enjoy more parties, and do a bit more shopping.

January sometimes seems very flat and empty!

Activity 1: Guessing the Story (a worksheet)

Date _____

Group _____

Year _____

GUESSING STORY

WHAT WILL THE READING PASSAGE BE ABOUT ?

WHO
_____
_____
_____
_____
_____
_____

WHERE
_____
_____
_____
_____
_____

WHEN
_____
_____
_____
_____
_____

OTHER IDEAS
_____
_____
_____
_____
_____

Activity 2: What do we get from the story? (a mind mapping)

Activity 3: Draw it! (a worksheet)

DRAW IT!

Name: Date:

DRAW WHAT YOU LIKE FROM THE STORY
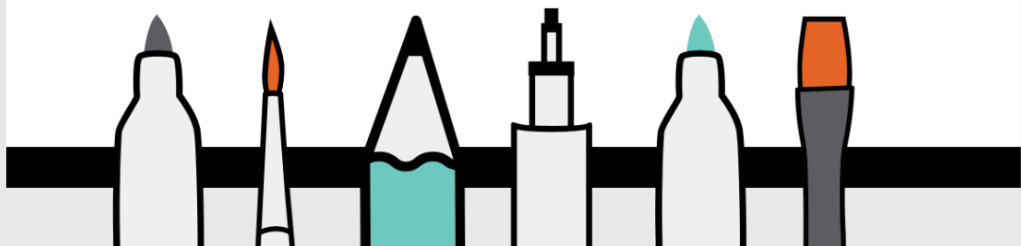
LESSON PLAN 2

Finding main idea

Date:_____

Time:_____

Topic: Chocolate

Objectives

    1. Learners will be able to find the main idea of the passage correctly.

    2. Learners will be able to find the details from the passage correctly.

    3. Learners will be able to learn new words from the passage correctly.

Materials

    1. Zoom Application

    2. PowerPoint Slides

    3. A short story "Chocolate" (PDF File)

    4. Making Chocolate bars (a video)

    5. Activity 1: Our chocolate factory (a worksheet)

    6. Activity 2: We find main idea (a worksheet)

    7. Activity 3: My Chocolate

Teaching and Learning Activities

Activities Details	Materials	Time

Pre-reading stage
1. The teacher asks the learners the following questions;
    - Why is chocolate so nice to eat?
    - Do you eat more chocolate now than when you were a child, or not?
	PowerPoint Slides	10 minutes

Activities Details	Materials	Time
2. The teacher plays the video and then asks the following questions; - Do you see a man? (The answers are varied) - What is he doing in the video? (The answers are varied) - What else do you see in the video? (The answers are varied) - Do you like this video? (The answers are varied) - Have you ever done the activity in the video? (The answers are varied)	Making Chocolate bars (a video)	20 minutes
3. The teacher asks the learners to work in groups of 5. Then the teacher asks each group to do activity 1: Our chocolate factory (a worksheet). The teacher facilitates each group to brainstorm to find words and fill in the gaps in the worksheet related to the video. After that, the teacher lets each group present their answers.	Our chocolate factory (a worksheet)	10 minutes
While-reading stage 1. The teacher explains what the main idea is and how to find a main idea of a passage.	PowerPoint Slides	15 minutes
2. The teacher asks the learners to practice finding a main idea (exercise).	PowerPoint Slides	15 minutes

Activities Details	Materials	Time
3. The teacher asks the learners to read the passage.	A short story "Chocolate" (PDF File)	25 minutes
4. Then the teacher asks the learners to work in groups of 5 to do activity 2: We find main idea (a worksheet) - The teacher lets each group complete the activity 2: We find main idea (a worksheet) - While the learners are doing the reading activity, the teacher monitors each group but try not to tell the answers.	We find main idea (a worksheet)	15 minutes
5. After reading, the teacher asks each group to present their activity 2: We find main idea (a worksheet)	We find main idea (a worksheet)	10 minutes
6. Then the teacher explains the passage.	PowerPoint Slides	10 minutes
7. The teacher asks the learners, "What is the main idea of the passage you have just read?"	PowerPoint Slides	10 minutes
Post-reading stage 1. The teacher concludes the lesson.	PowerPoint Slides	10 minutes
2. The teacher asks the learners the following question; - What is your favorite kind of chocolate?	PowerPoint Slides	15 minutes
3. The teacher asks the learners to create their chocolate that they like and why they like that.	My chocolate (a worksheet)	10 minutes

The video shown to the learners

#chocolate #cacao #ecuador

Making Chocolate from Fresh Cacao Pods

Source: https://www.youtube.com/watch?v=hymVP5KABE8

CHOCOLATE

World Chocolate Day

Did you know that there's a World Chocolate Day? It takes place each year on 7 July. To celebrate it, read about the history of chocolate and the interesting journey from cocoa bean to chocolate bar.

A brief history of chocolate

Chocolate was first used as a drink over 3,500 years ago in Central America. It was very popular with the Mayans and the Aztecs, who mixed cocoa beans with vanilla or chilli peppers. In fact, cocoa beans were so important to them that they were used as money. Cocoa was first grown in Ecuador, which was, for a long time, the world's number-one producer of cocoa beans. It is still one of the top ten producers of the beans, but nowadays more than 70 per cent of cocoa beans come from West Africa.

