



THE EFFECTS OF THE COR TEACHING METHODOLOGY
ON EFL STUDENTS' READING COMPREHENSION



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2020

ผลของวิธีการสอนแบบ COR ที่มีต่อการอ่านเพื่อความเข้าใจ
ของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ



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A Master's Project Submitted in Partial Fulfillment of the Requirements
for the Degree of MASTER OF ARTS
(English)

Faculty of Humanities, Srinakharinwirot University

2020

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THE MASTER'S PROJECT TITLED
THE EFFECTS OF THE COR TEACHING METHODOLOGY
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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE MASTER OF ARTS
IN ENGLISH AT SRINAKHARINWIROT UNIVERSITY

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Degree	MASTER OF ARTS
Academic Year	2020
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Nowadays, English reading plays an important role in EFL learning; however, many studies have indicated that the English reading comprehension of Thai students was at a low level. This research study was designed to study the effectiveness of the COR teaching methodology. The objectives were to study the effects of COR teaching methodology, as follows: (1) the reading comprehension of EFL students, (2) to compare the effects of the COR teaching methodology on the reading comprehension of higher proficiency and lower proficiency students; and (3) to study the opinions of students about the COR teaching methodology. The participants were sixty Grade Seven students in a secondary school in Bangkok, Thailand. They were selected via simple random sampling and divided into two groups: higher and lower proficiency students. The instruments included lesson plans, an English reading comprehension test and the reflections of the students. The mean scores, standard deviation, a *t*-test analysis, and the analysis of covariance were used to analyze the quantitative data, while content analysis was used to analyze the qualitative data. The results showed that the post-test reading comprehension mean score ($M=15.05$) was significantly higher than the pre-test mean score ($M=11.80$) ($t=16.270$) at a level of .001. Moreover, there were no statistically significant differences ($F(1) = .002, p > .05$) in the effects of the COR teaching methodology on higher and lower proficiency students. It was pointed out that the COR teaching methodology was effective with students from different reading comprehension level. Additionally, the results from their reflections showed that students had positive opinions about the COR teaching methodology. They reported that this methodology helped them better understand reading passages and classroom activities. This study points out that the COR teaching methodology can be an alternative method to enhance English reading comprehension.

Keyword : COR teaching methodology, Reading comprehension, Reading teaching, EFL learners

ACKNOWLEDGEMENTS

The master project cannot be successful without the incorporation of many people who supported me. Therefore, I would like to take this opportunity to express my appreciation. First, the deepest appreciation for my advisor, Assistant Professor Dr. Supaporn Yimwilai who always provided me advice and suggestions, and warm support. Without her, I could not complete my project and my goal of education. Secondly, I am also grateful to my thesis committees: Assistant Professor Khomduen Phothisuwan and Dr. Watthana Suksiripakonchai who kindly gave me comments and suggestions to improve my master project. Besides, I would like to thank my mother, Mrs. Jirhasudha Phieanchang and my father, Mr. Milin Phieanchang who supported me and encouraged me when I faced the difficulties.

THANAHNAHPHATT PHIEANCHANG

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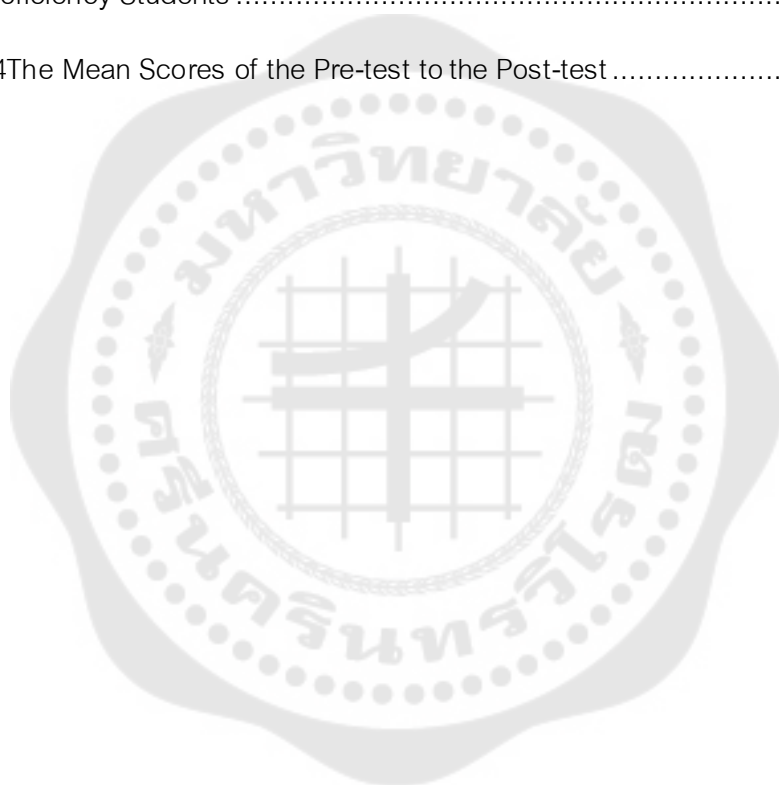
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CHAPTER 1

INTRODUCTION

Background

Among the four language learning skills, reading is the most vital because it plays a leading role in the development of the other language learning skills. As mentioned by Keyser (2015), reading improves spelling, which is important for writing skills, and expands vocabulary knowledge, which is important for writing and speaking skills. Reading texts is one of the best ways to build more extensive vocabulary (McGahhey, 2019). Reading is used for several purposes in everyday life, such as to gather information, comprehend instructions, and better understand specific topics. Reading is also used for entertainment and to keep in touch with others (e.g., via email). In fact, reading is considered an essential skill for everyday life. Consequently, when it comes to reading and language learning, it is crucial that learners read a variety of texts, including brochures, maps, stories, articles, poems, and diagrams (Hedge, 2000 as cited in (Madani, 2017).

Nowadays, the ability to read English plays a very important role. According to *Inlingua* (2019), to achieve career or educational goals in English-speaking countries, the ability to read English is necessary, especially when it comes to formal communication like business emails and textbooks. Pangsapa (2012) claimed that reading is essential to access information in school and in the workplace. Due to the significant political, social, economic, scientific, and technological transformation of the last few decades, many jobs require English reading skills. In fact, Hiranburana (2017) noted that English is the most common language used for communication (especially formal communication) in multinational trade between Thai organizations and their partners. Furthermore, according to *Bangkok Post Newspaper* (2019), English is the main language used on the internet. Therefore, the ability to read English is essential to

fully access the internet. As a result, the ability to read English has become a necessary skill for many non-native English speakers.

Unfortunately, many studies have found that English reading ability is at an unsatisfactory level for most Thai students. Thongyon and Chiramanee (2014) found Thai students at all levels of education have problems reading in English. Meckhayai and Puthong (2004) reported that English reading capabilities of graduate students at Maejo University were below average, noting that the students were unable to comprehend content written in English on webpages, in academic literature, and in textbooks. According to Chawwang (2008), most Thai students in secondary school have English reading comprehension problems and substandard reading abilities. Furthermore, Prom-D (2012) stated that some secondary school students have difficulties in reading for main idea and reading for details. These findings indicate that Thai students have a deficiency in English reading.

The problem of low English reading ability stems from ineffective teaching methodology. According to Chandavimol (1998), using an unsuitable teaching methodology causes students to fail to understand texts, which has led to many Thai students' poor reading ability. Most Thai teachers have used the traditional teacher-centered methodology for quite some time (Saengboon, 2017). In this approach, the teacher is the main authority figure in the classroom and the learners play a passive and receptive role, listening as the teacher instructs. This method does not facilitate reading skills because the students do not have the opportunity to participate in class activities or share their opinions (Roeland, 2018). In addition, Thai instruction is used by some teachers throughout their English lessons, so the students are, in fact, studying English without practicing their English language skills (Roeland, 2018).

Many educators believe that there are advantages to use a student-centered learning approach. Wright (2011) claimed that a student-centered approach helps students succeed because it gives students a chance to learn by doing. In this methodology, teachers move from center stage to the sidelines and act more like a coach (Wright, 2011). Moreover, Froyd and Simpson (2008) noted that student-centered

learning was found to be more enjoyable than a teacher centered approach. According to the *National Institute for Science Education (College Level One)*, interviews revealed that student-centered learning can positively affect learners' attitudes. The evidence indicates that student-centered learning can help students successfully meet educational objectives.

A specific student-centered approach that can enhance reading ability is the COR teaching methodology. The COR teaching methodology is a teaching technique designed by Gary Woolley (2008) and based on Bloom's Taxonomy (1956). This methodology is student-centered and encourages students to actively participate in classroom activities. The COR methodology is divided into three stages: C-Consider, O-Organise, and R-Reflect. The first stage, C, aims to build on students' prior knowledge, including background knowledge and vocabulary prior to reading the text. The O stage uses a cooperative learning strategy in which students read the passage as a group. The R stage is all about making a connection by applying the information from the text to a real-life situation. There are limited studies on the effectiveness of the COR teaching approach in Thailand; therefore, this study aims to investigate the effects of the COR teaching method on Thai EFL students' reading comprehension.

Objectives of the Study

The objects of this study are as follows:

1. To study the effects of COR teaching methodology on EFL students' reading comprehension
2. To compare the effects of the COR teaching methodology on high proficiency students' reading comprehension to lower proficiency students
3. To study the students' opinions about the COR teaching methodology

Research Questions

1. What are the effects of the COR teaching methodology on EFL students' reading comprehension?
2. Are there any differences in the effects of the COR teaching methodology on the reading comprehension of high proficiency students and lower proficiency students?
3. What are EFL students' opinions about the COR teaching methodology during the reading teaching?

Significance of the Study

This study will provide information about reading teaching methodology. Readers and teachers will understand the advantages of the COR teaching methodology more. Moreover, this study will provide a guideline for other studies on improving Thai students' reading comprehension. Furthermore, the students who study through the methodology would develop their reading comprehension and increase positive opinions about reading comprehension toward the activities in each stage of COR methodology.

Scope of the Study

The participants in this study were sixty seventh-grade students in a secondary school in Bangkok, Thailand. The participants were all in experimental groups and were taught by the COR teaching methodology. This study focused on teaching reading comprehension through the COR teaching methodology.

Definition of terms

The terms used specifically in this study are defined as follows:

The COR teaching methodology is the teaching process that scaffolds learning and structures on prior knowledge at the previous stage of the procedure, which is based on Bloom's Taxonomy. The COR teaching methodology is divided into three parts: Consider, Organize, and Reflect.

Reading comprehension refers to the ability to understand the text that has been read and what the writer conveys to the readers. In this study, reading comprehension includes 4 reading sub-skills; reading for topics, reading for the main idea, reading for details, and reading for determining the references of pronoun.

English as a foreign language learner (EFL) refers to non-native English speakers who learn English in the countries which English is not the primary language to communicate in everyday life.



