



## **ACTION RESEARCH REPORT**

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ภาษาอังกฤษพื้นฐาน

### **THE USE OF SUPPLEMENTARY READING IN GENERAL ENGLISH COURSE**

**BY**

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### Abstract

The objectives of this study were to 1) investigate the effects of using supplementary reading in class on undergraduate students' English proficiency, 2) study the relationship between the number of using supplementary reading and learners' English proficiency, and 3) survey some reading behavior that may affect the learners' reading achievement.

To accomplish the aim of this study, 86 students in General English 2 courses were divided into two groups: control and experimental groups based on their prerequisite course grade. When the course was completed, the achievement test results and the responses from the questionnaire were analyzed and computed by the t-test, the mean (X) and the standard deviations (SD). The findings revealed that 1) there was no significant difference between using supplementary reading and conventional teaching approach; 2) there was no relationship between the number of using supplementary reading and learner's reading achievement; and 3) the value of class responsibility or autonomous learning could be related to their reading achievement, so teachers are recommended to nurture such attitudes.

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## The Use of Supplementary Reading in General English Course

(การใช้สื่อการอ่านเพื่อเพิ่มประสิทธิผลการเรียนการสอนภาษาอังกฤษพื้นฐาน)

### 1) Research Background

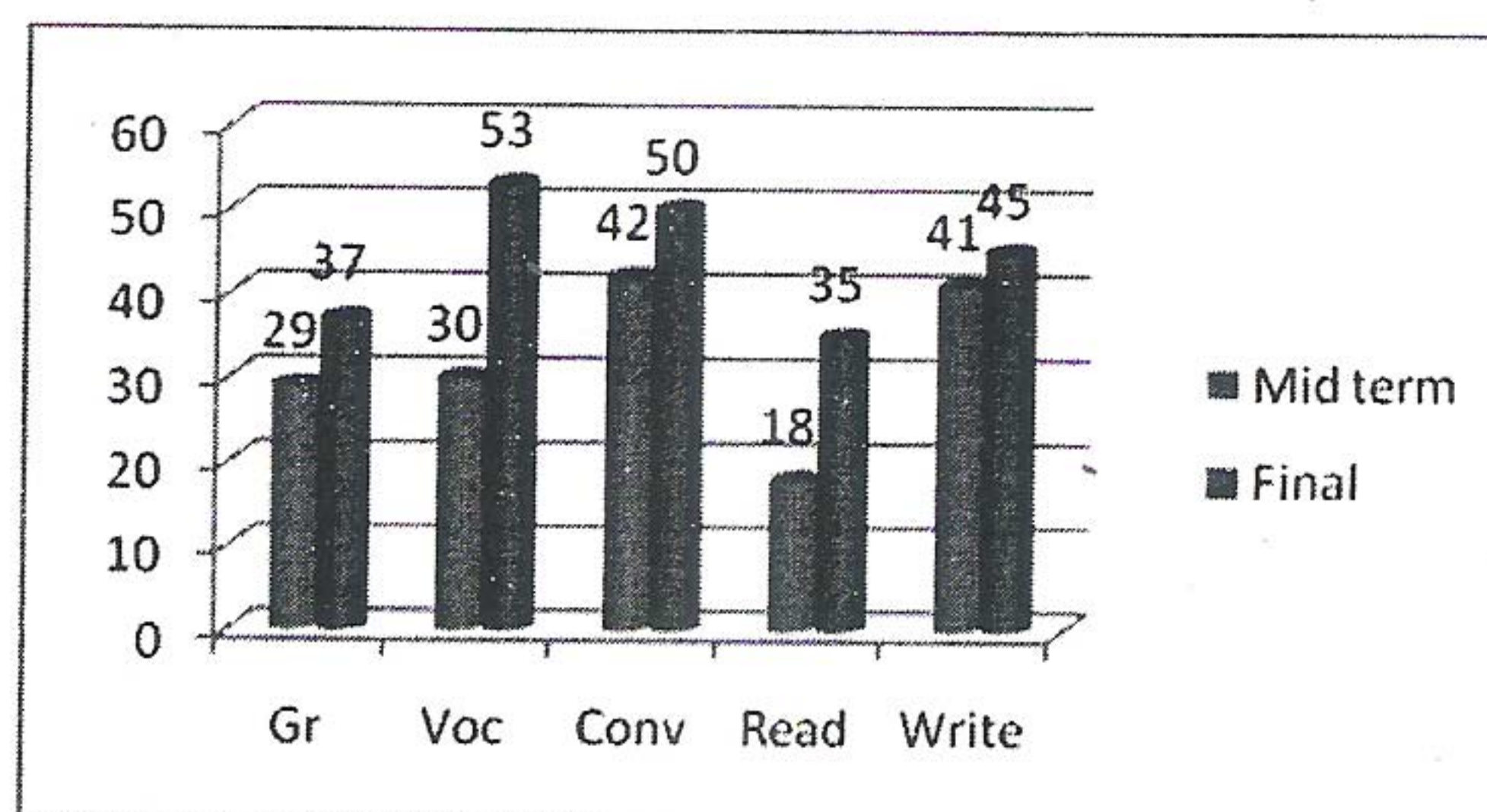
The Language Institute (LI) at Dhurakij Pundit University (DPU) aims to produce students with functional English performance and potential. It attempts to continuously develop the content of compulsory courses in General English (GE) and English for Specific Purpose (ESP) programs to meet their needs and expectations that will be required in their career.

The courses that are taught in GE program are as follows:

Course Code	Course Title	Credits	Grades
LA 010	Remedial English	0	S = satisfaction U = unsatisfaction
LA 101	English 1	3	A – D F = Fail
LA 102	English 2	3	A – D F = Fail

The General English 2 course (LA 102), which is the final English course of the general English section, focuses on integrated English skills. After completing this course, students should be able to summarize and state details of what they read in texts such as e-mails, news, and articles, engage in spoken interaction in various social situations effectively and with acceptable pronunciation, write short articles to express their opinions on various topics effectively, and complete a project based on their interest. The graph below shows the mid-term and final exam result in grammatical structure, vocabulary, communication, reading, and writing skills taken by 50 LA 102 students at the first semester of academic year 2009.