Cocoa beans

Cocoa beans come from cocoa trees. These trees grow in tropical forests around the world, from South America to Indonesia. The beans grow in colourful pods of red, yellow and purple. Inside the pods are the beans. Each tree grows around 50 pods a year, and each pod can contain between 20 and 60 beans. It takes around 100 beans to make 100 grams of chocolate. The pods are picked by hand to protect the trees.

Preparing the beans

Once the pods are picked from the tree, they are opened and the beans are taken out. The beans need to go through a number of different processes before they are ready to be turned into chocolate.

Date:
Words: 527 words

CHOCOLATE

First, the beans and the pulp are placed in special boxes, where they slowly ferment for up to five days. Here the beans turn brown and start to develop their special flavour. They are then put out in the sun to dry for approximately 14 days. After this, they are roasted for about 15 minutes in preparation for the final stage, when the beans are taken out of their shells. At the end of this process, we are left with the cocoa 'nibs' – chocolate in its purest form and the basic ingredient for all chocolate products.

From cocoa nibs to chocolate liquor

The first step is to grind the nibs by machine or between two large stones. This produces cocoa liquor, a semi-solid paste. This is then cooked and mixed continuously for hours or even days until it is just right. This is also the stage at which other ingredients are added: sugar, milk, various flavours. Interestingly, chocolate melts at 34ºC. This is just below body temperature, which explains why it can be so sticky and messy, but also why it melts as soon as you put it in your mouth.

From liquid to solid

At this point the cocoa nibs are ready for the last stage in the journey. For the cocoa liquor to turn into solid chocolate, it needs to be heated and cooled and heated again until it forms a solid mass. And so, at last, the journey from bean to bar is complete.

So now you know all about how chocolate is made, you may want to celebrate the day by eating one of your favourite chocolate treats!

Source:https://learnenglish.britishcouncil.org/general-english/magazine-zone/chocolate

Activity 1: Our chocolate factory (a worksheet)

Our Chocolate Factory

Date:
Group:
Year:

WHERE ARE COCOA BEANS COME FROM ?	→	
HOW TO PREPARE COCOA BEANS FOR MAKING CHOCOLATE	→	
WHAT ARE KIND OF CHOCOLATE WILL YOU MAKE?	→	

Activity 2: Finding main idea (a worksheet)

WE FIND MAIN IDEA 🔍

DATE: GROUP: YEAR:

TOPIC:

MAIN IDEA

Do you think which sentence is the main idea of the passage?

1. The first step is to grind the nibs by machine or between two large stones.

2. They are then put out in the sun to dry for approximately 14 days.

3. To celebrate it, read about the history of chocolate and the interesting journey from cocoa bean to chocolate bar.

→

REASON

WHAT MORE CAN WE FIND?

Detail #1	Detail #2	Detail #3	Detail #4	Detail #5

Activity 3: My Chocolate

LESSON PLAN 3
Finding details

Date:_____

Time:_____

Topic: Galaxies

Objectives

      1. Learners will be able to find the main idea of the passage correctly.

      2. Learners will be able to find the details from the passage correctly.

      3. Learners will be able to learn new words from the passage correctly.

Materials

      1. Zoom Application

      2. PowerPoint Slides

      3. A short story "types of galaxies" (PDF File)

      4. Galaxy (a picture)

      5. https://www.nasa.gov/content/goddard/what-did-hubble-see-on-your-birthday

(a website)

      6. Activity 1: Go to the galaxies (a worksheet)

      7. Activity 2: Main idea and details (a completing chart)

      8. Activity 3: I'm an astronaut. (a worksheet)

Teaching and Learning Activities

Activities Details	Materials	Time

Pre-reading stage
 	
1. The teacher asks the learners the following questions;
 	
    - Do you know the galaxy?
 	
    - What is the name of our galaxy?
 	
    Then the teacher asks the learners search https://www.nasa.gov/content/goddard/what-did-hubble-see-on-your-birthday (a website) to see the picture on their birthday from space telescope, which is called Hubble.
	PowerPoint Slides
	https://www.nasa.gov/content/goddard/what-did-hubble-see-on-your-birthday
	(a website)
		10 minutes

2. The teacher shows the picture related to galaxy. Then the teacher asks the following questions;
 	
    - Do you like this picture?
    (The answers are varied)
    - What colors can you find in this picture?
    (The answers are varied)
    - What questions does the picture raise in your mind?
    (The answers are varied)
    - What else can you see in the picture?
    (The answers are varied)
	Galaxy (a picture)	20 minutes

3. The teacher asks the learners to work in groups of 5. Then the teacher asks each group to do activity 1: Go to the galaxies (a	Go to the galaxies (a worksheet)	10 minutes

Activities Details	Materials	Time
worksheet). The teacher facilitates each group to brainstorm to find words and fill in the gaps in the worksheet related to the picture. After that, the teacher lets each group present their answers.		
While-reading stage 1. The teacher explain what the details are and how to find the details of a passage.	PowerPoint Slides	15 minutes
2. The teacher asks the learners to practice finding the details. (exercise)	PowerPoint Slides	15 minutes
3. The teacher asks the learners to read the passage.	A short story "types of galaxies" (PDF File)	25 minutes