CHAPTER 2

REVIEW OF THE LITERATURE

The objective of this study was to study the effects of COR teaching methodology on EFL students' reading comprehension and to study the students' opinions about the COR teaching methodology. This chapter provides a review of definition of reading, reading comprehension, models of reading process, reading comprehension skills, factors affecting reading comprehension, definition of EFL learners, differences between EFL and ESL, the COR teaching methodology, and related research.

Reading

Many experts have proposed a definition of reading. Reading is the processing that readers use to attain messages which a writer conveys through words (Tarigan, 2008). Nuttal (2002) claimed that reading is an outcome of a process between writers and readers, and it is a means through which readers get the message from the writers. According to Songsiengchai (2010), reading is a process of how readers construct meaning from the information which is written by the writer. Sandhu (2016) said reading is a cognitive process associated with decoding the meaning from the text, and also a thinking process in which readers use their background knowledge to understand the meaning of the text. Moreover, Suwancharoen (2016) said that reading is an interaction in which readers construct the meaning or obtain the information from the text. In the same way, reading is an interactive process associated with building up the meaning of

the text—the text collaborates with the readers to acquire the meaning from the texts (Chuamkklang, 2010).

In conclusion, reading is a process to decode the meaning of the text by the readers, and to get information from the writers by obtaining the messages in the text.

Reading Comprehension

Reading comprehension has been defined in many ways by many experts. Anderson (1999) claimed that reading comprehension is an active and fluent process that relates to the text, the readers, and prior knowledge to build the meaning of the reading. Additionally, Pearson et al. (1991) defined reading comprehension as an ability to understand the text and interpret its meaning correctly, and this interpretation is based on the prior knowledge of the readers. Furthermore, reading comprehension refers to the process of reading when readers identify the letters, words, and sentences that lead to understanding by using prior knowledge (Goodman, 1967). In addition, Dean (2019) mentioned that reading comprehension is a way in which students comprehend their reading. He also added that asking comprehension questions is one simple way to know how students are able to understand the texts. According to Suwancharoen (2016), reading comprehension is to understand the meaning of the text by using reading comprehension skills, including reading to identify the topic, reading to identify the main idea, reading for details, reading to guess meanings by using context, and reading for determining the references of pronouns. In the same way, Kirby (2007) said that reading comprehension is the procedure to understand the texts that we read. Moreover, Snow (2002) claimed that reading comprehension refers to the process that consists of three components, including the text, the reader, and the activity, and it is the process where readers get the important points of the text and create the meaning through interaction and relation with written language. Similarly, Samaikomsun (2012)

also claimed that reading comprehension is a complex process, and that readers are required to have reading skills to understand a text.

In conclusion, reading comprehension is a process that consists of the text, the reader, and the prior knowledge to interpret the meaning of the text and comprehend the passage correctly. It is an ability to understand the text that has been read and what the writer conveys to the readers.

The Models of Reading Process

The models of reading process, including the bottom-up, top-down, and interactive models, have been classified by many experts (Aebersold & Field, 1997; Anderson, 1999).

The bottom-up model is a process where the reader decodes the linguistic units and constructs meaning, going from small units to large units (Carrell, 1989). The model concentrates on decoding the text, going from letters to vocabulary to meanings (Yaemtui, 2015). It is a text-driven model due to the fact that the model relies on the information from the passage (Chuamklang, 2010; Devine, 1986; Yaemtui, 2015). Furthermore, while decoding the text, the reader's background knowledge is applied to the information that the reader detects in the passage (Chuamklang, 2010). Alternatively, the readers' use of the bottom-up model will only be effective in reading if the readers accurately decode the semantic units and understand the relationship between terms. Unfortunately, without the prior knowledge, even if readers can read the text accurately and decode the linguistic units, the reader cannot truly understand the text (Chuamklang, 2010). In conclusion, reading comprehension through the bottom-up model relies on how the readers understand and construct the meaning of the text.

The top-down model that introduced by Goodman (1967) has a concept similar to the psycholinguistic guessing game. In this model, readers use prior knowledge to link a text that they read, and it leads to unexpected and different information found from the text. The top-down model is a reader-driven model based on the readers' interests and knowledge (Yaemtui, 2015). Readers skim the larger units of the texts and apply their prior knowledge with the information that they have just read from the passage, instead of reading every single word in the passage (Yaemtui, 2015), to comprehend the text. The model consists of the reading process, making predictions, and processing information (Pandet, 2008). In addition, Li et al. (2007) claimed that the top-down model is a reading process that requires a general prediction related to a schema. The readers might use the title of the passage to predict what the text is about from the beginning. Unfortunately, in this model, that causes the limitation of the reading scope (Nuttall & Alderson, 1996). Thus, each reader's experience and prior knowledge lead to the differences of understanding of the same passage (Yaemtui, 2015).

The interactive model is a combination of the bottom-up process and the top-down process. Carrell (1988) claimed that this is the most effective reading process. Grabe (as cited in Anderson, 1999) mentioned that sometimes the meaning of the text does not exist in the text because it does not exactly mean as the text says, so readers' prior knowledge and experience will assist readers to understand what the text really does mean. For instance, people read a text and interpret word by word, which is a bottom-up reading model, but if they do not understand the text, they might use prior knowledge to help them to comprehend, which is a top-down reading model (Stanovich, 1980, as cited in Chuamklang, 2010). Therefore, successful comprehension of a reading text through the interactive model is achieved by decoding the text precisely and bringing prior knowledge to help the readers truly understand the text.

In short, the process of a reading model helps readers to be successful in reading texts. The bottom-up reading model is to decode the text from small linguistic units to large ones. It relies on only the written information, while the top-down reading model is related to background knowledge. That is a reading outcome occurring from the text and readers' background knowledge. Lastly, the interactive reading model, which is considered the most effective, is a combination of the bottom-up model and the top-down model.

Reading Comprehension Skills

To comprehend texts, reading comprehension skills are essential for readers. The reading comprehension skills are as follows.

Reading for topics is to identify a subject which is the general title of an entire paragraph. Gocer (2014) and Suwanchaoen (2016) mentioned that reading for topics is one of the reading comprehension skills. Moreover, Kirby (2007) said that locating the topic of the paragraph can help readers understand the point of the writer easier. Furthermore, Prom-D (2012) claimed that identifying the topic of the paragraph helps readers get the main idea of the paragraph.

Reading for the main idea is when the readers can locate a statement which is the most significant idea of a paragraph that they have read (Bartlett, 1995, as cited in Wood, 1994), because it is the center of a paragraph, and all the sentences in the paragraph should support the main idea. The capability to identify main ideas in the text is a key of reading comprehension skills (Aulls, 1978; Harris & Sipay, 1980; Jolly, 1974, as cited in Hare & Milligan, 1984), because the main idea helps readers remember and comprehend the texts that they have read (Prom-D, 2012). In addition, Kamil (2008) also mentioned that identifying the main idea is one of the reading skills that is essential for EFL students.

Reading for details is when the readers specify information stated in the text, such as the place, the time, or the characters of the story (Barrett, 1976; Wood, 1994). It is also an example of the topic or explanation of the main idea (Boudah, 2014). Furthermore, it is vital for students who study English as a foreign language because reading for details helps readers understand the details of passages (Kamil, 2008; Suwancharoen, 2016).

Reading for determining the references of pronouns is to identify the words that pronouns replace. As mentioned by Kamil (2008), determining the references of pronouns is also one of the reading comprehension skills that are important to EFL students. It is vital to determine the references of pronouns correctly because it plays a significant role in making understandable discourse (Gordon & Chan, 1995). Determining the references of pronouns is essential because readers who cannot determine the meaning of pronouns in the text may struggle to understand what they have read (Kral, 2004), and this may be a problem in reading comprehension.

In sum, reading comprehension skills that can help readers comprehend the texts include reading for topics, reading for the main idea, reading for details, and reading for determining the references of pronouns.

Factors Affecting Reading Comprehension

Many factors can help students achieve reading comprehension.

Firstly, the quality of the reading material affects readers' comprehension. Some texts are written better, clear, well organized, and easy to understand, but some texts are more complex, poorly structured, and complicated to understand than others. The more inconsiderate the material, the more work (either experience, skills, or passion) the readers require to understand and overcome the difficulty and to comprehend the contents that are represented in the material (Lenz, 1999). Furthermore, Dean (2019)

mentioned that using reading materials that students enjoy reading can improve engagement. In addition, Kirby (2007) said that, if the content of the text is not appropriate for students, they can lose interest in reading it.

Secondly, the teaching methodology has impacts on the procedures of improving reading comprehension. Different teaching methodologies may have strongly different effects on the students' reading development (Congo, 1997). Taylor et al. (2003) say that a teaching technique is essential to the students' achievement. According to Abdullah (2005), using inappropriate ways of teaching can affect students' reading comprehension, and this makes the students struggle to comprehend the text that they have read. On the other hand, a good teaching technique can promote reading comprehension (Alderson et al., 2000).

Thirdly, readers' knowledge is one of the important factors. Readers' knowledge, including vocabulary and background knowledge, have directly affected reading comprehension (Stahl et al., 1991). Additionally, the readers who use background knowledge in their reading comprehension can understand the text better because it helps readers interpret the text (Anderson & Pearson, 1984). Moreover, when the readers remember the details or the information that they have read, this can be the background knowledge which helps them understand what they are going to read, and their background knowledge can become new things (Bartlett, 1995). Furthermore, vocabulary knowledge helps readers to understand the text more (Li & Zang, 2016). As Ajideh (2006) mentioned, being familiar with vocabulary in the text helps readers accomplish reading comprehension. Thus, the greater the vocabulary and background knowledge that readers have, the better the readers understand the text that they have read (Alfassi, 2004). In contrast, it is difficult for readers to comprehend the texts if they have lots of unknown words or concepts (Kirby, 2007).

Fourthly, readers' attitudes influence reading comprehension. Attitudes are a highly important factor affecting reading comprehension (Geng, 2015; Wutthisingchai & Stopps, 2018). Good attitudes can help readers perceive and remember things better. Alexander and Filler (as cited in Avallone, 2005) stated that reading attitudes are an organization of feeling for reading and causes readers to access or avoid a reading situation. Moreover, attitude is one of the major factors that improves and affects learning achievement. As Avallone (2005) mentioned, students who have positive attitudes toward reading are likely to develop reading progress. Besides, Kirby (2007) said that the factor that has much effect on reading comprehension is motivation and interest.

Finally, surrounding environments have an impact on a reader's achievement in reading comprehension. Development of students' reading may be impacted by external factors (Dong et al., 2018). Yao and Renaud (2016) mentioned that environments have an effect on students' reading abilities. Environment can help to promote reading comprehension (Dong et al., 2018). For example, a serene and organized place can help readers have a better reading ability (Dennis, 2008). On the other hand, a poor learning environment can cause students to have problems in understanding the text that they read (Europeas & Eurydice, 2011).

In summary, many factors can affect reading ability. These factors include reading materials, teaching methodology, reader's knowledge, reader's attitudes, and the surrounding environment.