**Graph 1: The percentage of the average achievement test scores**





The graph 1 shows that in the middle of the first semester of 2009 academic year, students who took the mid-term examination consisting of grammatical structure, conversation, and writing could not reach the objectives of LA 102 course. In particular, student's results in the reading section of the exam revealed for poor reading comprehension. The final exam results showed that students worked harder to receive higher scores than the previous examination. However, the percentage obtained in each part remained unsatisfactory, again, particularly with regard to reading skills.

### **1.1 Research Question**

To assist students to improve their reading skills, this study therefore aims to answer the following research questions:

- 1) Are there any differences in reading achievement between students who are taught reading strategies with supplementary readings in class and those who only attend normal teaching approach class?,
- 2) Is there any relationship between the amount of using supplementary readings and learners' English proficiency?, and
- 3) What is learners' reading behavior towards using supplementary reading?

### **1.2 Objective**

The study aims to

- 1) investigate the effects of using extra supplementary reading materials in class on undergraduate students' English proficiency,
- 2) examine the relationship between the amount of using supplementary readings and learners' reading achievement, and
- 3) survey learner's reading behavior that may affect their reading achievement.

### **1.3 Hypothesis**

It is hypothesized that there is a difference in reading achievement between students who use supplementary reading in class and those who attend the normal class which does not require students to independently read supplementary materials.



#### **1.4 The scope of the study**

There were 86 subjects studying English 2 course (LA 102) in the second semester of the academic year 2009 at Dhurakij Pundit University.

#### **1.5 The definition of terms**

Reading Comprehension	perceiving and understanding the meanings communicated by texts as well as co-construct meaning with the text.(Wilhelm, 2001) The interpretation of experience; relating new information to what is already known; asking cognitive questions and being able to find answers to them; a state, the absence of confusion (Smith, 1994, pp. 309-310).
Reading Strategies	ways of reading which are employed flexibly and selectively and which vary depending on the text-type, and the context and purpose of reading; a strategy approach to teaching reading concerned with the ways in which the reader processes the text (Wallace, 1992, pp. 146-147).
Supplementary reading	materials consisting of short passages and multiple-choice questions based on reading skills
Reading Achievement	depth of reading comprehension and scores learners obtained from taking the reading comprehension test
Reading behavior	the reading process students pursued with the assigned supplementary reading

#### **1.6 Expected benefits**

This study aims to find out one of the effective teaching strategies to assist students in English development and to be the guideline to design the course syllabus.



## 2) Review of the Literature

### Is reading in English important in human beings' daily life?

A number of authors and researchers support the importance of reading skills. In general essence, their view is that the more students read, the better they will read (Mikulecky & Jeffries, 1998). Mikulecky & Jeffries (1998) state that reading in English is very important because it assists readers to think in English and build their English vocabulary, makes them more comfortable with writing in English, and may be the only way to use English if readers live in a non-English-speaking country. It also helps if they plan to study in an English-speaking country. Zhang (1993) argues that reading is an essential way to obtaining information in contemporary society. Zhang also states that using reading strategies can be of great help to non-native readers because it may serve as an effective way of overcoming language deficiency and obtaining better reading achievement both for regular school assignments and on language proficiency tests. Pimsarn (2009) states that reading skills are very important for graduate students. They equip students with the ability to handle their reading materials effectively, how to understand textual structures, how to read for different purposes, and how to reflect on their reading.

### Are reading strategy skills necessary for the reader?

In the educational area, many teachers and researchers have attempted to refine the set of reading strategy skills that can be used to help guide the reading teacher to improve student's reading comprehension (e.g. Aebersold & Field, 1997; Harmer, 2001). Robinson (1970) suggests SQRW: S-Survey, Q – questioning, R – Reading, and W – writing as a four-step strategy for reading and taking notes from chapters in a textbook. To quickly learn what the chapter is about, surveying guides readers not only in reading the title, introduction, headings, and the summary or conclusion but also examining all visuals such as pictures, tables, maps and/or graphs and reading the caption that goes with each. Questioning encourages the reader to form questions: who, what, when, where, why, or how during reading the content or even the heading. It is not necessary to form questions for the introduction, summary, or conclusion chapter. The reading strategy is to find the answer to each question the readers formed and flexibly change a question or turn it into several questions to be answered. The writing (W) strategy emphasizes taking notes of important information to answer each question in the reader's notebook.

Learning Skills from Mindtools.com also describes one of useful reading techniques, SQ3R for extracting the maximum amount of benefit from reading time. It helps the readers to organize the structure of a subject in their mind. It also helps them to set study goals and to separate important information from irrelevant data. There are five-stage active reading techniques: survey, questions, read, recall, and review.

Paris et al (1991) identifies three stages of reading strategies as follows: pre-reading strategies dealing with prior knowledge, or schema, essential for understanding texts; reading



strategies focusing on getting the main idea, and post-reading strategies which are used to review, detect and cogitate upon the information.

Devine (1986) defines the meaning of reading comprehension as the process through which readers use their own syntactic, semantic, rhetorical and prior knowledge as well as necessary cognitive skills to analyze, interpret, and understand the writer's thoughts and ideas conveyed through the printed text.

According to Zhang (1993), reading strategies can be categorized into four types: cognitive, compensation, memory and test-taking strategies. In the first term, cognitive strategies, he concluded that reading comprehension is a cognitive process consisting of the skills of prediction based on prior knowledge, using statements to check their comprehension, analyzing text organization by looking for specific patterns and self-questioning. Compensation strategies are used when readers are unfamiliar with vocabularies and unknown concepts. In the third term, memory strategy, during reading, readers attempt to create mental or visual images, to group main concepts, to draw story maps, and to organize information in meaningful patterns. The last strategy is the test-taking strategies. Zhang referring to Pearson and Johnson (1978) divide reading questions into three groups: textually explicit questions – the answers are located on the lines, textually implicit questions – the answers are between the lines, and implicit questions – the readers have to use background knowledge to find the answer which is generated beyond the lines.