4. Then the teacher asks the learners to work in groups of 5 to do activity 2: Main idea and details (a completing chart)
 	
    - The teacher lets each group complete the activity 2: Main idea and details (a completing chart)
 	
    - While the learners are doing the reading activity, the teacher monitors each group but try not to tell the answers.
	Main idea and details (a completing chart)	15 minutes

5. After reading, the teacher asks each group to present their activity 2: Main idea and details (a completing chart)	Main idea and details (a completing chart)	10 minutes

Activities Details	Materials	Time
6. Then the teacher explains the passage.	PowerPoint Slides	10 minutes
7. The teacher asks the learners, "What are the details of the passage you have just read?"	PowerPoint Slides	10 minutes
Post-reading stage 1. The teacher concludes the lesson.	PowerPoint Slides	10 minutes
2. The teacher asks the learners to do activity 3: I'm an astronaut. (a worksheet) for creating their galaxies. Then the teacher asks the learners to present their galaxies.	I'm an astronaut. (a worksheet)	10 minutes

The picture shown to the learners

Source: https://www.nasa.gov/feature/goddard/2017/messier-81

TYPES OF GALAXIES

442 words

Before the 20th century, we didn't know that galaxies other than the Milky Way existed; earlier astronomers had classified them as as "nebulae," since they looked like fuzzy clouds. But in the 1920s, astronomer Edwin Hubble showed that the Andromeda "nebula" was a galaxy in its own right. Since it is so far from us, it takes light from Andromeda more than 2.5 million years to bridge the gap. Despite the immense distance, Andromeda is the closest large galaxy to our Milky Way, and it's bright enough in the night sky that it's visible to the naked eye in the Northern Hemisphere.

In 1936, Hubble debuted a way to classify galaxies, grouping them into four main types: spiral galaxies, lenticular galaxies, elliptical galaxies, and irregular galaxies.

More than two-thirds of all observed galaxies are spiral galaxies. A spiral galaxy has a flat, spinning disk with a central bulge surrounded by spiral arms. That spinning motion, at speeds of hundreds of kilometers a second, may cause matter in the disk to take on a distinctive spiral shape, like a cosmic pinwheel. Our Milky Way, like other spiral galaxies, has a linear, starry bar at its center.

Elliptical galaxies are shaped as their name suggests: They are generally round but can stretch longer along one axis than along the other, so much so that some take on a cigar-like appearance. The universe's largest-known galaxies—giant elliptical galaxies—can contain up to a trillion stars and span two million light-years across. Elliptical galaxies may also be small, in which case they are called dwarf elliptical galaxies.

Elliptical galaxies contain many older stars, but little dust and other interstellar matter. Their stars orbit the galactic center, like those in the disks of spiral galaxies, but they do so in more random directions. Few new stars are known to form in elliptical galaxies. They are common in galaxy clusters.

TYPES OF GALAXIES

442 words

Lenticular galaxies, such as the iconic Sombrero Galaxy, sit between elliptical and spiral galaxies. They're called "lenticular" because they resemble lenses: Like spiral galaxies, they have a thin, rotating disk of stars and a central bulge, but they don't have spiral arms. Like elliptical galaxies, they have little dust and interstellar matter, and they seem to form more often in densely populated regions of space.

Galaxies that are not spiral, lenticular, or elliptical are called irregular galaxies. Irregular galaxies—such as the Large and Small Magellanic Clouds that flank our Milky Way—appear misshapen and lack a distinct form, often because they are within the gravitational influence of other galaxies close by. They are full of gas and dust, which makes them great nurseries for forming new stars.

Source: https://www.nationalgeographic.com/science/article/galaxies

Activity 1: Go to the galaxies (a worksheet)
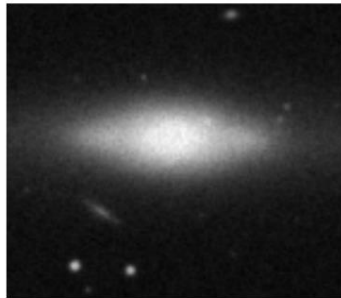
GO TO THE GALAXIES

1.

2.

3.

4.

Activity 2: Main idea and details (a completing chart)

Main idea & details

What is the most importance sentence in the passage?

1) In 1936, Hubble debuted a way to classify galaxies, grouping them into four main types: spiral galaxies, lenticular galaxies, elliptical galaxies, and irregular galaxies.
2) They are generally round but can stretch longer along one axis than along the other, so much so that some take on a cigar-like appearance.
3) Their stars orbit the galactic center, like those in the disks of spiral galaxies, but they do so in more random directions.