English as a Foreign Language Learners

English as a foreign language learners (EFL) has been defined in many ways by many experts. EFL is used to describe the study of English by non-native English speakers (Nordquist, 2020). Similarly, Iwai (2011) claimed that EFL means to learn

English in non-native English-speaking countries. Paulston (as cited in Tarnopolsky, 2002) also mentioned that EFL means that English is not used as the main language to communicate in the country.

EFL learners are those for whom English is not their first language or the official language of their countries (like Thailand), and this means English is not imperative for everyday life communication (Si, 2019; Berns, 1990, as cited in Tarnopolsky, 2002). Moreover, Tarnopolsky (2002) claimed that EFL learners rarely use English in daily life: they use English only in class, and English is scarcely used outside.

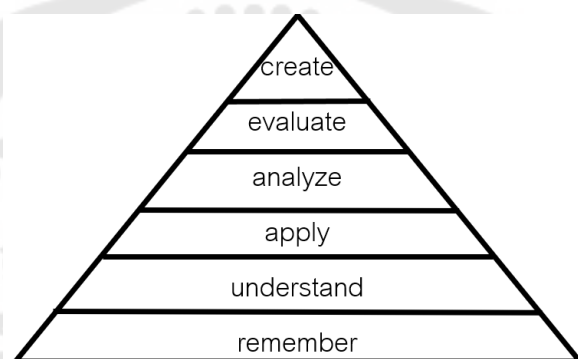
In conclusion, English as a foreign language learner means that non-native English speakers learn English in the countries which English is not the primary language to communicate in everyday life.

Differences between EFL and ESL

EFL learner is different from ESL learner. ESL stands for English as a second language, and EFL stands for English as a foreign language. Stern (1983 as cited in Si, 2019) indicated that the differences between ESL learners and EFL learners are their language roles, learning objectives, environment, and methodology. Stern (1983) also mentioned that ESL learners mean the students who use English the same role as a native language or learn English where English is the predominant language, while EFL learners refers to the students who have to read English documents and to communicate with native English speakers. Moreover, according to the study of Longcope (2009), ESL learners had higher proficiency learning English than EFL learner. He mentioned that ESL learners have more interactions with English in class and they have more opportunities to use English because English plays an important role, while EFL learners have less chance to use English, so these lead ESL learners to be more proactive in language learning (Longcope, 2009)

The COR Teaching Methodology

The COR teaching methodology was developed by Gary Woolley in 2008. According to Woolley (2008), the COR teaching methodology refers to a teaching methodology based on Bloom's Taxonomy. Bloom's Taxonomy (Bloom & Krathwohl, 1956) is a classification of educational learning objectives. There are six levels, and each level is ordered by how people learn. It is also organized into three domains: cognitive, affective, and psychomotor.



Figures 1 Bloom's Taxonomy (Anderson & Krathwohl, 2001)

The COR teaching methodology is divided into three stages: Consider, Organize, and Reflect (Woolley, 2008). The first stage of the COR teaching methodology is C, which stands for Consider. This stage is related to the first and most basic level of Bloom's Taxonomy. It is about recognizing related knowledge from long-term memory. The aim of this stage is to build the students' prior knowledge, including background knowledge and vocabulary, before reading. Building prior knowledge will help readers understand the text more. The most important things to make readers understand reading comprehension exercises are vocabulary and prior knowledge (Willingham, 2014). Thus, how much the readers comprehend the text depends on how much prior knowledge relating to the topic students have (Sedita, 2018). That is, if readers have built up prior knowledge and vocabulary before reading a text, they will understand the

text more. Therefore, teachers need to activate prior knowledge. Activating prior knowledge means the activities that are used to pull out what the students have already known about the topic. To achieve this aim, the teacher can have students skim and scan the text and predict what it is about. Also, the teacher can use questions to activate their prior knowledge, provide some knowledge to learners, and help them predict the text. In addition, teachers can use questions to encourage students to participate in class activities: for example, what clues does the title give you about the text? what do you already know about the topic? what predictions can you make? and why are you reading this text? To perform a task? To gain information? To be entertained? Moreover, teachers can ask students to predict and set a goal before they read.

The second stage is O, which stands for Organize. This stage is related to the second level of Bloom's Taxonomy. It is about determining the meaning of information. Students can interpret, compare, contrast, classify, and explain what they have read at this level. Students can read to get the "gist", which means the main idea or purpose of the text. In this stage, students will have a chance to read a passage in a group; this is a strategy called cooperative learning. Cooperative learning is a teaching strategy in which small groups, with students of different levels of ability, use a variety of learning activities to improve their understanding of the content (Johnson, 1992). Cooperative learning is beneficial for two reasons. First, students can share their own skills and knowledge, so this will increase their understanding of the content (Ryan et al., 2004). Cooperative learning, or learning in a small group, also increases feelings of personal responsibility to the group (Johnson & Johnson, 1999). In the O stage, the teacher can use questions to guide learners to get the gist or main idea when they read the text. Some examples of questions include the following: what did you learn from what you just

read? can you predict what could happen next? what is the main idea? can you summarize it?

The last stage is R, which stands for Reflect. After finishing reading, students need to summarize, create, and relate the text to their real life, as well as apply what they have read in the situation. This stage is related to the rest of the levels of Bloom's Taxonomy, which are applying, analyzing, evaluating, and creating. These are all about applying the information into a situation and putting elements together to form a new thing. To apply what they have read in the situation, teachers can ask students to create new things from the text that they read. For example, they can make a poster with information from what they read, or they can solve some simulations which are related to the passage. When the readers know that they can use the things that they read, they will be interested in reading more, and this stage helps them know the importance of reading and the reason why they should read. There are some questions that teachers can use in this stage: what predictions were confirmed? what details in the text confirmed them? what were the main ideas and themes presented in the text? how did the author present information? and what connections did you make to the text?

Tables 1 Stages of the COR teaching methodology drew on a set of skills (Troegger, 2011)

Before	During	After
Consider(factual) Skim, scan, visualize	Overview Gist, compare and contrast	Review (factual) Summarise, visualise, graphic organizer
Conceptualise (conceptual) Discuss: vocabulary and genre	Organise Clarify, question, elaborate	Relate (conceptual) Extend, relate, create

Tables 1 (Continued)

Before	During	After
Contrive (metacognitive) Negotiate, predict, set goals	Observe Monitor goals: process and product	Revise (metacognitive)

Advantages of the COR teaching methodology

According to Woolley (2011) and Troegger (2011), there are many good points of the COR teaching methodology. First, this methodology supports the teachers in analyzing the intellectual level of students. This will help teachers to provide questions that are appropriate for each level of educational learning objectives, so that the questions can improve students' literacy skills and understanding.

Next, this methodology allows students to be active researchers and supporters of the implementation of conscious thinking. In this procedure, teachers do not just provide the information to the students, but also provide questions to activate the students. Activating students causes the students to think consciously. Furthermore, the activities arranged in the procedure, such as working as a group, predicting from the text, and sharing opinions, also help the students to be active (Troegger, 2011).

Finally, this methodology enhances students' reading comprehension. Teachers activate students' prior knowledge, which is essential for the students to read a text. Due to the first stage of the methodology, the students activate their prior knowledge. The reason is that the prior knowledge influences the students' content prediction, so students are able to comprehend the text more. Moreover, in the second stage, students read in a group, so they have a chance to discuss and share opinions with friends, and this can increase their understanding of content. Reading together improved students' reading ability because students help each other to comprehend the text. In addition,

learners have a chance to create an idea to complete an assignment during the last stage (Troegger, 2011). They need to apply their prior knowledge and their new learning to complete their activity.

Related Research

There are many research studies on reading comprehension. Habeeb and Abbas (2018) investigated the effects of SQ3R strategy on Iraqi EFL students' reading comprehension. The participants were randomly selected from female preparatory school students in the city of Baghdad, and they were divided into two groups including experimental group and control group. The study lasted fifteen weeks. The instruments were lesson plans which is based on SQ3R strategy including five steps: survey, question read, recite and review and reading comprehension test. The result showed that there is a statistically significance difference in EFL students' reading comprehension between the mean scores of the experimental and control group. The experimental group mean score was higher than the control group. Consequently, the experimental group which had been taught by SQ3R strategy was more effective than the traditional methodology which was control group.

According to Megawati (2017), the study is to improve students reading comprehension through grammar translation method. The participants were students studying at tenth grade at Private Vocational High School TaposDepok. The instruments were observation, interview test and discussion. The results showed that the average and percentage students' score increased and this pointed out that grammar translation method improve students' reading comprehension.

Besides, Young (2018) examined the effects of using schema theory and scaffolding techniques on college students' reading comprehension at Lewis and Clark Community College. The study lasted five weeks and the instruments were the

contextualized READ 125-47 course which based on schema theory and scaffolding techniques and reading comprehension test. The result showed that using schema theory and scaffolding strategies to increase students' reading comprehension.

There are a great number of studies on reading comprehension in Thailand. For example, Worakitsawat (2007) examined the effects of Concept-Oriented English Reading Instruction (CORI) on reading comprehension and reading self-efficacy of students in eighth-grade in Chitralada School, Bangkok. CORI is an instructional framework that is designed to engage in the content area and literacy. The CORI framework includes four phases: observe and personalize, search and retrieve, comprehend and integrate and communicate to others. The results showed that the posttest mean score after students had been taught with Concept-Oriented English Reading Instruction, were significantly higher than the pretest mean score. This study evidenced that Concept-Oriented English Reading Instruction can improve students' reading comprehension.

In addition, Samaikomsun (2012) investigated the effects of KWL-plus technique on ninth-grade students' reading comprehension in Watchara o-rot school, Bangkok. KWL is a design that is used to lead students to understand. To use on reading comprehension, there are three stages in the procedure of KWL-Plus technique including Know, Want and Learn. It was found that students' posttest mean score was significantly higher than the pretest mean score. Therefore, the KWL-Plus technique can promote students' reading comprehension.

Furthermore, according to Sukeemok (2012), the study was to investigate the effects of using multiple intelligences theory-based activities on reading comprehension and students' interest of students in matthayomsuksa three at Taweethapisek school, Bangkok. The participants were selected by convenience sampling, and they were all experimental group who was taught by the COR teaching methodology. This study

lasted eight weeks. Lesson plans, reading comprehension test and students' interest questionnaire were used as the instruments. The results indicated that the students' reading comprehension was significantly increased after using multiple intelligences theory-based activities, students' interest was also significantly higher after learning English through multiple intelligences theory-based activities.

Only one research study about the COR teaching methodology has been found. Troegger (2011) is a teacher who implemented the COR teaching methodology as part of a reading hour in year two English native-speaking students. This study was to develop English reading comprehension of year two students. The result showed that implementing the COR teaching methodology was effective for the teaching and learning of comprehension.

In conclusion, there are a lot of studies on reading comprehension both in international countries and in Thailand. However, Thai student's still have reading comprehension problems. Therefore, this study attempted to investigate the effects of the COR teaching method on EFL students' reading comprehension.