#### Implementation of reading strategies to class

Many researchers have introduced reading strategy instruction into their classes and have found they are successful in improving their students' reading skills. For example, Pimsarn (2005) basing his instruction on Aerbersold and Field (1997) tested on the following strategies:

1. Reading the title to infer what information might follow;
2. Paying attention to the general idea of the passage;
3. Guessing the meaning of unknown words by using the context;
4. Varying reading rates according to the type of the passage;
5. Skipping unknown words during the first reading;
6. Underlining or marking important points of what was read;
7. Trying to relate prior knowledge and experiences to the passage;
8. Re-reading texts in order to make sure that important information was not missed
9. Reading over each sentence quickly for main ideas; then, going back and reading carefully for details;
10. Paying attention to key words in sentences;
11. Trying to understand what has been read by using imagination;
12. Guessing the meanings of unknown words through word roots and/ or suffixes (prefix, suffix, infix);
13. Using different reading strategies according to the type of passage;



14. Noticing punctuation and using it as an aid to reading;
15. Guessing the meaning of unknown words by considering the syntax of the sentences;
16. Separating important from unimportant information;
17. Finding out the writer's intention;
18. Keeping the purpose of reading in mind;
19. Summing up or noting down the content.

He found that his experimental group achieved in the reading comprehension test after having been taught for sixteen weeks. Moreover, the result of his interview supported that students were more confident to use reading strategies that make the reading comprehension easier.

Park and Osborne (2007) investigated the use of reading strategy instruction in secondary school agricultural science courses. They found that students in the treatment group instructed with content area reading strategies (CARS) generally improved their reading behaviors while students in the comparison group regressed. However, there were no significant differences between students instructed with CARS and students instructed with the teachers' normal routine of instruction.

Julo (2003) attempted to investigate how the third year students in the university of Thai Commercial Chamber employ Rebecca L. Oxford (1990)'s four reading strategy categories: memory strategies, cognitive strategies, compensation strategies, and social strategies. He found that there were significant differences of using three kinds of reading strategies: memory strategies, cognitive strategies, and compensation strategies but the use of social strategies was not significantly different.

Mikulecky (1990) also suggested students will learn to read English best in a class which includes the following components: 1. Substantial opportunities for reading self-selected books for pleasure, 2. Opportunities to apply the skills to a variety of texts, and 3. Training and practice in speed reading.

Praphal (1993) examined the relationship between the reading strategies and language background of thirty Thai science students in performing English for Academic Purposes (EAP) summary test. She found that there were no significant differences between reading strategies and language background. That mean two components did not work interdependently.

According to the advantageous finding of researches, it motivates the researcher to discover whether the implementation of the reading strategy instruction is the appropriate and practical way to improve students' reading skill and to better understand passages.



### 3) Methodology

#### Subjects

There were 86 subjects in this study from two classes of undergraduate students who were enrolled in the English 2 course (LA 102) in the second semester of academic year 2009. They were from the faculty of Communication Arts and Applied Fine Arts. These subjects had passed the prerequisite course: English 1 (LA 101). Their prerequisite course grades were also analyzed as indicators of language background and the results showed that two class groups seem to be similarly distributed in terms of English background (table 1) as follows:

TABLE 1: English background

Student Group no.	N	Mean	Std. Deviation	Sig.
43	39	66.82	9.63	0.89
51	47	67.36	11.62	

As regards English background, previous grades from the English 1 course were used to differentiate the subjects into control and experimental groups. According to Table 1, the average LA 101 score of the two groups was almost the same. The results of the t-test were not significantly different at the level of .05. Thus, students in group 43 were classified as the experimental group and students in group 51 were categorized as the control group. The control group was taught using a normal teaching approach to reading comprehension skills while the experimental group received intensive reading (supplementary reading) which was chosen and designed to enable students to develop specific receptive skills.

#### Instruments

##### 1) Reading Supplementary Materials

Extra supplementary reading materials used in this study were adapted from the short passage of Reading Laboratory Kits from Science Research Associates (SRA). They provide Skills Development lessons in order to enhance students to process information. SRA focuses on the following strategies:

1. identifying the main idea
2. finding the pronoun reference
3. searching for specific details
4. predicting outcomes
5. finding the sequence
6. making inferences



7. identifying the closest meaning of some difficult words

## 2) Mid-term Examination

This study focused mainly on the reading skills part of the mid-term examination which consists of five multiple-choice questions based on finding the main idea, the pronoun reference, specific details, general information and the closest meaning of the word.

## 3) Final Examination

The study focused mainly on the reading skill part of the final examination which consists of two kinds of reading questions: Part A: five multiple-choice questions including finding main idea, the reference, specific details, general information and the closet meaning of the word and Part B: five short-answer questions based on searching for specific information and finding the reference.

## 4) Questionnaires

A Likert scale based questionnaire was distributed to the experimental group at the end of the course. Each student was asked to rate ten items which attempted to survey learner's reading behavior that may affect their reading achievement.

## Procedure

During the class period, the experimental group was assigned to read two short passages before taking the reading exercise in the following period. They were informed that the reading exercise results would be included in the class participation score (5%).

In weeks 5, 10 and 14, two of four reading passages emphasizing identifying the main idea were distributed to the experimental group each week in advance. In the following session they spent 15 minutes in class to take a reading quiz consisting of five multiple-choice questions: the first three questions focused on specific details, the fourth question asked the reader to select an appropriate title and the fifth one asked the reader to choose the appropriate reference. If possible, the reading supplementary set would increase in difficulty after each quiz result was analyzed by the teacher.

In weeks 6 and 11, two of four reading passages emphasizing making inferences were distributed to the experimental group each week in advance. In the following session they spent 15 minutes in class to take a quiz consisting four sentences with multiple-choice endings. Based on a consideration of the inferential content of the paragraph, the students chose the best ending for each sentence. If possible, the reading supplementary set would increase in difficulty after each quiz result was analyzed by the teacher.



In weeks 7 and 12, two of four reading passages emphasizing finding the sequence were distributed to this group each week in advance. In the following session they spent 15 minutes in class to take a quiz consisting of four multiple-choice questions, focusing on the sequence in the paragraph. Although several answers may be correct, the student must choose the one best answer according to the paragraph content.

In weeks 8 and 13, two of four reading passages emphasizing predicting outcomes were distributed to the experimental group each week in advance. In the following session they spent 15 minutes in class to take a quiz consisting of four incomplete sentences, predicting possible outcomes based on the paragraph. The student chose the one best ending for each sentence, from a choice of three.

#### 4) Findings

##### Results from the quantitative analysis

The data were collected and analyzed from the achievement tests: the mid-term and final examinations. The mean ( $\bar{X}$ ) and the standard deviations (SD) of the two groups were computed using a t-test to determine the differences between the two groups.