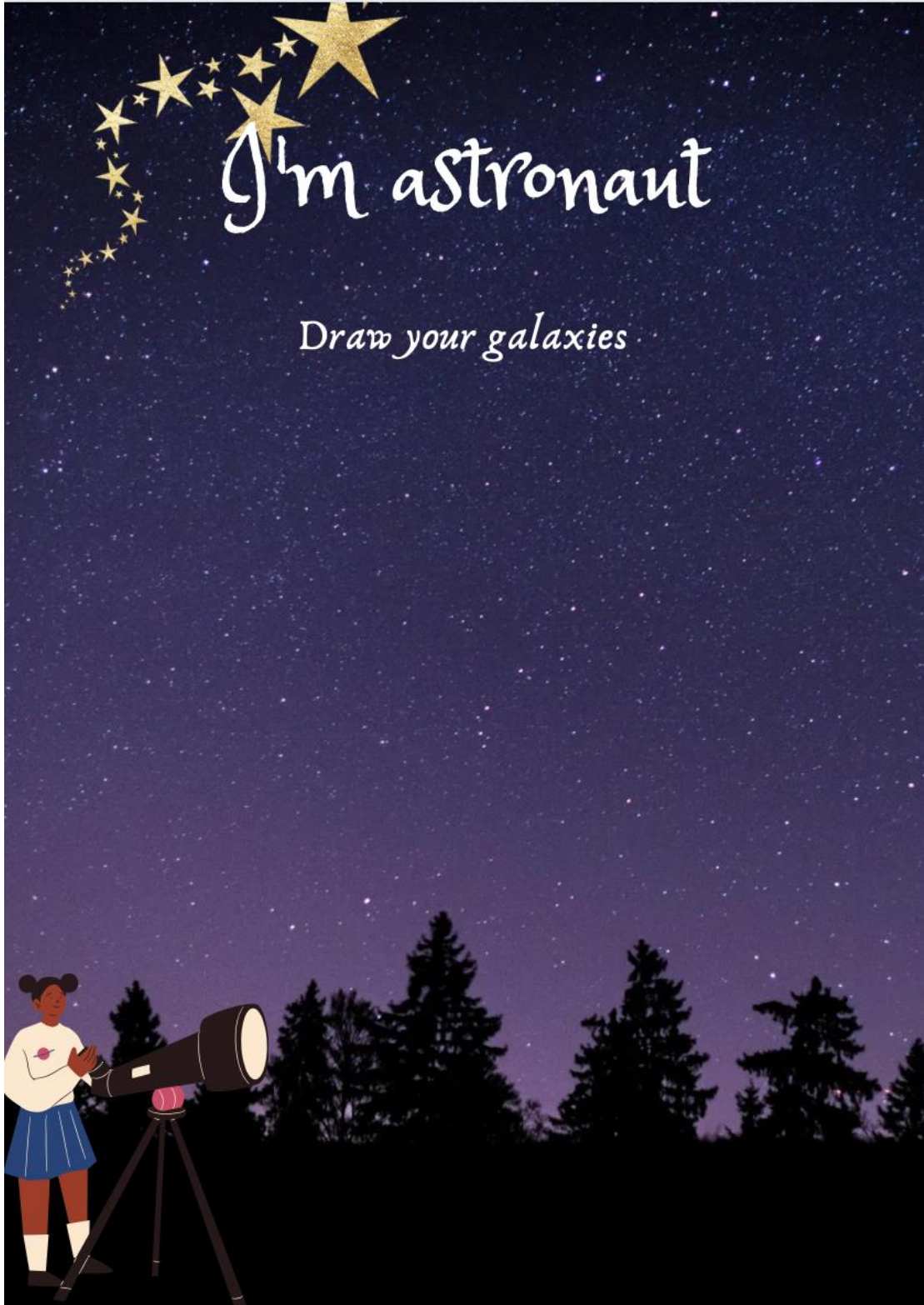## What did you read that make you think that?

spiral galaxies #1	elliptical galaxies #2	lenticular galaxies #3	irregular galaxies #4

Activity 3: I'm an astronaut. (a worksheet)

LESSON PLAN 4

Guessing meaning from context

Date:_____

Time:_____

Topic: Pets and mental health

Objectives

      1. Learners will be able to find the details from the passage correctly.

      2. Learners will be able to guess meaning from the context correctly.

Materials

      1. Zoom Application

      2. PowerPoint Slides

      3. A passage "pets and mental health" (PDF File)

      4. Pets (a picture)

      5. Activity 1: Words Jar (a worksheet)

      6. Activity 2: What does it mean? (a worksheet)

      7. Activity 3: Word map (a worksheet)

Teaching and Learning Activities

Activities Details	Materials	Time

Pre-reading stage
1. The teacher asks the learners the following questions;
    - Do you have any pets?
    - If you don't have any pets, what pet would you prefer?
	PowerPoint Slides	10 minutes

2. The teacher shows the picture related to pets. Then the teacher asks the following questions;	Pets (a picture)	20 minutes

Activities Details	Materials	Time

- What is the mood of the picture?
 	
     (The answers are varied)
 	
  - Do you like this picture? Why?
 	
     (The answers are varied)
 	
   - What do you see in the picture?
 	