CHAPTER 3

METHODOLOGY

The purpose of this chapter is to illustrate the research methodology employed in this study. It begins by presenting the research design, the participants, the research instruments, data collection, and data analysis.

Research Design

This study was one group experimental research design aiming at studying the effects of the COR teaching methodology on English reading comprehension of EFL students and students' opinions about the teaching methodology. This study combined quantitative and qualitative data collection. The quantitative data composed of students' pretest and posttest scores from the English reading comprehension test. The qualitative data composed of the reflection of students' opinions about the COR teaching methodology. The research model was also shown in figure 2

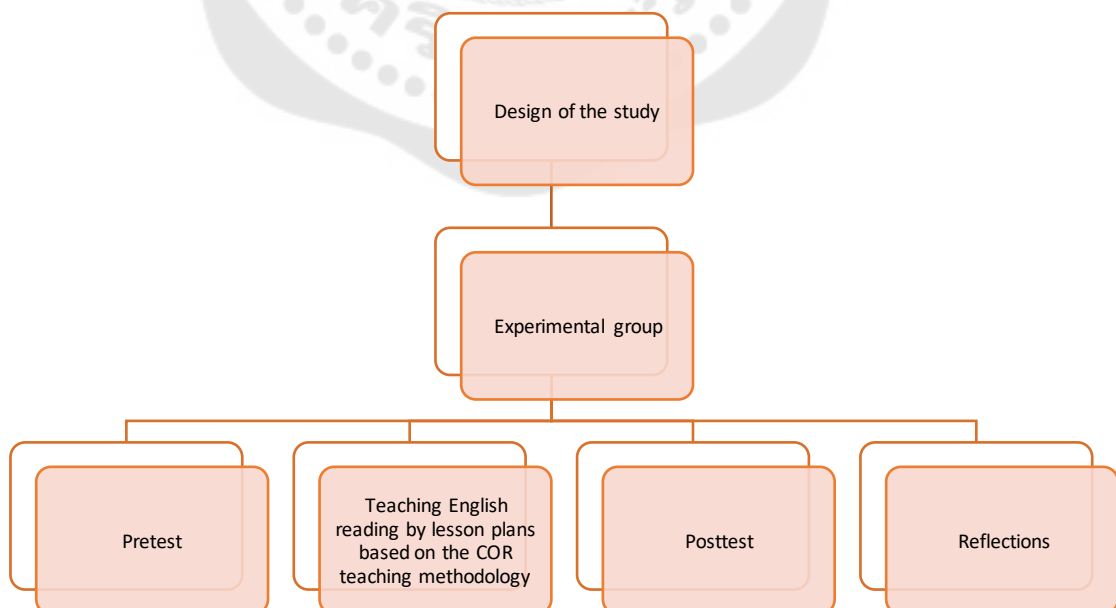


Figure 2 Research Design

Participants

The populations in this study were three hundred and sixty students in seventh-grade at a secondary school in Bangkok, Thailand. The reasons to choose this level were the students in the secondary school are: (a) The appropriate age to implement reading comprehension is between 13 to 15 years old (Wolf, 2008). (b) In secondary school, texts are more difficult and more complex, so the students need more reading skills to understand the text (Quigley, 2018 and Peh, 2015). The participants were sixty seventh- grade students in a secondary school in Bangkok, Thailand. They were selected via simple random sampling and divided into two groups: high proficiency and lower proficiency students. All participants were in experimental groups.

Research Instruments

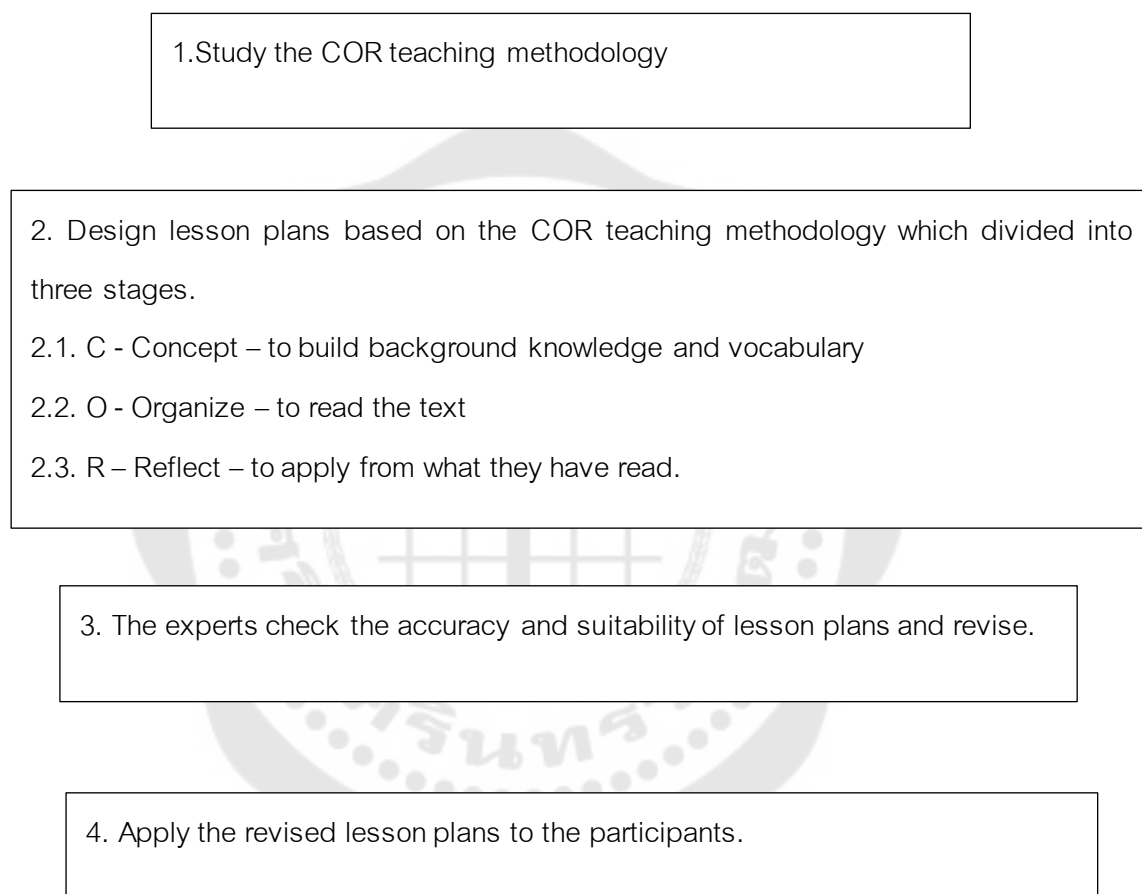
The instruments used in this study consisted of lesson plans based on the COR teaching methodology, an English reading comprehension test and students' reflection. The details of the research instruments are described as follows:

Lesson plans based on the COR teaching methodology

Three lesson plans based on the COR teaching methodology were designed by the researcher and based the COR framework of Woolley (2008). That is, the teaching method was divided into three stages, including C-Consider as an introduction, O-Organise as a practice, and R-Reflect as an application. In C stage, the teacher used questions to activate students' background knowledge and provided knowledge and vocabulary which related to the text. For example, the teacher played a video that related to topic of the text. In O stage, the teacher let the students read the text in groups which is the cooperative learning. While the students were reading, the teachers asked questions to guide students to find the main idea of the passage and helped them to comprehend the text. In R stage, the teacher discussed with the students about

the passage and its connection to students' life. Moreover, the teacher asked students to do the activities which they had to apply the information from the text to their lives.

The procedure to design the lesson plans is shown in figure



Figures 2 Procedure to Design Lesson plans

To determine the validity, the researcher asked specialists in teaching English to determine content validity of lesson plans by using the criteria of index of item objective congruence (IOC). After that, the lesson plans were revised. To determine the reliability, the lesson plans were tried out. The reliability coefficient Cronbach's alpha was used to

analyze the data of lesson plans. The reliability of the lesson plans was 0.74. Therefore, the lesson plans based on the COR teaching methodology were strong enough to employed in this study.

The English Reading Comprehension Test

The English reading comprehension test was designed to measure students' reading comprehension skills before and after the implementation of the COR methodology. These skills include reading for topics, reading for the main idea, reading for details, and reading for determining the references of pronoun. There were twenty multiple-choice items in the test. In order to determine the validity, the researcher asked specialists in teaching English to determine content validity of English reading comprehension by using the criteria of index of item objective congruence (IOC). The specialists reviewed the English reading comprehension test. After that, the test was revised.

To determine the reliability, the English reading comprehension test were tried out with students who were not participants in this study. The reliability of the English reading comprehension test was 0.86 respectively. As the value of Cronbach's alpha was higher than 0.7, the English reading comprehension test were strong enough to evaluate students' reading comprehension.

Reflection

The students were asked to write their opinions about their learning reading through the COR teaching methodology. The students answered the question: "What do you think about learning reading through the COR teaching methodology?" To avoid the language barrier, the writing was in Thai language.

Data Collection

This study lasted six weeks after the consent forms were signed by the students and their guardians. The students were asked to complete the pretest in the first week. After the pretest, the students in both groups were taught English reading by lesson plans based on the COR teaching methodology. After the instruction, the students completed a posttest of English reading comprehension. After that, the researcher asked students to write their reflection about the COR teaching methodology.

Data analysis

The data from the research instruments were analyzed as follows:

Quantitative data analysis

The data from the pretest and posttest of the English reading comprehension were analyzed by mean scores, standard deviations, a *t*-test analysis, and the analysis of covariance. The *t*-test analysis was used to determine whether there were any differences in the mean score of pretest and posttest. The analysis of covariance was employed to study whether there were any differences in the effects of the COR teaching methodology on high proficiency students and lower proficiency students.

Qualitative data analysis

The data from the reflections were analyzed by content analysis.

Ethical considerations

All the students in the study were asked for volunteering to be involved in the study. At the beginning of the study written informed consent from all students and guardians were obtained. Students were informed the nature and purposes of the research. They understood all procedures required in the study and realized that

participating in the study were not disadvantage them, but they gained benefits from participating in this study. They were assured that it is their right to withdraw at any stage of the procedure. Confidentiality and anonymity were assured as all data were kept secretly.