TABLE 2: Comparison of the reading comprehension result in mid-term examination between the experimental and the control groups

Students	N	Mean	Std. Deviation	Sig.
Experimental group	39	2.82	1.25	0.73
Control group	47	2.72	1.35	

As seen in table 2, in the midterm examination the average score of the experimental group in the reading comprehension part was 2.82 with a SD of 1.254 while the average reading comprehension score of the control group was 2.72 with a SD of 2.72. The result of the T-test was not significantly different at the level of 0.05.

TABLE 3: Comparison of the reading comprehension results in final examination between the experimental and the control groups

Students	N	Mean	Std. Deviation	Sig.
Experimental group	39	6.67	3.07	0.19
Control group	47	7.51	2.90	



According to table 3, in the final examination the average reading comprehension score of the control group in the final examination, 7.51 with a SD of 2.89, was higher than that of the experimental group 6.67 with a SD of 3.072. Thus, the result of the T-test was not significantly different at the level of 0.05.

TABLE 4: Comparison of the LA 102 total score between the experimental and the control groups

Students	N	Mean	Std. Deviation	Sig.
Experimental group	39	62.67	11.02	0.24
Control group	47	65.57	11.43	

As shown in table 4, the average LA 102 total score of the experimental group, 62.67 with a SD of 11.015 was lower than that of the control group, 65.57 with a SD of 11.432. There was no significant difference of LA 102 total score between the experimental and control groups.

TABLE 5: Relationship between the amount of using supplementary reading and the reading achievement in the experimental group

Number of weeks	N	Final Exam Mean	Std. Deviation	Sig.
2-3	4	4.25	1.89	0.43
4-5	6	7.00	4.10	
6-7	14	6.79	2.94	
8-9	15	7.07	3.07	

When comparing between the numbers of weeks the experimental group attended for supplementary reading and the reading comprehension result on the final examination, it was found that there was no significant difference at the level of 0.05. As noticed from the table 5, it is likely that the more learners attended the class, the higher score they gained.



Results from the questionnaire on the reading behavior

TABLE 6: the study of reading behavior in the experimental group

Content	Mean	SD	Meaning
1. You understand the purpose and the expectation of using supplementary reading.	4.04	0.77	Agree
2. You regularly read short passages before class.	2.38	1.17	Disagree
3. You always question: what, when, where, and why, to make more comprehensible while reading the passage.	2.27	1.31	Disagree
4. While reading a passage, you understand well what the passage is about.	3.27	0.83	Neutral
5. While reading a passage and finding some difficult words, what did you do?			
a) I gave up reading.	2.42	1.33	Disagree
b) I looked up the dictionary.	2.73	1.34	Neutral
c) I guessed the meaning of the words.	3.12	1.56	Neutral
6. After reading, you can summarize the passage you read to your friends.	2.35	1.02	Disagree
7. You gain a lot of new words with their meaning from supplementary reading.	3.77	1.18	Agree
8. You understand all questions asked in the passage.	3.81	1.13	Agree
9. Your reading skill improved in term of question-answering approach.	3.50	0.71	Agree
10. Your question-answering approach from the supplementary reading can be applied in the final examination.	3.69	0.84	Agree

Table 9 reports means and standard deviation (SD) of the degree of some effective dimensions of learners' reading behavior in using supplementary reading during English language learning. Each item in the questionnaire is interpreted with five values: strongly agree, agree, neutral, disagree, and strongly disagree.



The finding indicates that students had a positive attitude towards the use of supplementary reading because the result showed the mean of understanding the objective of using supplementary reading is the highest ( $M = 4.04$ ,  $SD = 0.77$ ). With regard to the basic reading skills, it reveals that experimental students read and understood all questions while taking the reading comprehension exercise ( $M = 3.81$ ,  $SD = 1.13$ ), and consequently, they gained a lot of new words from supplementary reading ( $M = 3.77$ ,  $SD = 1.18$ ). They also thought that they were able to apply their question-answering approach from the supplementary reading towards the final examination ( $M = 3.69$ ,  $SD = 0.84$ ). Moreover, they felt that answering questions in the reading comprehension exercise was better than before ( $M = 3.50$ ,  $SD = 0.71$ ).

On the other hand, the experimental group did not give much cooperation in pre-reading regularly ( $M = 2.38$  with  $SD$  of  $1.17$ ). Furthermore, while reading the passage, students hardly ever questioned: what, when, where, or why in order to make more comprehensible ( $M = 2.27$ ,  $SD = 1.31$ ). After reading, the experimental group was uncertain that they were able to summarize what they had read to their friends ( $M = 2.35$ ,  $SD = 1.02$ ).

## **5) Discussion of the findings**

### **5.1 Conclusions**

Four research questions can be answered as follows:

- 1) The main objective of this study is to find out whether there was a relationship between using supplementary reading and increased reading comprehension ability of undergraduate students in the General English course. The results showed that there was no significant difference in reading achievement between students who were taught with supplementary reading in class and those who attended in the normal class. The hypothesis of the study is thus rejected.
- 2) There was no relationship between the amount of using supplementary reading and the achievement test result,
- 3) Students who were encouraged to use supplementary reading during the course expressed less attention in this activity even though they realized the importance or the advantages of supplementary reading.



## **5.2 Recommendations for further study**

On the basis of the findings of this study, further research relevant to the English reading strategies should be conducted with different materials. Harmer (2001) suggests that to get maximum benefit from reading, students need to be involved in both extensive and intensive reading. In the extensive reading approach, teachers have to encourage students to choose for themselves what they read and to do so for pleasure and generally language improvement while the intensive reading approach deals with teachers' direct assignment to enable students to develop their reading skill. It may be valuable to recommend that students be encouraged to use both extensive and intensive reading approaches to sustain their life long learning.

Secondly, the findings about the frequency of using supplementary reading in class showed that students had less responsibility in class attendance and assignments. In this point, Wender (2002) introduced learner training or learner development for teachers to be considered. He stated that learner development is a learner-centered innovation in foreign and second language instruction. That means teachers and learners should explore the learning process together in order to help learners become more effective learners of English and take more responsibility for their own learning.

Finally, as the subjects of the study were classified as the intermediate level of English or in the C grade level, future research should be conducted with students who have high English proficiency analyzed from the prerequisite grades A to C+ and those who have low proficiency in English analyzed from the prerequisite grades C to D.



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## APPENDICES

DPU



## APPENDIX A

DPU





### The Earth

What do you think of when you think of the earth? A huge ball? Mountains? Countries? Forests? All of these things are part of the earth, but **they** are all land. The fact is that almost all of the surface of the earth is water. The water on the earth covers two times as much surface as the land. Can you see why most people used boats for travel long ago before airplanes were invented?