     (The answers are varied)
 	
3. The teacher asks the learners to work in groups of 5. Then the teacher asks each group to do activity 1: Words Jar (a worksheet). The teacher facilitates each group to brainstorm to find words and fill in the gaps in the worksheet related to the picture. After that, the teacher lets each group present their answers.
	Words Jar
	(a worksheet)
		10 minutes

While-reading stage 1. The teacher explains what the guessing meaning from the context is and how to find a meaning from context.	PowerPoint Slides	15 minutes
2. The teacher asks the learners to practice finding a meaning from context (exercise).	PowerPoint Slides	15 minutes
3. The teacher asks the learners to read the passage.	A passage "pets and mental health" (PDF File)	25 minutes

Activities Details	Materials	Time
4. The teacher asks the learners, "What is the topic and main idea of the passage you have just read?"	PowerPoint Slides	15 minutes

5. Then the teacher asks the learners to work in groups of 5 to do activity 2: What does it mean? (a worksheet)
 	
    - The teacher lets each group complete the activity 2: What does it mean? (a worksheet)
 	
    - While the learners are doing the reading activity, the teacher monitors each group but try not to tell the answers.
	What does it mean? (a worksheet)	15 minutes

6. After reading, the teacher asks each group to present their activity 2: What does it mean? (a worksheet)	What does it mean? (a worksheet)	10 minutes
7. Then the teacher explains the passage.	PowerPoint Slides	10 minutes
Post-reading stage 1. The teacher concludes the lesson.	PowerPoint Slides	10 minutes
2. The teacher asks the learners to do the activity 3: my vocabulary (a worksheet)	Word map (a worksheet)	15 minutes
3. The teacher asks the learners to present their vocabulary, which they prefer.	PowerPoint Slides	10 minutes

The picture shown to the learners

Source: https://www.cityspidey.com/news/16276/noida-authority-starts-initiative-for-pet-registration

Pets and mental health

How can a pet help my mental health?

Caring for a pet can help our mental health in many ways, including:

- increasing your physical activity. Dog owners are likely to take their pet out every day for a walk or run. This can be a fun way to fit exercise into your routine
- providing companionship. Pets can give you a sense of security and someone to share the day with. Caring for them can help you feel wanted and needed. This can be especially valuable for older people or those who live alone
- reducing anxiety. The companionship of a pet can help to ease your anxiety
- boosting self-confidence. Pets can be great listeners, offer unconditional love and won't criticise you. This can help your self-confidence, especially if you feel isolated or misunderstood
- helping you meet new people. Dog owners often stop and chat to each other on walks. But other pets can be a way to meet people too: in pet shops, training classes or online groups, for example
- adding structure to your day. Having to feed, exercise and care for a pet can help you keep to a daily routine, which can help you feel more grounded and focused. It can give your day purpose and a sense of achievement.

Pets may also help with specific conditions. For example, people with ADHD may benefit from the structure and routine that a pet needs. Managing their pet's responsibilities and keeping track of time – to feed or walk them on time, for example – may help them in other areas of their lives. Some people with ADHD are hyperactive – especially children - and playing with a pet can be a great way to release excess energy, whether that's walking a dog or running around with a kitten.

Date:
634 words

Pets and mental health

How can I choose the right pet for me?

You may have a strong idea of the pet you want – perhaps because you grew up with that animal – or you might not be so sure. When you're deciding, consider:

- how much outdoor space you have
- how active you are
- how much time you have to spend with your pet
- how much money you have for vet's bills, insurance, food, toys, etc. There are charities that offer low-cost vet care, but they are limited to certain areas and have financial criteria.

What if I can't have a pet?

If you can't afford a pet, live somewhere you're not allowed one, or you're worried about having times where you're too unwell to care for a pet, there are other options.

The simplest option may be spending time with friends' pets, whether that's walking their dogs, stroking their cats or cuddling their guinea pigs. They might be glad to have someone to pet sit for them while they're on holiday.

If you're missing having a dog in your life, you could sign up with Borrow My Doggy. They connect dog owners to local people who would love to walk or play with a dog. The Cinnamon Trust also needs volunteer dog walkers to help out older people or those with a health condition or disability that means they can't walk their dog as easily anymore. They also need people to foster pets while their owners are in hospital.

Contact a rescue centre near you to see what volunteering opportunities they may have. They may need volunteers to exercise, care for and socialise their pets. You could consider fostering an animal if you're able to have a pet on a short-term basis but can't commit to one long-term. Some shy or scared animals need the peace and quiet of a home while waiting to be adopted.

Source:https://www.mentalhealth.org.uk/a-to-z/p/pets-and-mental-health

Activity 1: Word Jar (a worksheet)