CHAPTER 4

FINDINGS

This study was conducted to examine the effects of the COR teaching methodology on EFL students' reading comprehension. Additionally, it aimed to study the students' opinions about the COR teaching methodology. This chapter focuses on the results of the data analysis. It was divided into two parts: The students' English reading comprehension and students' opinions about learning reading comprehension through the COR teaching methodology

The Students' English Reading Comprehension

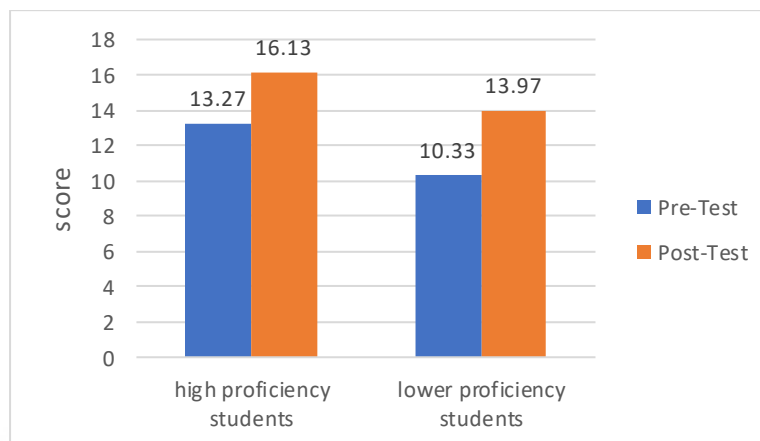
This section provides to answer this first research question: What are the effects of the COR teaching methodology on EFL students' reading comprehension? The data from reading comprehension test were analyzed by mean scores, standard deviations, and a *t*-test analysis. The results are shown in Table 2.

Tables 2 Descriptive Statistic of Students' Reading Comprehension Mean Score

Group	Pretest		Posttest	
	M	SD	M	SD
High Proficiency Students	13.27	1.780	16.13	1.655
Lower Proficiency Students	10.33	1.882	13.97	2.266

The table 2 reveals that the pretest mean score of high proficiency students was 13.27 (*SD*=1.78), and the pretest mean score of lower proficiency students was 10.33 (*SD*=1.882). The posttest mean score of high proficiency students was 16.13

($SD=1.655$), and the posttest mean score of lower proficiency students was 13.97 ($SD=2.266$). The mean scores are also presented in Figure 3.



Figures 3 The Mean Scores of the Pretest and Posttest of High Proficiency Students and Lower Proficiency Students

In order to investigate the effects of the COR teaching methodology on all students' reading comprehension, mean scores, standard deviations, and a t -test analysis were utilized to analyze the data. The findings are presented in Table 3.

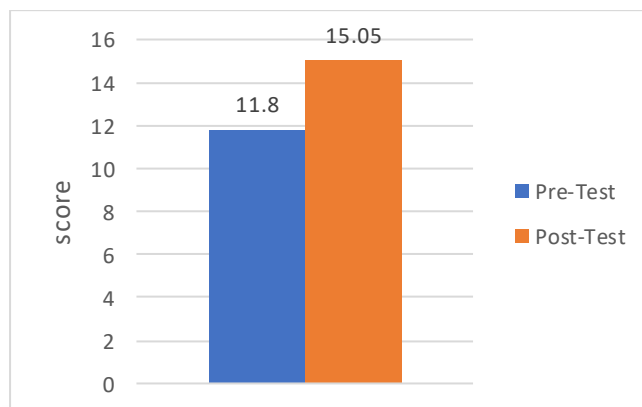
Tables 3 The Comparison of the Pretest Mean Score to Posttest Mean Score

Time	N	Mean	Max	Min	S.D.	t-value	Df	p-value
Posttest	60	15.05	20	9	2.251	16.270***	59	.000
Pretest	60	11.80	18	5	2.342			

*** $p<.001$

Table 3 indicates that there were statistically significant differences in the mean scores of pretest and posttest ($t(59) = 16.270$, $p>.001$). The pretest mean score was 11.80 ($SD = 2.342$) while the posttest mean score was 15.05 ($SD = 2.251$). Therefore, the post-test mean score was significantly higher than the pre-test mean score. The

results suggest that the COR teaching methodology had potential in developing EFL students' English reading comprehension. The results are also shown in Figure 4.



Figures 4 The Mean Scores of the Pre-test to the Post-test

Tables 4 The Comparison of the Pre-test Mean Score to Post-test Mean Score of High Proficiency Students

Time	N	Mean	Max	Min	S.D.	t-value	Df	p-value
Post-test	30	16.13	20	13	1.655	9.368***	29	.003
Pre-test	30	13.27	18	11	1.78			

*** $p < .001$

According to table 4, the results indicate that there were statistically significant differences in the pre-test and post-test mean scores of high proficiency students ($t(29) = 9.368$, $p < 0.001$). The pre-test mean score was 13.27 ($SD = 1.78$) while the post-test mean score was 16.13 ($SD = 1.655$). Therefore, the post-test mean score was significantly higher than the pre-test mean score. The results point out the positive effects of the COR teaching methodology on reading comprehension of high proficiency students.

Tables 5 The Comparison of the Pre-test Mean Score to Post-test Mean Score of Lower Proficiency Students

Time	N	Mean	Max	Min	S.D.	t-value	Df	p-value
Post-test	30	13.97	17	9	2.266	15.011***	29	.000
Pre-test	30	10.33	13	5	1.882			

*** $p < .001$

From Table 5, the results show that there were statistically significant differences in the pre-test and post-test mean scores of lower proficiency students ($t(29) = 15.011$, $p < 0.001$). The pre-test mean score was 10.33 ($SD = 1.88$) while the post-test mean score was 13.97 ($SD = 2.26$). This means that the post-test mean score was significantly higher than the pre-test mean score. The analysis points out that the COR teaching methodology had positive effects on reading comprehension of lower proficiency students.

This section provides the answer to the second research question: Are there any differences in the effects of the COR teaching methodology on the reading comprehension of high proficiency students and lower proficiency students? To compare the effects of the COR teaching methodology on high proficiency students' reading comprehension to lower proficiency students, the analysis of covariance was used, and the results are shown in table 6 and 7.

To compare mean scores between two groups, estimate marginal means was used to get results. The mean scores of two groups were adjusted. The adjusted and

unadjusted means for the high proficiency and lower proficiency students are presented in Table 6.

Tables 6 Unadjusted and Covariance Adjusted Descriptive Statistic

Group	Before Treatment			After Treatment (Unadjusted)		After Treatment (Adjusted)	
	<i>N</i>	<i>Mean</i>	<i>SD mean</i>	<i>Mean</i>	<i>SD mean</i>	<i>Mean</i>	<i>SE mean</i>
High Proficiency Students	30	13.27 (1.78)	1.78	16.13	1.655	15.04	.31
Lower Proficiency Students	30	10.33	1.882	13.97	2.266	15.062	.31

Tables 7 The Analysis of Covariance of High Proficiency Students and Lower Proficiency Students

Source of Variance	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>Sig</i>
Before Treatment	108.48	1	108.48	51.55	.000
Between Groups	.01	1	.005	.002	.961
Error	119.96	57	2.10		

*** $p < .05$

The analysis of covariance was conducted to compare the effects of the COR teaching methodology on reading comprehension of high proficiency students to lower proficiency students. The analysis reveals that there were no statistically significant differences ($F(1) = .002$, $p > .05$) in the mean score of high proficiency students ($M = 15.04$, $SE = .31$) and the mean score of lower proficiency students ($M = 15.062$,

$SE=.31$). This points out that the effects of the COR teaching methodology on high proficiency students and lower proficiency students were similar.

Students' Opinions about Learning Reading Comprehension through the COR Teaching Methodology

This section provides the answer to the third research question: What are EFL students' opinions about the COR teaching methodology during the reading teaching? To study students' opinions about the teaching methodology. The data were collected from the students' reflection and analysed by content analysis. The results were as follow:

It was found that all of the students (100%) expressed positive opinions about the COR teaching methodology. They all responded that this teaching methodology helped them to better understand the passages. For example, eight students reported that they understood the passages more when they knew the vocabulary and had knowledge about the passages. They felt that knowing about the topic helped them understand the passage more easily. For instance, one student said that she preferred to know vocabulary before reading passages to not knowing the meaning of vocabulary. One student said, "When I watch videos before I read a passage, I can predict what I am going to read, and this helps me to understand the passage better." One student mentioned that she liked how the teacher clued them the meaning of vocabulary by using guessing meaning games or pictures because it helped her remember the meanings.

Moreover, all students (100%) reported that the COR teaching methodology motivated them in English reading class. They felt that English reading class was enjoyable. They stated that they had fun doing the reading activities. For instance, one student stated that when she knew the meaning of the vocabulary, it made her enjoy

reading more because she understood the text more easily. One student said that the activities entertained him. Additionally, sixty percent of students responded that they enjoyed the activities in the R stage in which students needed to apply the information from the text to real life. They all agreed that this stage encouraged them to be interested in reading and thought that English was useful to their lives. They also claimed that they liked when the teacher used questions to connect their lives to the texts such as “what connections did you make to the text?” or “does the text give you any useful information?”

Furthermore, the students reported that they liked cooperative learning because it helped them comprehend the text more. For example, one student claimed that he had no pressure when he read with friends because his friends helped him to understand the passages. Two students said that they were more confident to read the passage and discuss in groups because it was more fun than reading alone. This indicates that cooperative learning or reading as a group provided students with a pleasant learning environment.

In conclusion, students favored COR teaching methodology. They responded that this methodology helped them to better understand texts and motivated them in English reading class. The cooperative learning also helped them to read better.

CHAPTER 5

CONCLUSION AND DISCUSSION

This study aimed to study the effects of the COR teaching methodology on EFL students' reading comprehension. Moreover, it also studied students' opinions about the COR teaching methodology. This chapter presents the conclusion of the research, the effects of the COR teaching methodology on EFL students' reading comprehension and students' opinion about the COR teaching methodology. Furthermore, it also presents a discussion of the findings, limitations of the study, and recommendations for future studies

Conclusion

This study was provided to answer the following research questions:

- (a) What are the effects of the COR teaching methodology on EFL students' reading comprehension?
- (b) Are there any differences in the effects of the COR teaching methodology on the reading comprehension of high proficiency students and lower proficiency students?
- (c) What are EFL students' opinions about the COR teaching methodology during the reading teaching?

The participants were sixty seventh-grade students in a school, Bangkok, Thailand who were selected by simple random sampling and divided into two groups: high proficiency and lower proficiency students.

The Instruments in this study included the lesson plans based on the COR teaching methodology, an English reading comprehension test and reflections. The quantitative data was analyzed using mean scores, standard deviation, a paired *t*-test

and the analysis of covariance. The qualitative data were analyzed using content analysis.

The results show that there were significant differences in the pretest and posttest mean scores of the students ($t(59) = 16.270, p > .001$). The pretest mean score was 11.80 ($SD = 2.342$), while the posttest mean score was 15.05 ($SD = 2.251$). Therefore, the posttest score was significantly higher than the pretest mean score. The analysis indicate that the COR teaching methodology had positive effects on EFL student's reading comprehension. The analysis of covariance reveals that there were no statistically significant differences ($F(1) = .002, p > .05$) in the mean score of high proficiency students ($M=15.04, SE=.31$) and the mean score of lower proficiency students ($M=15.062, SE=.31$). In addition, the qualitative data reveal that students had positive opinions about the COR teaching methodology. They also reported that helped them to better understand texts and motivated them in English reading class.

In conclusion, the COR teaching methodology effectively increased the reading comprehension of both high and lower proficiency students, and the students also gained positive opinions about the COR teaching methodology.