Name \_\_\_\_\_ Reg. no. \_\_\_\_\_ Group \_\_\_\_\_

### The Earth

Quiz 1: getting main idea

Choose the best answer.

1. The earth is \_\_\_\_\_.
  - a. Mostly land
  - b. near the sun
  - c. mostly water
2. Water covers \_\_\_\_\_.
  - a. as much surface as land
  - b. all of the surface of the earth
  - c. two times as much surface as land
3. Most travel long ago was \_\_\_\_\_.
  - a. by airplane and boat
  - b. by airplane
  - c. by boat
4. This story could also be called \_\_\_\_\_.
  - a. Boats
  - b. What is on the Earth?
  - c. The Sun and the Earth.
5. What does the word '**they**' refer to?
  - a. Boats, airplanes
  - b. Water, surface, land
  - c. Mountains, forests, country





### Money to Burn

What happens when paper money gets too old or dirty to be used? It's burned. From banks all over, old bills are sent to a few large banks. The number on the bills are checked. Sometimes the bills are cut in two. The Treasury burns about thirty-five million dollars a day. Once the Treasury tried to wash and clean dirty paper money. **This** didn't work very well. The washing hurt the ink. Old coins are not like paper money. They can be of some use. They are melted down and the metal is used again.



Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

### Money to Burn

Choose the best answer.

1. When paper money gets too old to be used, it is \_\_\_\_\_.  
 a. melted                      b. washed                      c. burned
2. Old coins are \_\_\_\_\_.  
 a. Melted                      b. washed                      c. burned
3. The Treasury burns about thirty-five million dollars \_\_\_\_\_.  
 a. a day                      b. a year                      c. a minute
4. This story could also be called \_\_\_\_\_.  
 a. The Treasury              b. Old Money                  c. New Money
5. What does the word '**this**' refer to?  
 a. burning                      b. melting                      c. cleaning





### Bamboo

Have you ever gone fishing with grass? Maybe you have and don't know it. Have you ever used a bamboo fishing pole? The bamboo tree is a member of the grass family. Unlike most other grasses, bamboo grows very tall. It may grow to be one hundred feet tall. The young bamboo shoots can be used as food. When the trunks are large, **they** can be used for fishing poles. Some are even used as water pipers. The leaves of bamboo make good food for cattle. The leaves can also be used in making paper.



Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

### Bamboos

Choose the best answer.

1. The bamboo tree is a member of \_\_\_\_\_.  
a. The tree family      b. The fishing family      c. The grass family
2. It may grow to be \_\_\_\_\_.  
a. A fishing pole      b. one hundred feet tall      c. five feet tall
3. Bamboo trees have \_\_\_\_\_.  
a. One use only      b. may uses      c. red leaves
4. This story could also be called \_\_\_\_\_.  
a. The Giant Grass      b. Good Food for Cattle      c. Grass
5. What does the word '**they**' refer to?  
a. Bamboo shoots      b. Bamboo trunks      d. Bamboo leaves





### Electric Fishes

There are about 50 kinds of fish that can give off an electric shock. They can give a shock to another animal. In this way they can protect themselves. They can also hunt for food. The most well known electric fish is the electric eel. Some grow to be eight feet long. They are found in South America. Another kind of electric fish is the electric catfish. **It** is found in Africa. The electric catfish was drawn in Egypt over 4,000 years ago.



Name \_\_\_\_\_ Reg. no. \_\_\_\_\_ Group \_\_\_\_\_

### Electric Fishes

Choose the best answer.

1. How many kinds of fishes can give off an electric shock?
  - a. Every fish
  - b. 50
  - c. 5
2. The most well-known electric fish is the \_\_\_\_\_.
  - a. Electric tuna
  - b. electric catfish
  - c. electric eel
3. The electric eel is really \_\_\_\_\_.
  - a. A fish
  - b. an eel
  - c. very small
4. This story could also be called \_\_\_\_\_.
  - a. Shocking Fish
  - b. The Electric Eel
  - c. A New Kind of Fish
5. What does the word 'it' refer to?
  - a. An Electric eel
  - b. Africa
  - c. an electric catfish





Name \_\_\_\_\_ Reg. no. \_\_\_\_\_ group \_\_\_\_\_

### The family Car

Debby was having trouble making friends at her new school. She started telling the other kids stories about herself and her family. The stories were not always true. Debby didn't mean any harm by this. It just made her feel more important. One of her stories was about her family's car. It was a big, new car, she told the kids. They seemed impressed. Debby was happy. Then one day her mother unexpectedly picked her up at school. Debby ran to the car. She hoped on one would see that it was an old car that needed paint. But some of the kids did see. 'Where's the big, new car?' someone asked. 'Oh, that was just a tall story,' Debby said.

Choose the best answer. (Quiz 5: Predicting outcomes)

1. Debby's stories \_\_\_\_\_ .
  - a. will win her new friends.
  - b. will no longer be believed.
  - c. will please her parents.
2. The other kids will call the story about the car \_\_\_\_\_ .
  - a. A funny story
  - b. A cruel story
  - c. A lie
3. When Debby goes back to school the next day, \_\_\_\_\_ .
  - a. she will unhappy
  - b. the other kids will be more friendly
  - c. her teacher will be angry.
4. Debby will stop telling stories \_\_\_\_\_ .
  - a. when she feels better about herself
  - b. when she moves to another school
  - c. when her family gets a new car





Name \_\_\_\_\_ Reg.no \_\_\_\_\_ group \_\_\_\_\_

### Roller Skating

Roller skating is very popular these days. It comes back into style every 25 years or so. Each time, there is a new and better way of making skates. The first roller skates were made over 100 years ago. They were little more than ice skates with wheels. They were not very easy to ride. Your mother and father may remember the skates they had as children. Then wheels and tops were made of metal. They were fastened to people's shoes with a skate key. They were not as fast as today's skates.

Choose the best answer. (quiz 6 Predicting outcomes)

1. The first roller skates \_\_\_\_\_
  - a. were faster than the ones used today
  - b. were slow and clumsy
  - c. were made of plastic
2. The skates of 25 years ago \_\_\_\_\_
  - a. Worked well on brick sidewalks
  - b. Cost more than today's skates
  - c. Sometimes came loose
3. Roller skating \_\_\_\_\_
  - a. Will be out of style in a few years
  - b. Will be illegal in a few years
  - c. Will never again be as popular as it is now
4. In about 25 years, \_\_\_\_\_
  - a. no one will roller skate
  - b. there will be better and faster roller skates
  - c. people will be roller skating on Mars.