Words Jar

What words can you get from the passage?
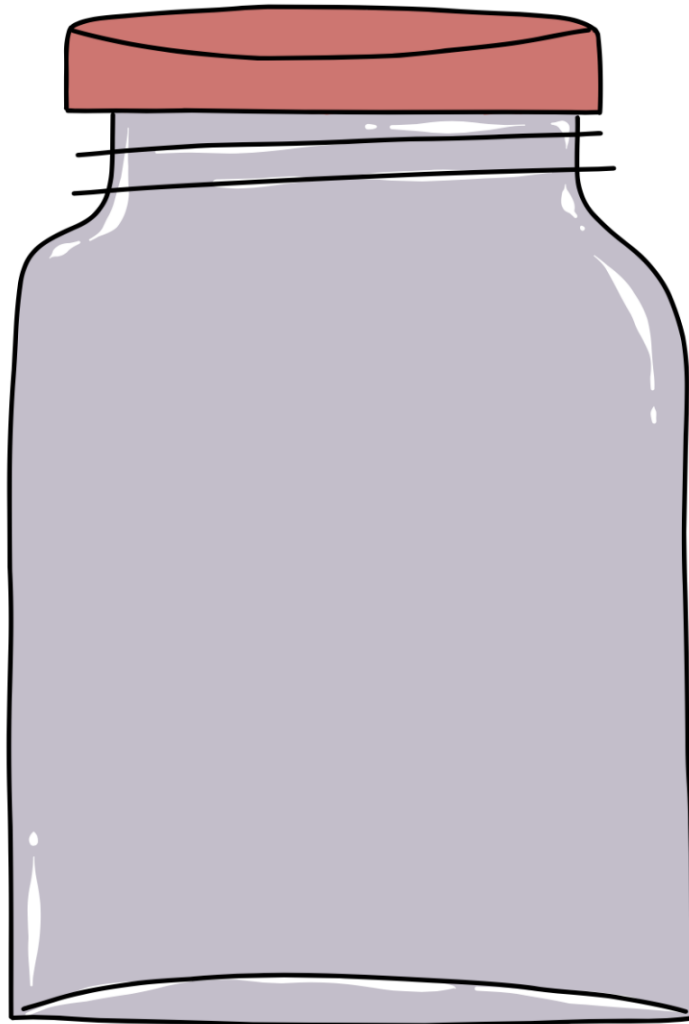
Activity 2: What does it mean? (a worksheet)

WHAT DOES IT MEAN?

List the unknown words from each paragraph.	Guessing meaning of unknown word that you choose from the context.
#Paragraph 1 How can a pet help my mental health?	
#Paragraph 2 How can I choose the right pet for me?	
#Paragraph 3 What if I can't have a pet?	

Activity 3: Word map (a worksheet)

APPENDIX B

An English reading test

English Reading Ability Test

Direction: Choose the best answer

Test	Reading sub-skills
Passage 1 (Item 1-6) Many people who would like to have a dog as a pet get a puppy. There are many reasons why people get puppies. After all, puppies are cute, friendly, and playful. But even though puppies make good pets, there are good reasons why you should consider getting an adult dog instead. When you get a puppy, you have to teach it how to **behave**. You have to make sure that the puppy is housebroken so that it does not go to the bathroom inside the house. You have to teach the puppy not to jump up on your guests or chew on your shoes. You have to train the puppy to walk on a leash. This is a lot of work. On the other hand, when you get an adult dog, there is a good chance that it will already know how to do all of the previously mentioned things. Many adult dogs have already been housebroken. Many adult dogs will not jump on or chew things that you do not want them to jump on or chew. Many adult dogs will be able to walk on a leash without pulling you to the other side of the street. Puppies also have a lot of energy and want to play all of the time. This can be fun, but you might not want to play as much as your puppy does. Puppies will not always sleep through the	

Test	Reading sub-skills
night or let you relax as you watch television. On the other hand, most adult dogs will wait on you to play. What is more, they will sleep when you are sleeping and are happy to watch television on the couch right beside you. There is one last reason why you should get an adult dog instead of a puppy. When most people go to the pound to get a dog, they get a puppy. This means that many adult dogs spend a lot of time in the pound, and some never find good homes. So if you are looking to have a dog as a pet, you should think about getting an adult dog. They are good pets who need good homes. Source: https://readtheory.org/wp-content/uploads/2020/04/6th-Grade-Adult-or-Puppy-Text.pdf	

1. The best topic of the passage is_____.
    a. Adult or puppy
    b. Food for dog
    c. Dog training
    d. Toy for dog
	Reading for topic

2. The main idea of the passage is_____.
    a. Puppy is adorable, friendly, and entertaining.
    b. Many people who want a dog as a pet adopt a puppy.
    c. There are good reasons why you should consider getting an adult dog instead.
    d. An adult dog will wait for you to play.
	Reading for main idea

Test	Reading sub-skills

3. Which of the following statements is FALSE?
 	
    a. An adult dog has already been housebroken.
 	
    b. A puppy does not have a lot of energy.
 	
    c. People must teach a puppy to behave as a good pet.
 	
    d. It is not always possible for puppy to sleep through the night.
	Reading for details

4. The word 'behave' in line 5 is closet in meaning to_____.
 	
    a. act
 	
    b. react
 	
    c. work
 	
    d. respond
	Reading for guessing meaning from context

5. The difference between a puppy and an adult dog is that an adult dog_____.
 	
    a. is not friendly
 	
    b. likes to chew on shoes
 	
    c. will not sleep all night
 	
    d. has a good behavior
	Reading for details

6. Why would people like to get a puppy as a pet?
 	
    a. A puppy needs a lot of attention.
 	
    b. A puppy can wait to play with the owner.
 	
    c. A puppy is cute, friendly, and playful.
 	
    d. A puppy respects the owner more than an adult dog.
	Reading for details

Test	Reading sub-skills

Passage 2 (Item 7-10)
 	
1. THE PLANET IS ONE BIG PARTY.
  Earth is the only planet in our galaxy that can support life. Scientists estimate that <u>Earth</u> is home to about 300,000 plant species, over 600,000 species of fungi, and about ten million animal species. Guess you could say we're the life of the party.
 	