Discussion

The results of the study are discussed as related to the following research questions:

- (a) What are the effects of the COR teaching methodology on EFL students' reading comprehension?
- (b) Are there any differences in the effects of the COR teaching methodology on the reading comprehension of high proficiency students and lower proficiency students?
- (c) What are EFL students' opinions about the COR teaching methodology during the reading teaching?

Discussion of Research Question (a)

The findings of the study reveal the effectiveness of the COR teaching methodology in improving EFL students' reading comprehension. The results of this study were in line with the study of Troegger (2011), which reported that COR teaching methodology was effective in teaching English reading comprehension. Troegger (2011) implemented this teaching methodology with native English-speaking students, but the present study used this teaching methodology with EFL students. This points out that the COR teaching methodology can be used with both native English-speaking students and EFL students. Moreover, the study of Troegger was implemented with primary students, different ages from the present study. This shows that the COR teaching methodology is effective with various level students.

The reason to explain this finding is that the COR teaching methodology is a teaching technique that starts from activating prior knowledge at the beginning in the C stage. This stage played significant role and helped students in this study better understand the passages. As shown in the reflections, students stated that they liked the COR teaching methodology because it helped them to know the passages and to comprehend the passages more easily. Students reported that they liked knowing the meaning of vocabulary before reading the text. As Baker (2000) claimed, if students have developed vocabulary before reading, they will read texts without the obstacle of not knowing vocabulary. Likewise, Jian-ping and Li-sha (2016) also mentioned that knowing vocabulary and having prior knowledge can assist students to understand and to read the text better. Additionally, some students felt that knowing about the passage's topic can help them to comprehend the text. According to Li, Wu and Wang (2007), predicting the title or the topic of the passage is one of process in top-down reading model, and the prediction stage in this study helped the students better understand the text.

The results are in line with many previous studies such as the studies of Levine and Haus (1985), Zhaohua (2004) and Gilakjani and Ahmadi (2011) which found that background knowledge and vocabulary were an essential factor that affected reading comprehension. Like Alfassi (2004) ideas, the higher the vocabulary and background knowledge that readers have, the better the readers understand the text that they read. As proposed by Ajideh (2006), students tend to succeed in reading comprehension if they are accustomed to the vocabulary in the passage.

Furthermore, it was found that cooperative learning in the O stage is essential. Students shared their opinions in the reflections that they felt reading with friends helped them to understand the text more. This is in line with the study of Farzaneh and Nejadansari (2014) which found that students were more successful in reading comprehension when they read with other students than they read alone. Like the ideas of Meng (2010), reading together improved students' reading ability because higher-proficiency students could help medium and low proficiency students. Besides, similar to the ideas of Pan & Wu (2013), students had more chances to learn actively by discussing and interacting with other group students, so students' reading comprehension self-confidence improved by cooperative reading. In other words, cooperative learning provides the pleasant environment which can help to promote reading comprehension (Dong et al., 2018).

Additionally, the results showed that the activities in the R stage can improve students' reading comprehension because students felt that reading is meaningful for them when they linked the text to their lives and used the information from the text to complete the activities. This helps students to accomplish reading comprehension. Like the idea of Wahjudi (2010), after reading, the students should know the connection between the new information from the text and their lives and use the information to the activities, so the students would have a chance to use what they knew, and they felt the

text was useful. When the students knew the importance of reading, they were more likely to achieve reading comprehension (Wahjudi, 2010).

In conclusion, every stage of the COR teaching methodology has positive effects on reading comprehension. Each stage of the COR based on the previous stage benefited students. Activating prior knowledge in the C stage assisted students to understand the text better; reading together in the O stage helped them to comprehend the text when they help each other; applying what they read to real lives in the R stage made students know that reading was meaningful.

Discussion of Research Question (b)

The findings reveal that there were no statistically significant differences in the mean score of high proficiency students and the mean score of lower proficiency students. Although these two groups of students have different reading comprehension level, the COR teaching methodology can similarly improve students' reading comprehension. This indicates that the COR teaching methodology was effective in developing the reading comprehension of students who have various background knowledge. The explanation is that in implementation of this method, the teacher provided all students with background knowledge before reading. Like the idea of Neuman, Kaefer and Pinkham (2017), building background knowledge to all students can decrease the differences of background knowledge, so there were no differences in learning among different groups. Moreover, similar effects may be caused by cooperative learning. As Slavin (2014) proposed, working in small groups, students helped one another to learn and shared information useful to comprehend the passage with members of the group, and this led to positive effects on all students with various language proficiency.

Discussion of Research Question (c)

The results from the qualitative data reveal that all students favored the COR teaching methodology. The students had positive opinions about English reading through this methodology. They enjoyed reading through the COR teaching methodology and liked doing group activities in the reflection stage. This is because they felt that what they learned in class was meaningful to their daily lives. As shown in their reflections, one student said, "I like doing activities after reading because it was fun, and I benefited from what I read." The students claimed that it was worth to read because they could apply what they read to their real lives. In addition, this methodology motivated them to read because they needed to apply what they had read and their background knowledge to activities in the next stages. It points out that background knowledge is essential not only in the beginning of the reading process but also in other stages. Additionally, interests can be occurred by new surprising things and new stimulus (Zhou, 2016). This is evident in this study as students mentioned that they liked the class activities that they had to create something because this was new and surprising. In addition, they preferred reading as a group to reading alone. The cooperative learning in stage O created pleasant atmosphere in classroom which allowed students to feel safe and enjoyable in classroom This is in line with the ideas of Sae-ong (2010) and Ghaith (2003) who mentioned that students feel more enjoyable after reading and checking understanding with others and expressed that this eased their anxiety and increased confidence in reading. This finding is in line with Troegger (2011) who also said that the COR teaching methodology developed students' confidence when they worked with the text. It is in line with this study that students expressed in their reflection that they were more confident in participating in the class activities.

It is worth to note that opinions about learning is significant. This is because students who have positive opinions tend to succeed in their reading. The students who have positive opinions about reading tend to practice the reading skills more than the students who have a negative opinions (Twist, Schagen, & Hodgson, 2006). Likewise, Guthrie and Wigfield (2000 cited in (Bell & McCallum, 2015). This study suggests that the COR teaching methodology helps increase positive opinions about English reading and this can lead to good performance in studying.

Implications of the Study

The findings of the present study may encourage more educational experts to use the COR teaching methodology in designing courses or curriculum because of the effectiveness of this methodology that may improve students' reading comprehension and enhance students' opinions about the reading comprehension. Moreover, the researcher also suggests that the teacher should manage the time well in each stage because some activities may need more time than an instructor expect.

Limitations of the Study

There are several limitations to this study. Firstly, this study was limited to only students in the seventh grade at a school. Therefore, the findings might not represent students in other grade levels or other schools. Secondly, reading comprehension sub-skills included only reading for topics, reading for the main idea, reading for details and reading for determining the references of pronoun. Consequently, the results might not be stable for other reading comprehension skills.

Recommendations for Future Studies

Although the results of the study affirmed the positive effects of the COR teaching methodology on EFL students' reading comprehension, other studies can be

conducted to strengthen the findings of this study. It would be interesting to implement the COR teaching methodology to teach other skills. In addition, it might be useful to conduct a research study with other grades. The present study employed reflection to study students' opinions about this teaching method. It might be interesting to employ quantitative techniques to collect the data such as a questionnaire.



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APPENDICES



APPENDIX A
ENGLISH READING COMPREHENSION TEST

Read the following passage then choose the best answer

Test	Reading sub-skills
<p>Direction: Read the following passage then choose the best answer</p> <p>Passage 1 (item 1-8)</p> <p>Hi, Mom and Dad,</p> <p>How are you all? I miss you all a lot. It's the longest I have never been away from home! Life here is very different from Monterrey. My routines at here are different from my old life, but I'm enjoying it very much. The food in the university dining hall is OK, but it doesn't have much flavor. I miss mom's cooking. On the weekend, I'm going to London, so I'll have lunch in a Mexican restaurant. There's lots of spicy Indian food here, but it's not the same.</p> <p>Oxford University is very impressive, and it is one of the oldest in Europe. It started in 1254. I always sit near the man from Japan. I'm having a little trouble, not with the classes, but with understanding what the professors are saying. <u>He</u> has British accent. I studied American English in Mexico, and I'm not used to the British accent yet. The town of Oxford is charming and has a pleasant atmosphere. The countryside is really beautiful and green—so different from Monterrey. it's so changeable: it'll be cloudy in the morning, the sun will come out around midday, and maybe it'll rain in the afternoon.</p> <p>My room is small but it's comfortable and warm. My roommate, Igor, is from Russia, so we speak English all the time. He has a friend, Joe. He is very nice. They're planning to travel together during the holidays. <u>They'll</u> probably go to wales or maybe to Scotland. On my Holiday, I plan to go</p>	

<p>with them.</p> <p style="text-align: right;">Love, Fernando</p>	
<p>1. The best topic of the passage is.....</p> <ol style="list-style-type: none"> 1. Letter from son 2. Letter to home 3. Studying Aboard 4. Studying in a university 	<p>Reading for topics</p>
<p>2. The main idea of the first paragraph is.....</p> <ol style="list-style-type: none"> 1. The differences of life. 2. Life in aboard is different from home. 3. A trouble in a university is a great experience. 4. Studying in Oxford University will be a great experience. 	<p>Reading for main idea</p>
<p>3. What does 'he' refer to?</p> <ol style="list-style-type: none"> 1. Fernando 2. A man from Japan 3. Dad 4. My professor 	<p>Reading for determining the references of pronoun</p>
<p>4. Why is he having trouble?</p> <ol style="list-style-type: none"> 1. He doesn't like the professors so he doesn't want to study there. 2. He doesn't understand the lesson because of British accents. 3. He cannot live alone there. He misses his family. 4. He doesn't like raining in the afternoon. 	<p>Reading for details</p>

<p>5. What does he think of the food in the dining hall?</p> <ol style="list-style-type: none"> 1. It's great. He likes it very much. 2. It's not spicy. He doesn't like it. 3. It's very expensive. He likes to eat out. 4. It doesn't have much flavor but he can eat it. 	<p>Reading for details</p>
<p>6. What will Fernando do for the holidays?</p> <ol style="list-style-type: none"> 1. He's going to London. 2. He will go to Scotland. 3. He's going to travel with his roommate. 4. He'll have lunch in a Mexican restaurant 	<p>Reading for details</p>
<p>7. What is his roommate like?</p> <ol style="list-style-type: none"> 1. He is clever. 2. He is Scottish. 3. He is Russian. 4. He likes travelling. 	<p>Reading for details</p>
<p>8. Who are "they" mentioned in the third paragraph?</p> <ol style="list-style-type: none"> 1. I and my roommate 2. I and Joe 3. Joe and my roommate 4. I, Joe and my roommate 	<p>Reading for determining the references of pronoun</p>

Passage 2 (item 9-13)

One of the greatest experiences I've ever had was in Morocco. It was a trip to the desert. A group of us set off from Marrakesh in a minibus and headed to Merzuga, a tiny town on the edge of the Sahara Desert. The countryside on the way was very unusual. They are dry gray cliffs, and below them were lots of green palm trees.