Name \_\_\_\_\_ Reg.no. \_\_\_\_\_ group \_\_\_\_\_

### A Magazine Subscription

Paula saw a form in the paper. It was for a subscription to her favorite magazine, *Teen News*. The subscription was on sale. She wanted to take magazine for one year. It would be cheaper than buying the magazine each week. She went to the bank. She took \$14 out of her savings. Then she took the \$14 to the money order window. She bought a money order. (she knew that she should not send money trough the mail.) After that, she went home. There she filled out the form. Then she put the money order and the form into an envelope. Next she addressed the envelope. That afternoon she walked to the corner to mail it.

Choose the best answer. (quiz 7 Predicting outcomes)

1. After mailing the form, Paula will probably \_\_\_\_\_.
  - a. try to get it back out of the mailbox
  - b. walk back home
  - c. gain ten pounds in the next week
2. In a few hours, Paula's form will \_\_\_\_\_.
  - a. be picked up by someone from the post office
  - b. get lost in the mail
  - c. self-destruct
3. In a few weeks, Paula will \_\_\_\_\_.
  - a. start receiving *Teen News*
  - b. be sorry
  - c. receive a copy of her favorite book, *Mysteries to Keep You Awake*
4. Paula will \_\_\_\_\_.
  - a. Forget how to read
  - b. Never even read *Teen News*
  - c. Enjoy reading *Teen News*





Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

### **Peggy's Hair**

Peggy had beautiful hair. It was long and red. Her mother was very proud of it. She spent hours every day brushing Peggy's hair. Peggy thought her long red hair was just too much trouble. It took too much time to wash and dry it. It was hard to keep neat looking. Peggy wished she had short hair like her favorite movie star. One morning, while her mother was still in bed, Peggy found a pair of scissors.

Choose the best answer. (quiz 8 Predicting outcomes)

1. Peggy decided to \_\_\_\_\_.
  - a. cut her own hair
  - b. cut her little brother's hair
  - c. make some paper dolls
2. When Peggy's mother got up she \_\_\_\_\_.
  - a. didn't notice what Peggy had done
  - b. was angry
  - c. was still tired
3. It wasn't long before Peggy's mother \_\_\_\_\_.
  - a. Realized Peggy was really a boy
  - b. Cut her own hair to match Peggy's
  - c. Let Peggy wear her hair the way she wanted
4. Eventually, Peggy's hair \_\_\_\_\_.
  - a. Grew long again
  - b. Fell out
  - c. Turned black





Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

Quiz 9 making inferences

### **The Earl's Supper**

John Montagu loved to play cards. He could play for hours at a time. He would not stop to eat or sleep. Once he played all day and night. He got hungry. He wondered what he could eat without having to leave the game. Then he had an idea. He told his servants to bring him meat between two pieces of bread. His friends thought this was a wonderful way to eat. Other people liked it too. They named this way of eating after John Montagu. By now you may have guessed his 'full' name. It was John Montagu, Earl of Sandwich.

Choose the best answer.

1. Montagu asked for meat between two pieces of bread.....
  - a. so that he would not get the cards dirty.
  - b. because he thought it would bring him luck.
  - c. because there were no plates in the house.
2. People called this kind of food a .....
  - a. Montagu.
  - b. Sandwich.
  - c. Snack.
3. From the story we can guess that John Montagu was .....
  - a. Tall
  - b. Foolish.
  - c. Rich.
4. We can also guess that ....
  - a. Montagu won the card game.
  - b. Montagu ate this kind of supper again.
  - c. Montagu's friends didn't like playing cards with him.



Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

## Quiz 10 Making inferences

## The Great Race

An old story tells about a tortoise and a hare. The hare bragged about how fast he could run. He tried to get the other animals to race against him. None of them would do it. At last the tortoise agreed to a race. The hare laughed. The tortoise was the slowest animal in the forest. He had short legs and was covered by a shell. The tortoise stared off slowly. Soon the hare was miles ahead. He thought the race was as good as won. He lay down to take a nap. While he was sleeping, the tortoise **plodded** by. After a while, the hare woke up. He started running again. But by then it was too late.

Choose the best answer.

1. A tortoise is like a .....
  - a. dog.
  - b. bird
  - c. turtle
2. The hare .....
  - a. won the race.
  - b. lost the race.
  - c. forgot about the race.
3. The word '*plodded*' means .....
  - a. ran fast
  - b. moved slowly and heavily
  - c. stopped
4. From the story we might guess that the hare .....
  - a. was a fast runner.
  - b. never raced again
  - c. wasn't really a very fast runner





Name \_\_\_\_\_ Reg. no. \_\_\_\_\_ Group \_\_\_\_\_

Quiz 11 Making inferences

**Niagara Falls Is Falling**

Niagara Falls may be the most famous waterfall in the world. But it's not the highest. In fact, it's not even close. Angel Falls in South America is the world's highest, at 3,212 feet. Niagara Falls is only 167 feet high –and it's getting smaller. It's wearing itself down. The bed of the Niagara River is made of soft rock. The river carries water into Lake Ontario from the other four Great Lakes. This is a lot of water, and it's been flowing for thousands of years. Just 300 years ago, Niagara Falls was much higher than it is today. In another 300 years, it will probably be much smaller.

Choose the best answer

1. Niagara Falls .....
  - a. used to be the highest waterfall in the world
  - b. use to be higher than it is now
  - c. is 300 years old
2. Niagara Falls is .....
  - a. in Venezuela
  - b. on the Niagara River
  - c. in a lake
3. If the bed of the Niagara River were of harder rock, .....
  - a. Niagara Falls would be higher
  - b. Niagara Falls would be lower
  - c. there would be no Niagara Falls
4. Niagara Falls .....
  - a. wasn't there 300 years ago
  - b. will have disappeared in 300 years
  - c. will look very different in 300 years





Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

Quiz 12 Making inferences

**Jumping Rope**

Today, jump-rope games are played by both boys and girls. But this was not always true. Until about 1900, jumping rope was nearly always a boy's game. Its rules were simple: whoever jumped the longest was the winner. Now, jump-rope games are played to chanted rhymes. How many of these rhymes do you know? Your grandmother may remember some of the same ones. Many can be heard in playgrounds all over the United States. But children are not the only rope-jumpers. A boxer training for a fight jumps rope as part of his exercise every day.