2. EARTH HAS A SUPERPOWER—IT SPORTS AN INVISIBLE SHIELD.
  Earth is surrounded by a cloud of gas called the plasmasphere. This cloud interacts with rings of particles that also surround the planet to create an invisible shield. The "armor" deflects superfast electrons that zip through space and could harm Earth if they were able to enter the **atmosphere**.
 	
3. THIS PLANET IS INTO RECYCLING.
  The ground you walk on is recycled. It starts off as sizzling-hot magma deep within the planet's core. This is pushed up to the surface, where it cools and becomes hard rock. Winds erode the <u>rock</u>, shaving off tiny fragments that get buried back into the earth, where they're reheated into magma. Then the cycle starts again. Good to know Earth is so green.
 	
4. EARTH IS IN THE PERFECT POSITION.
  Earth spins around a tilted axis, or an imaginary line that runs through the planet from the <u>South Pole to the North Pole</u>. If the planet were angled any differently, or if Earth were even just a	

Test	Reading sub-skills
little closer to or farther from the sun, temperatures would shift drastically. And that would make life here impossible. 5. OUR PLANET IS A MYSTERY. About 95 percent of the Earth's <u>oceans</u> (which make up more than 70 percent of the planet) remain unexplored. Scientists estimate almost a million undiscovered species could live in these unseen seas. Some lands, like parts of the rain forests in New Guinea, are also uncharted. This means that many things on Earth have yet to be discovered. Source: https://kids.nationalgeographic.com/5-reasons-why/article/5-reasons-why-you-should-love-earth#:~:text=Earth%20is%20the%20only%20planet%20in%20our%20galaxy,could%20say%20we%E2%80%99re%20the%20life%20of%20the%20party.	

7. What is the main idea of the passage?
    a. There are many reasons to save Earth.
    b. Earth is home of many species.
    c. Earth revolves on its axis.
    d. Many things on Earth are not discovered.
	Reading for main idea

8. What is the cloud of gas that cover Earth?
    a. Oxygen
    b. Plasmasphere
    c. Argon
    d. Carbon dioxide
	Reading for details

Test	Reading sub-skills

9. If Earth were closer to the sun, _____.
 	
    a. The cycle of Earth will stop.
 	
    b. Surface on Earth will be destroyed.
 	
    c. Some animals will be died.
 	
    d. The temperatures will change extremely.
	Reading for details

10. What is 'atmosphere' in line 9 means_____.
 	
    a. Galaxy
 	
    b. Earth's surface
 	
    c. Type of species that live on Earth
 	
    d. The mixture of gases around Earth
	Reading for guessing meaning from context

Passage 3 (Item 11-14) Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay? **Where to stay** The Khao San Road was a famous traveler spot even before Leonardo di Caprio's character in the film *The Beach* stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.	

Test	Reading sub-skills
How to get around Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market. Source: https://learnenglish.britishcouncil.org/skills/reading/b1-reading/a-travel-guide	

11. What is the best title of this passage?
 	
    a. Thai culture
 	
    b. Street food in Bangkok
 	
    c. People in Bangkok
 	
    d. Traveling in Bangkok
	Reading for topic

12. Where is the famous road of traveler spot in Bangkok?
 	
    a. Chatuchak road
 	
    b. Khao San road
 	
    c. Sukhumvit road
 	
    d. Phra Kanong road
	Reading for details

| Test	Reading sub-skills
13. What are two better ways to get around Bangkok? a. Taxi and bus b. Motorcycle and bicycle c. Car and tricycle d. Boat and Skytrain	Reading for details
14. What is the main idea of this passage? a. Bangkok is famous city. b. Bangkok is one of beautiful city. c. Bangkok is an exciting city with plenty of things to see and do. d. Bangkok is land of smile.	Reading for main idea

Passage 4 (Item 15-20)
 	
     Animation is the art and science of making pictures, or images, appear to move. Animated movies and <u>television</u> shows are popular forms of entertainment. There are two basic types of animation: traditional animation and computer animation.
 	
Traditional Animation
 	
     Movies and television shows made with traditional animation are also called cartoons. Teams of artists create them one picture at a time.
 	
     Thousands of drawings are needed for only a few minutes of animation. Each drawing is a bit different from the one before it. For example, to show a character walking, the first drawing might show the character with both feet on the ground. The next drawing might show the knee with a tiny bend and the foot	

Test	Reading sub-skills
slightly off the ground. In the third drawing, the knee might be bent more and the foot might be a little farther off the ground, and so on. To save work and time, artists paint or draw the moving parts of a scene on sheets of clear plastic film. They place a drawing of the parts of the scene that do not move under the clear film. In this way they do not need to redraw the background in every picture. Then filmmakers use a special camera to take a picture of each drawing on its background. Each of these pictures is called a frame. The camera records the frames one after another on long strips of film. To make the images move smoothly, 24 frames are needed for every second of film. Filmmakers can also create animation with **figures** made of clay or other materials. Instead of drawing thousands of images, they take many photographs of figures set up in a scene. They move the figures slightly between each photograph. Computer Animation Computers have made animation a faster process. They can produce the thousands of pictures needed for an animated film more quickly than human artists. Artists can also use computers to create characters, objects, and backgrounds that look more real than drawings do. Today computers are used in almost all animation. Computer animation can be used to make a whole movie or to create special effects in live-action films. Many spacecraft, robots, and monsters in movies are actually computer images.	