After traveling for two days, we finally got to Merzuga. Before sunset, we boarded our camels and rode them into the desert over the dunes. After two hours, we reached the camp. It was dark, cold, and I was starving. The guide brought a lamp dish, and the five of us shared from a plate eating with our hands.

After dinner, everyone went to sleep in tents, except me. I've always wanted to have the experience of sleeping in the desert, under the stars. But I didn't realize it could get so cold at night. During the day, the temperatures can reach 50 Celsius, but at night, they fall to 4 Celsius. So I took the same blanket that I used to ride the camel and wrapped myself in it to keep warm. The sky at night is amazingly clear. Suddenly, I saw a shooting star, and I made a wish: I want to come back and spend a night in the desert, but next time, in a nice warm sleeping bag.

9. What is the best topic of the passage?

1. The Sahara
2. Traveling to the Sahara
3. **Under the Stars in the Sahara**
4. An experience of sleeping in the desert.

Reading for
topics

<p>10. What does 'them' refer to?</p> <ol style="list-style-type: none"> 1. guides 2. camels 3. a group 4. travelers 	<p>Reading for determining the references of pronoun</p>
<p>11. Where did one of the writer's greatest experiences take place?</p> <ol style="list-style-type: none"> 1. In Morocco 2. In Merzuga 3. In Marakkesh 4. It was cold at night 	<p>Reading for details</p>
<p>12. How did the writer feel of her experience?</p> <ol style="list-style-type: none"> 1. It was cold. 2. It was boring. 3. It was unusual. 4. It was the greatest. 	<p>Reading for details</p>
<p>13. Where did the writer sleep?</p> <ol style="list-style-type: none"> 1. She slept in the desert, under the stars. 2. She slept on the camel's back. 3. She slept in the minibus. 4. She slept in the tent. 	<p>Reading for details</p>
<p>Passage 3 (item 14-15)</p>	

<p>Which is faster?</p> <p>Which is faster, an ostrich or a horse? The ostrich, is a large bird. It weighs up to 136 kilograms and is about 2.4 meters tall. Ostriches can't fly, but they can run very fast, almost 65 kilometers an hour. That's faster than a racehorse.</p>	
<p>14. The main idea of the passage is that.....</p> <ol style="list-style-type: none"> 1. Ostriches and a horse can run very fast. 2. An ostrich is faster than a racehorse. 3. The ostrich, is a large bird. 4. Ostriches can't fly. 	<p>Reading for main idea</p>
<p>15. You know from the passage that.....</p> <ol style="list-style-type: none"> 1. Ostriches can't fly very fast. 2. Ostriches can't run very fast. 3. Ostriches can't fly, but they can run faster than a horse. 4. Ostriches can't run, but they are the fastest flying birds. 	<p>Reading for details</p>
<p>Passage 4 (item 16-20)</p> <p>The blue whale is the biggest living animal in the world. It grows up to 30 meters long, and the largest can weigh more than 180 metric tons. The long tongue of a blue whale alone can weigh as much as an elephant and its heart can be the size of a small car. A baby blue whale weighs up to 2.7 metric tons when it is born, and gains 91 kilograms every day for its first year. But these enormous animals can swim at a fast speed of 30 kilometers an hour.</p>	

<p>During certain times of the year, an adult whale eats about 3.6 metric tons of krill a day. The whale swims slowly through the water with its mouth open, and thousands of tiny fish and plankton swim into it. This is the way how whale eats <u>them</u>. But the whale can't swallow anything larger than a shrimp.</p> <p>Whales are mammals, and so they cannot stay under water for too long. They need to come to the surface to breathe after 10 to 20 minutes. Blue whales usually drive around 100 meters, but can reach a depth of 500 meters. When they come to the surface, they blow a wet stream 12 to 15 meters up in the air.</p> <p>Blue whales are the loudest animals on Earth. Their call is louder than a jet, and it can travel for hundreds of kilometers in the ocean. They use their calls and songs to communicate with other blue whales. Fortunately blue whales are no longer an endangered species.</p>	
<p>16. The topic of this passage should be.....</p> <ol style="list-style-type: none"> 1. The Blue Whale 2. King of the Seas 3. Mammals in the Sea 4. The Biggest Living Animal 	<p>Reading for topics</p>
<p>17. What does 'them' refer to?</p> <ol style="list-style-type: none"> 1. whales 2. shrimps 3. tiny fish and plankton 4. tiny fish 	<p>Reading for determining the references of pronoun</p>

<p>18. What is the main idea of paragraph three?</p> <ol style="list-style-type: none"> 1. An adult whale cannot stay in the water. 2. Blue whales are an endangered species. 3. Whales are mammals, and so they cannot stay under water too long. 4. The blue whales are mammals that are the biggest living animal in the world. 	<p>Reading for main idea</p>
<p>19. What can you call of the noise of whale?</p> <ol style="list-style-type: none"> 1. It is far for hundreds of kilometers in the ocean. 2. It is a sweet noise. 3. It is louder than a jet. 4. It is like a fish noise. 	<p>Reading for details</p>
<p>20. How does blue whale communicate with other blue whales?</p> <ol style="list-style-type: none"> 1. They use their eyes. 2. They use their noise. 3. They use their tongues. 4. They use their calls and songs 	<p>Reading for details</p>

APPENDIX B

LESSON PLANS

Course: EN21102

Level: Grade 7

Topic: Christmas time

Time: 90 minutes

Teacher: Miss.Thanahnahphatt Phieanchang

1. Learning Objectives

At the end of the period, the students will be able to:

1.1 Cognitive Domain

- answer the questions from the passage correctly
- read to find details from the passage correctly
- identify what pronouns refer to correctly
- present their birthday celebration.

1.2 Psychomotor Domain

- reading skill
- speaking skill

1.3 Affective Domain

- participate in the class activities
- work in group.

2. Contents

Vocabulary

Hang (v) to fasten or support something at the top leaving the other parts free to move

Treat (n) a special and enjoyable occasion or experience

Suit (n) a set of clothes or a piece of clothing to be worn in a particular situation

Essential (adj) necessary or needed

Valuable (adj) worth a lot of money

- Hide (v) to put something or someone in a place where that thing or person cannot be seen or found
- Tradition (n) a belief, principle, or way of acting that people in a particular society or group have continued to follow for a long time.
- Celebrate (v) to take part in special enjoyable activities in order to show that a particular occasion is important
- Stock (v) to fill something with food or goods

3. Learner's Competencies

- Communication capacity
- Thinking capacity

4. Materials/Media

- Christmas PowerPoint
- Christmas stocking sheet



Name _____ Class _____ No _____

Many families will **hang** large brightly colored Christmas stocking over the fireplace or on the walls of their homes during Christmas time in the hopes that Santa Claus will fill them with toys, **treats**, and goodies.



For many hundreds of years, most people only had one or two **suits** of clothing to wear. When their cloths were dirty, they would be washed and then hung up (hopefully near a fire) to dry. Non-**essential** clothing, such as socks and gloves were especially **valuable** and a child was unlikely to have more than

one pair and was expected to take good care of that one! If a parent wanted to "**hide**" a treat (such as a small piece of candy) where **they** were sure it would be found, they would put it in a child's stocking and it would be found the next morning. Eventually, **it** became a general **tradition** that Christmas gifts were left in the stockings hung up on Christmas Eve. Even when the families **celebrating**

Christmas grew wealthy enough that they exchanged larger boxed presents, the tradition of hanging up stockings continued (as did the warning that if you were not well behaved, you might not get any presents – just a **lump** of coal in your **stocking**).

Have you ever hanged your socks
on Christmas day?



5. Teaching and Learning Activities.

Activities Details	Materials	Interaction	Time
<p>C- Consider</p> <p>1.The teacher talks about the coming event.</p> <p>T: What is a coming event?</p> <p>SS: Christmas</p> <p>T: What do you already know about Christmas?</p> <p>SS: (The answers are vary) The teacher writes answers on the board.</p> <p>2.The teacher leads to Christmas stocking.</p> <p>T: Have you ever hanged your socks on Christmas?</p> <p>T: Do you know why they hang socks</p> <p>T: Can you predict the reason why people hanging socks on Christmas?</p> <p>T: Let 'see how this tradition occur.</p> <p>3. The teacher lets the students scan vocabulary that they have not known from the passage.</p> <p>T: Are there any words that you do not know the meaning?</p> <p>The teacher tells the meaning of vocabulary that they should know before they reading.</p> <p>The teacher shows the picture or the sentences to let the students answer the meaning.</p>	Board	<p>T→SS</p> <p>T→SS</p> <p>T→SS</p>	<p>5 minutes</p> <p>5 minutes</p> <p>10 minutes</p>

<p>O – Organize</p> <p>1. The teacher lets the students make a group of five people to read the paragraph and gives the paper to the students to answer the questions from the passage. The teacher shows the question by using projector.</p> <p>2. The teacher shows the question on the screen and lets the students read the passage about the Christmas and find the answer while they are reading. The teacher lets the student create a topic of this passage.</p> <p>3. After reading, the teacher and the students check the correct answers together. The teacher guides the students how to know the topic and main idea from paragraph. The teacher asks some questions to check understanding.</p> <ul style="list-style-type: none"> - What is the main idea? - Can you summarise it? - What connections did you make to the text? 	<p>Paper</p> <p>Christmas PowerPoint</p> <p>Christmas PowerPoint</p> <p>Christmas PowerPoint</p>	<p>T→SS</p> <p>T→SS</p> <p>T→SS</p>	<p>5 minutes</p> <p>20 minutes</p> <p>15 minutes</p>
<p>R - Reflect</p> <p>1.The teacher gives a paper which has a blank room.</p> <p>2.The teacher has the students decorate their room on Christmas and the teacher gives them the require items.</p> <p>3. The students present their room.</p>		<p>T→SS</p> <p>SS ↔ SS</p> <p>SS→SS</p>	<p>20 minutes</p>

		SS→T	15 minutes
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6. Assessment/Evaluation

What	Method	Tools	Criterion
<ul style="list-style-type: none"> - The students will be able to answer the questions, find details and identify what pronouns refer to correctly - The students will be able to create and present their birthday celebration. 	<p>Observe from the students answer the question.</p> <p>Observe from the students activity</p>	<p>Christmas Passage</p> <p>Activity</p>	<ul style="list-style-type: none"> - The students can answer the question correctly 70% of exercise. - 70% of students in the class understand about the presentation
<ul style="list-style-type: none"> - The students have responsibility - The students follow the rules. - The students will be able to participate in classroom's activities. 	<p>The teacher observes students' behavior.</p>	-	<ul style="list-style-type: none"> - 70% of students have responsibility, follow the rules and participate in

Course: EN21102

Level: Grade 7

Topic: winter wonderland

Time: 45 minutes

Teacher: Miss.Thanahnahphatt Phieanchang

1. Learning Objectives

At the end of the period, the students will be able to:

1.1 Cognitive Domain

- answer the questions from the passage correctly
- read to find details from the passage correctly
- identify what pronouns refer to correctly

1.2 Psychomotor Domain

- reading skill

1.3 Affective Domain

- participate in the class activities
- work in pair

2. Contents

Vocabulary

- shovel (v) a tool consisting of a wide, square metal or plastic blade, usually with slightly sides, attached to a handle, for moving loose material such as coal, or snow
- participate (v) to take part in or become involved in an activity
- pile (n) objects positioned one on top of another:
- sculpture (n) the art of forming solid objects that represent a thing, person, idea, etc. out of a material such as wood, clay, metal, or stone, or an object made in this way:
- competition (n) a situation in which someone is trying to win something or be more successful than someone else
- annual (n) happening once every year

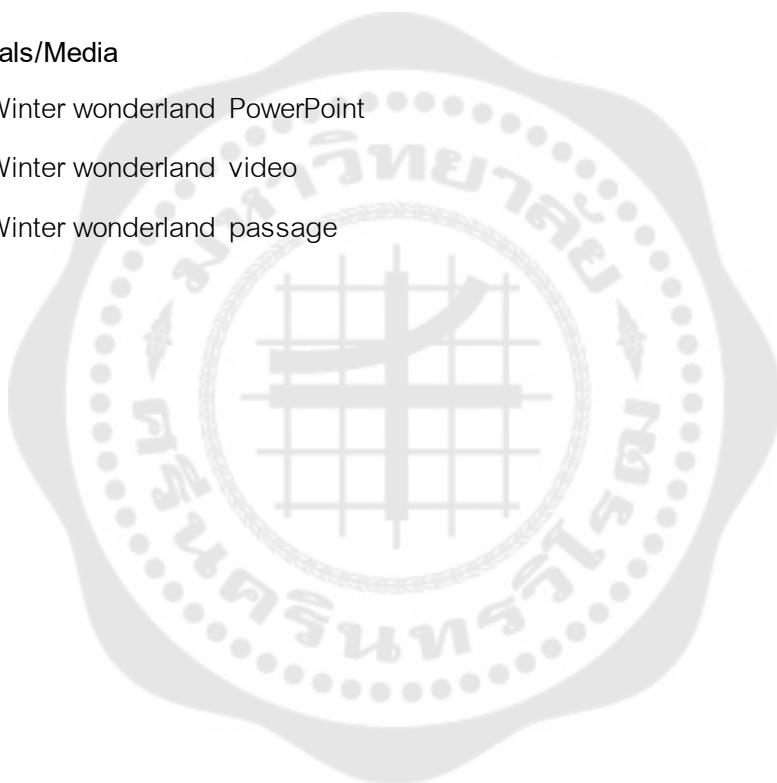
- festival (n) a special day or period, usually in memory of a religious event, with its own social activities, food, or ceremonies
- military (n) relating to or belonging to the armed forces

3. Learner's Competencies

- Communication capacity
- Thinking capacity

4. Materials/Media

- Winter wonderland PowerPoint
- Winter wonderland video
- Winter wonderland passage



WINTER

Reading

A Scan the text. Who started the Sapporo Snow Festival?

- a. soldiers b. students c. artists

B Read the title and article. Underline the phrases that help you understand what *wonderland* means.

C Answer the questions on page 76.



Track 14

- 1 Have you ever shoveled snow after a snowstorm? Most people try to remove snow. But in February, in Sapporo, Japan, trucks actually bring snow into the city! People shovel the snow into large piles, and these piles of snow become outdoor cafés, concert stages, and beautiful sculptures.
- 5 Artists from all over the world come to Sapporo's Snow Festival to participate in the annual sculpture competition. But the sculptures aren't made of stone, metal, or wood—they are made of snow and ice! Artists with teams of helpers sometimes work 11 or 12 hours a day to make amazing sculptures. Many of the sculptures are huge and very detailed. During the day, the sculptures shine in the winter sun. At
- 10 night, colorful lights shine on them. Millions of people go to see them every year.



People use tall ladders to reach the top of the sculptures.

WONDERLAND

The Snow Festival has not always been so popular. It started in 1950 as something very small. People in Sapporo wanted to go outside and have fun during the long, boring winter, so the city held a one-day fair in a park. People listened to music and danced. They watched movies and dog races. But some high school students
 15 had a great idea and built six large snow sculptures. They were interesting—they weren't just regular snowmen. People really liked the sculptures, and the Snow Festival was born.

Five years later, soldiers from a nearby military base brought tons of snow into the city. They made the snow into large blocks and used ladders to build huge
 20 sculptures. These sculptures were amazing, and the small festival turned into an international event.

More than 60 years have passed. Today, the festival is seven days long. Every year, millions of people wear their warmest coats and go outside to celebrate the snow!

6 Teaching and Learning Activities.

Activities Details	Materials	Interaction	Time
<p>C- Consider</p> <p>1.The teacher asks the students about their favorite country.</p> <p>T: What is your favorite country?</p> <p>SS: (Answers can be various)</p> <p>The teacher lead to Japan and lead to a festival in Sapporo.</p>	Board	T→SS	3 minutes
<p>2.The teacher plays the video and has students catch details from video then, asks some questions to check their prior knowledge.</p> <p>T: What do you already know about this festival?</p> <p>T: Have you ever been there?</p>	Winter wonderland video	T→SS	7 minutes
<p>3. The teacher tells the meaning of vocabulary that they should know before they reading by pictures and sentences.</p>			10 minutes

<p>O – Organize</p> <ol style="list-style-type: none"> The teacher lets the students read passage and answer question after reading passage. . After reading, the teacher and the students check the correct answers together. (Teacher should give them some tips to find an answer and find main idea) <p>T: What information did you get from what you just read?</p> <p>T: What is the main idea?</p>		Winter wonderland passage	T→SS T→SS	10 minutes
<p>R - Reflect</p> <ol style="list-style-type: none"> The teacher lets students make a pair. The teacher lets them create a festival from a province in Thailand (it could be any province.) and lets them make a poster to promote a festival. 			T→SS SS ↔ SS	15 minutes

6. Assessment/Evaluation

What	Method	Tools	Criterion
<ul style="list-style-type: none"> - The students will be able to answer the questions, find details, main idea and identify what pronouns refer to correctly - The students will be able to make a poster to promote festival. 	<p>Observe from the students answer the question.</p> <p>Observe from the students activity</p>	<p>Winter wonderland Passage</p> <p>Activity</p>	<ul style="list-style-type: none"> - The students can answer the question correctly 90% of exercise. - 99% of students in the class can make a poster to promote festival.
<ul style="list-style-type: none"> - The students have responsibility - The students follow the rules. - The students will be able to participate in classroom's activities. 	<p>The teacher observes students' behavior.</p>	<p>-</p>	<ul style="list-style-type: none"> - 80% of students have responsibility, follow the rules and participate in

Course: EN21102

Level: Grade 7

Topic: Dinosaurs Alive!

Time: 90 minutes

Teacher: Miss.Thanahnahphatt Phieanchang

1. Learning Objectives

At the end of the period, the students will be able to:

1.1 Cognitive Domain

- answer the questions from the passage correctly
- read to find details from the passage correctly
- identify what pronouns refer to correctly
- create fake news about dinosaurs and present properly

1.2 Psychomotor Domain

- reading skill
- writing skill
- speaking skill

1.3 Affective Domain

- participate in the class activities
- work in group

2. Contents

Vocabulary

- Expert (n) a person with a high level of knowledge or skill relating to a particular subject or activity
- Paleontologist (n) someone who studies fossils as a way of getting information about the of life on Earth
- Pattern (n) a particular way in which something is done, is organized, or happens

- Planet (n) an extremely large, round mass of rock and metal, such as Earth, or of gas, such as Jupiter, that moves in a circular path around the sun or another star
- Research (n) a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding
- Roar (v) to make a long, loud, deep sound

3. Learner's Competencies

- Communication capacity
- Thinking capacity

4. Materials/Media

- Dinosaurs Alive PowerPoint
- Dinosaurs Alive video: <https://www.youtube.com/watch?v=5GC9kmZSbdM>
- Dinosaurs Alive passage

saur's Alive!



Track 28

In the *Jurassic Park* movies, the dinosaurs are the stars of the show. The way the dinosaurs look, move, and roar is amazing—they look so real! But dinosaurs haven't lived on our planet in the last 65 million years. How did the filmmakers bring them to life? They asked paleontologists—or fossil experts—for help.

Paleontologist Tyler Lyson has been interested in dinosaurs since he was a child. He grew up in the country in the western United States, and found his first dinosaur bone when he was only six. Lyson says the best way to learn about dinosaurs is to look at fossils. Fossils and footprints help scientists understand how dinosaurs looked, moved, and lived. There are fossils of bones and teeth in rocks, lava, and ice.

Movie makers use fossils and other research from Lyson to build dinosaurs for their movies. But they have to use their imagination, too. When paleontologists discover a fossil, the animal's skin and other soft tissue have usually disappeared. The dinosaur builders ask lots of questions. What color was the dinosaur's skin? Did it use to have stripes or other patterns on its body? Did it have feathers? How long was its tail?

To bring dinosaurs to life, dinosaur builders make a skeleton out of metal. Then they put a fake skin over the frame. When it is finished, the dinosaur can turn, move, and even roar! The builders scan pictures of these robot dinosaurs into a computer, and then use CGI (computer-generated imagery) to animate the dinosaurs. Artists used CGI for the dinosaurs in *Jurassic Park*.

Paleontologists still have a lot of questions about dinosaurs. What did they sound like? How did they hunt? What did they eat? The answers to these questions will help filmmakers create even more realistic dinosaurs than ever before.



<p>O – Organize</p> <p>1. The teacher lets the students make a pair and read passage together and chooses a new title for this passage. (Teacher should give them some tips to choose title for paragraph)</p> <p>2. After reading, the students answer the questions from passage. Then, the teacher and the students check the correct answers together. (Teacher should give them some tips to find an answer and find main idea)</p> <p>T: Does your prediction relate to the paragraph ?</p> <p>T: What is the main idea?</p>	<p>Dinosaurs Alive passage</p>	<p>T→SS SS ↔ SS T→SS</p>	<p>15 minutes 5 minutes</p>
<p>R - Reflect</p> <p>1. The teacher lets students make a group and create a fake news about dinosaurs. Every group has to report their news.</p> <p>2. Each group reports their news.</p>		<p>T→SS SS→SS</p>	<p>20 minutes 15 minutes</p>

6. Assessment/Evaluation

What	Method	Tools	Criterion
<ul style="list-style-type: none"> - The students will be able to answer the questions, find details, main idea and identify what pronouns refer to correctly - The students will be able to create fake news about dinosaurs and present properly 	<p>Observe from the students answer the question.</p> <p>Observe from the students' activity</p>	<p>Dinosaurs Alive! Passage</p> <p>Activity</p>	<ul style="list-style-type: none"> - The students can answer the question correctly 90% of exercise. - 100% of students in the class can create fake news properly.

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