Choose the best answer.

1. A hundred years ago, .....
  - a. Few girls jumped rope
  - b. Jump-rope games hadn't been invented
  - c. Only boxers jumped rope
2. A hundred years ago, jump-rope games .....
  - a. Were the same as they are today
  - b. Were simpler than they are today
  - c. Took more strength to play
3. Many of the rhymes that children jump rope to now .....
  - a. are very new
  - b. have been passed along for many years
  - c. were made up by boxers
4. A boxer jumps rope to train himself to .....
  - a. hit harder
  - b. run faster
  - c. move his feet quickly





Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

Quiz 13 Getting the main idea and making references

**Popcorn**

What makes popcorn pop? If you have ever made popcorn you know that by putting hard, dry kernels of corn in a pan and heating them, the kernels will explode into popcorn. Have you ever looked at the inside of the lid? (You have to use some sort of cover or the corn will pop all over the room.) After cooking popcorn you will always find water inside the lid. Where does **it** come from? The water came from the corn. There is a little bit of water in each 'dry' kernel. When the corn is heated the water turns to steam. As it turns to steam it expands, pushing at sides of the kernel. At last the kernel pops and the steam escapes. Since there is a lid on the pan, the steam is stopped by the lid. There it cools, condenses, and becomes water again.

Choose the best answer.

1. Popcorn comes from.....
  - a. sweet potatoes
  - b. movie theaters
  - c. hard corn kernels
2. You will find water inside the pot lid.....
  - a. after the corn has popped
  - b. before the corn has popped
  - c. when you are washing it
3. There is water inside the corn kernel .....
  - a. when you are eating it
  - b. after the corn has popped
  - c. before the corn has popped
4. This story could also be called.....
  - a. Eating Popcorn
  - b. Why It Pops
  - c. Steam
5. What does the word '**it**' refer to?
  - a. Popcorn
  - b. Water
  - c. The lid





Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

Quiz 14 Getting the main idea and references

**Our Solar System**

The nine planets in our solar system vary greatly in size. If you think of **them** as objects you know, you can understand the sizes. Think of the earth as a small pea. Mercury and Pluto would be pinheads. Mars would be a large pinhead. Venus would be a small pea. Neptune and Uranus would be marbles. Saturn would be a ping-pong ball. Jupiter would be a golf ball. The sun would be a large beach ball.

Choose the best answer.

1. Our solar system has .....
  - a. one planet
  - b. nine planets
  - c. only small planets
2. The smallest planets are.....
  - a. Mercury and Pluto
  - b. marbles
  - c. The sun.
3. The largest planet is .....
  - a. The earth
  - b. Like a ping-pong ball.
  - c. Jupiter
4. This story could also be called.....
  - a. The Earth
  - b. The Largest Planet
  - c. Sizes of Planet
5. What does the word '**them**' refer to.....
  - a. Objects
  - b. Nine planets
  - c. Solar system





Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

Predicting Outcomes

Quiz 15

**New Glasses**

Stewart had known for a long time that he couldn't see as well as he used to. He didn't tell anyone because he didn't want to wear glasses. Instead, he asked his teacher if he could sit closer to the front of the class. When he was close enough, he could see the chalkboard clearly. Then one day the school doctor came around. She gave each student an eye test. Stewart couldn't fool the doctor. He was going to have to be fitted with glasses. He was very upset. He thought they would make him look like a **sissy**. At last, Stewart told his mother he would only wear them if they were skin-colored. That would make them less noticeable, he thought. His mother agreed. Two weeks later Stewart got his glasses. They were pink!

Choose the best answer.

1. Stewart.....
  - a. was happy with the pink glasses.
  - b. didn't want to wear the pink glasses.
  - c. decided to make his own glasses
2. Stewart's mother.....
  - a. gave the glasses to Stewart's sister
  - b. didn't make him wear the glasses
  - c. made him wear the glasses
3. Glasses cost a lot but Stewart wished.....
  - a. he could lose or break them on purpose
  - b. he had another pair just like them
  - c. he could wear an eye patch
4. Finally, Stewart's mother.....
  - a. decides he didn't need glasses after all
  - b. told Stewart he could save his money to buy another pair
  - c. bought Stewart a hat
5. The meaning of the word '**sissy**' closet to .....
  - a. Coward
  - b. Selfishness
  - c. Happiness





Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

Predicting Outcomes

Quiz 16

**The Butterfly**

Craig first noted the small brown cocoon on a fence. It was just outside the back door of his house. He had read about them in school. He knew that soon, as the days grew warmer, a butterfly would come out of the **cocoon**. Craig waited patiently. He looked each morning when he left the house to see what progress had been made. At last, instead of a brown cocoon, Craig found a beautiful butterfly. He could not resist taking its delicate wings between his fingers. He wanted to look at it more closely. Craig did not know that touching the fragile wings so soon after the butterfly emerged would hurt them. He returned the butterfly to the fence and went on to school.

Choose the best answer.

1. When Craig came home from school, the butterfly.....
  - a. had returned to its cocoon
  - b. was exactly where Craig left it
  - c. had flown away
2. Since the butterfly was unable to fly, it.....
  - a. turned into a bee
  - b. could not feed itself
  - c. grew stronger and stronger
3. Each morning, when Craig left for school he.....
  - a. hoped the butterfly had finally flown away
  - b. hoped the butterfly was dead
  - c. paid no attention to the butterfly
4. Craig realized what he had done to the helpless butterfly and he.....
  - a. ate it
  - b. stepped on it
  - c. learned not to touch delicate insects
5. The word '**cocoon**' is like .....
  - a. A nest
  - b. An egg
  - c. Coral reefs





Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

Finding the sequences

Quiz 17

**Water Glass Trick**

Can you turn a glass of water over without spilling it? It is a fun trick. You can learn to do it easily. To start, you fill a glass with water. Next you place a piece of heavy paper over the top of the glass. You must use heavy paper. Another kind will not work. The heavy paper helps to create suction in the glass. When this is done, turn the glass over slowly. You should keep your hand on the paper. When you have turned the glass over, take your hand from the paper. You will find that the trick really works. The suction holds the water in the glass. Most of the time it does this without spilling a drop of water.

Choose the best answer.