Test	Reading sub-skills
Computer animation can be used for more than just entertainment. Scientists use computer animation to show things that people cannot easily see in real life. Such things include the movement of the solar system, weather patterns, and the inside of the human body. Source: https://www.britannica.com/art/animation	

15. What is the main idea of the passage?
 	
    a. Traditional animation and computer animation are the two main styles of animation.
 	
    b. Popular types of entertainment include animated movies and tv shows.
 	
    c. Filmmakers can also create animation with figures made of clay or other materials.
 	
    d. Computer animation can be utilized to develop a complete movie.
	Reading for main idea

16. Traditional animation are also called_____.
 	
    a. Films
 	
    b. Movies
 	
    c. Cartoons
 	
    d. Graphics
	Reading for details

Test	Reading sub-skills

17. Which of the following statements is TRUE about computer animation?
 	
    a. Computer animation can be used for entertainment only.
    b. Computer animation can create special effects in live-action movies.
    c. Computer animation cannot design robots.
    d. Computer cannot create characters that look more real.
	Reading for details

18. What is the best topic of this passage?
    a. Traditional animation
    b. Computer animation
    c. Film
    d. Animation
	Reading for topic

19. What is 'figure' in line 21 means_____.
    a. Reflection
    b. Imagination
    c. Surface
    d. Illustration
	Reading for guessing meaning from context

20. How many types of animation are there?
    a. 4 types
    b. 2 types
    c. 7 types
    d. 9 types
	Reading for details

APPENDIX C

A Questionnaire to Examine Learners' Attitudes toward Learning Reading through VTS
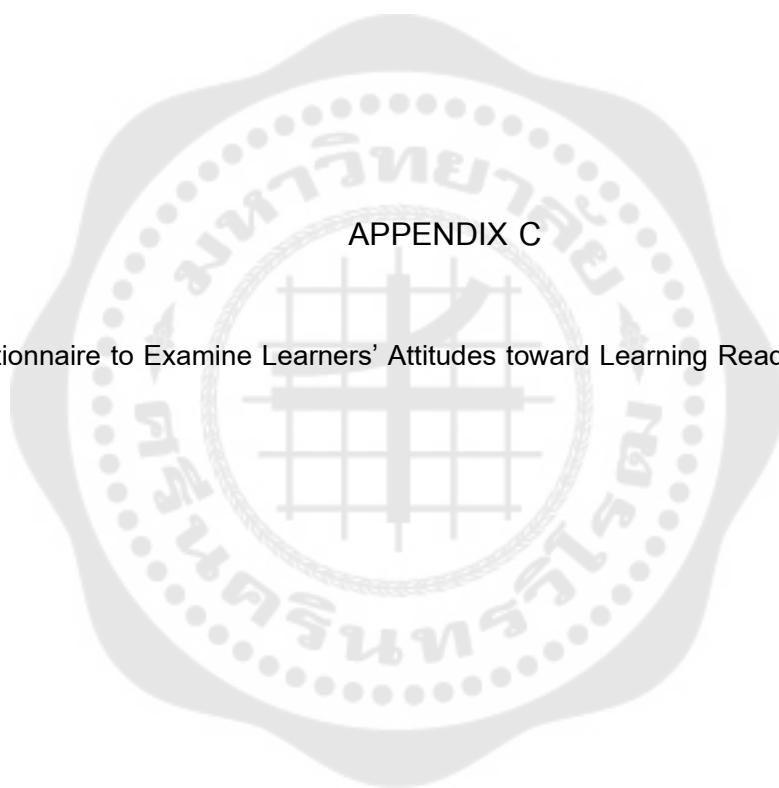
A questionnaire

Learners' Attitudes toward using Visual Thinking Strategies to Enhance Reading Ability

Please ✔ the choice of the following statements that is closet to your attitudes.

Items / Statements	Rating Scale				
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1. VTS in class allowed me to practice more reading skills.					
2. VTS in class were not useful to improve my reading skills.					
3. I enjoyed doing VTS in reading class.					
4. VTS in reading class were too difficult.					
5. Learning reading skills through VTS wastes my time.					
6. VTS helped to increase my confidence.					
7. I wanted to study English subject because I liked VTS in class.					
8. VTS in reading class were boring.					
9. The teacher's techniques were ineffective in improving my reading skills.					
10. I could apply VTS to my daily reading.					

APPENDIX D

A semi-structured interview

INTERVIEW

Ask five volunteers from each group about learning reading through Visual Thinking Strategies

1. How do you feel about activities in class?

_____

_____

_____

2. Does Visual Thinking Strategies help you to improve reading ability?

_____

_____

_____

3. What are the benefits that you gain from learning reading through Visual Thinking Strategies?

_____

_____

_____

VITA

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