1. What is the first thing you do in this trick?
  - a. Put a piece of paper over the glass.
  - b. Fill a glass with water.
  - c. Turn the glass over very slowly.
2. What is the second thing you do in this trick?
  - a. Put a heavy piece of paper over the glass.
  - b. Fill a glass with water.
  - c. Turn the glass with water.
3. What is the third thing you do in this trick?
  - a. Put a piece of paper over the glass.
  - b. Turn the glass over very slowly.
  - c. Take your hand from the paper.
4. What is the fourth thing you do in this trick?
  - a. Put a heavy piece of paper over the glass.
  - b. Turn the glass over very carefully.
  - c. Take your hand from the paper carefully.
5. What does the word 'it' refer to?
  - a. a glass of water
  - b. a fun trick
  - c. a piece of heavy paper





Name \_\_\_\_\_ Reg. no \_\_\_\_\_ Group \_\_\_\_\_

### Finding the Sequence

### Quiz 18

#### Six-Hole Marbles

Marbles is one of the oldest games in the world. It is still being played today. There are many different games of marbles. One played in our country is called six-hole marbles. It is played with four to six people. You start by digging six holes in a bit of ground. The holes are numbered on t to six. Every player gets a turn. Each one tried to 'shoot' a marble in the holes. A player starts with the first hole, then moves on to the next onne. Each times a player 'makes' a hole, the player gets another turn. If a player misses a hole, another rplayer gets a chance. If a player hits an opponent's marble, the player gets two more turns. Many times a player tries to hit opponent's marble. It is a wise move. A player gets more turns this way. It also knocks the opponent's marble away from the hole. This gives a player a better chance to win. The first player to 'shoot' marbles in all six holes wins the game.

Choose the best answer.

1. What is done first in this game?
  - a. You start by hitting your opponent's marble.
  - b. You start by digging six holes in the ground.
  - c. You start by trying to get a marble in hole.
2. What happens when a player 'makes' a hole?
  - a. Another player gets chance.
  - b. The player gets another turn.
  - c. The player gets two more turns.
3. What happens when a player misses a hole?
  - a. Another player gets chance.
  - b. The player gets another turn.
  - c. The player gets two more turns.
4. What happens when a player hits the opponent's marble?
  - a. Another player gets a chance.
  - b. The player gets anther turn.
  - c. The player gets two more turns.
5. What is the meaning of the word 'opponent' closet to?
  - a. Another player
  - b. Another marble
  - c. Shooting marbles



**APPENDIX B**





แบบสอบถาม

ศึกษาพฤติกรรมการอ่านของนักศึกษา ต่อการใช้สื่อการอ่านเสริมเพื่อเพิ่มประสิทธิภาพการเรียนการสอน

ภาษาอังกฤษพื้นฐาน

คำชี้แจง

แบบสอบถามชุดนี้จัดทำขึ้นเพื่อทราบพฤติกรรมการอ่านของนักศึกษาเกี่ยวกับเรื่องดังกล่าวข้างต้นเฉพาะทักษะการอ่าน ภาษาอังกฤษเท่านั้น ทักษะภาษาอังกฤษอื่น ๆ ไม่เกี่ยวข้อง ขอให้นักศึกษาตอบแบบสอบถามตามข้อมูลจริง ข้อมูลทั้งหมดจะถือเป็นความลับจะไม่เปิดเผยเป็นรายบุคคล และจะไม่มีผลกระทบใด ๆ ต่อคะแนนวิชาภาษาอังกฤษ

กรุณาตอบว่าท่านเห็นด้วยกับข้อความข้างล่างนี้มากน้อยเพียงใด โดยทำเครื่องหมาย ✓ ลงในช่องหมายเลขซึ่งมีความหมายดังต่อไปนี้

5 - เห็นด้วยมากที่สุด      4- เห็นด้วย      3 - ปานกลาง      2 - ไม่เห็นด้วย      1 - ไม่เห็นด้วยมากที่สุด

ข้อ	เนื้อหา	5	4	3	2	1
1	ข้าพเจ้ารู้และเข้าใจจุดประสงค์และความคาดหวังจากการทำแบบฝึกหัดการอ่านเสริม					
2	ข้าพเจ้าได้อ่านเนื้อเรื่องล่วงหน้าทุกครั้งก่อนทำแบบฝึกหัดการอ่านเสริมในห้องเรียน					
3	ขณะอ่านเนื้อเรื่องล่วงหน้า ข้าพเจ้าตั้งคำถามเกี่ยวกับเนื้อหา เช่น ใครทำอะไร ที่ไหน เมื่อไร อย่างไร ทำไม					
4	ขณะที่อ่านเนื้อเรื่องล่วงหน้า ข้าพเจ้าสามารถบอกได้ว่าเรื่องนี้เกี่ยวกับอะไร					
5	ขณะที่อ่านเนื้อเรื่องล่วงหน้า ข้าพเจ้าพบคำศัพท์ที่ไม่ทราบความหมาย ข้าพเจ้าจะ..... 1. เลิกอ่านเนื้อเรื่องนี้ทันที					
	2. ใช้ พจนานุกรม (Dictionary) เพื่อหาความหมายของคำศัพท์ที่ยากทุกคำ					
	3. ไม่ใช้ พจนานุกรมเลย ข้าพเจ้าชอบเดาคำศัพท์จากเนื้อเรื่องมากกว่า					
6	หลังจาก อ่านเนื้อเรื่องล่วงหน้า ข้าพเจ้าสามารถสรุปเนื้อเรื่องทุกเรื่องที่อ่าน ให้เพื่อนฟังได้					





7	หลังจากได้ทำแบบฝึกหัดการอ่านเสริม ข้าพเจ้าได้ คำศัพท์ใหม่ ๆ พร้อมความหมาย เพิ่มมากขึ้น					
8	ขณะทำแบบฝึกหัดการอ่านในห้องเรียน คุณอ่านคำถาม เข้าใจทุกข้อ					
9	หลังจากได้ทำแบบฝึกหัดการอ่านเสริมทุก ๆ ครั้งแล้ว ข้าพเจ้าได้พัฒนาการอ่านจากทักษะการตอบคำถาม จากเนื้อเรื่องเพิ่มขึ้น					
10	ข้าพเจ้าได้รับประโยชน์จากแบบฝึกหัดการอ่านเสริม					

ขอบคุณสำหรับความคิดเห็นนะคะ