SCAFFOLDING STUDENTS’ CRITICAL READING ABILITY

THROUGH APPRAISAL THEORY

Mrs. Namon Jirasataporn

I.D. No. 582-9454

A Dissertation Submitted in Fulfillment of the
Requirements for the Degree of
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IN ENGLISH LANGUAGE TEACHING
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ABSTRACT

I.D. No.: 582-9454

Key Words: SCAFFOLDING INSTRUCTION, CRITICAL READING ABILITY, GRADUAL RELEASE OF RESPONSIBILITY, APPRAISAL THEORY

Name: MRS. NAMON JIRASATAPORN

Thesis Title: SCAFFOLDING STUDENTS’ CRITICAL READING ABILITY THROUGH APPRAISAL THEORY

Thesis Advisor: ASST. PROF. DR. KULAPORN HIRANBURANA

This study focused on the importance of critical reading ability, one of the desired skills for students to thrive in the 21st century workplaces and society. Although having been emphasized in the revised Thai Basic Education Curriculum B.E. 2551 (Ministry of Education, 2008), critical reading ability remains one of the weaknesses among Thai EFL undergraduate students (Wongsothorn, 1988; Chaisuriya 2000; Ueai-Chimplee, 2007). In view of this, this study explored how critical reading ability could be enhanced in a particular reading course where authentic business articles from such a mainstream magazine as TIME was used as the course materials. White’s (1998) and Martin and Rose’s (2007) Appraisal Theory was employed as an analytical tool in exploring the differences in stances expressed in American and Chinese business-related articles from the well-known magazine. The lesson plans were also developed, in which Appraisal Theory and Gradual Release of Responsibility (GRR) – a model of scaffolding instruction – were adopted for effective teaching and learning.

In this study, the researcher selected and analyzed the articles used as the course materials, designed all the lesson plans, as well as conducted the classroom observation. During the observation, the researcher assumed the role of a participant
observer in Reading in Business English course at an international university in Thailand during Semester 2/2017. The participants were one exemplary teacher and thirty-four students of Business English Major. Several research instruments were employed which were Appraisal Theory, pre- and post- tests, lesson plans, summative test, focus-group discussions, the teacher’s reflections as well as the researcher’s narrative summaries to ensure the triangulation of the data.

From the quantitative and qualitative data, the results revealed that the four stages of GRR were very effective. The shift in the responsibilities from the teacher to the students allowed the students to learn from both the teacher and among themselves in a productive and collaborative way. Having gone through the GRR stages, the students became more confident to work individually and complete the assigned tasks on their own. With regards to Appraisal Theory, the students also reported having high level of opinion toward the Theory as it helped enhance their critical reading ability and enabled them to approach texts from a different perspective. Accordingly, this substantiated the idea that discourse analysis should be incorporated into teaching because students’ ability to understand the use of the language in context is very crucial in critical reading as it could help “create suitable contexts for interaction, illustrating writer/reader exchanges, and provide learners with opportunities to process language within a variety of situations” (Olshtain & Celce-Murcia, 2001). With confidence and competence, it was very likely that the students would continue their critical reading skill even outside the classroom.
ACKNOWLEDGEMENTS

First and foremost, I would like to render my sincere gratitude to my advisor, Asst. Prof. Dr. Kulaporn Hiranburana for her guidance, expertise and most importantly, her patience throughout all stages of this long, yet rewarding journey. I wish to also express my heartfelt appreciation to Prof. Foley who welcomed me to ELT program from Day 1 with confidence when I was completely lost (and thought that I would never be found). His continuous understanding, support and guidance on earlier versions of my works have contributed greatly to the groundwork of this dissertation. Without him, I would not have known Appraisal Theory. Thank you for introducing me to the world of language evaluation.

I would also like to thank my other committee members: Assoc. Prof. Dr. Sumalee Chinokul, Assoc. Prof. Dr. Suwattana Eamoraphan, and Assoc. Prof. Dr. Sureepong Phothongsunan. It was such an honor to have your signatures ‘imprinted’ in my dissertation.

My indebtedness goes to Khun Somchai Sampeenong from TNS, whom I have been entrusted with the task of training TNS employees during the past few years in return for the wages that helped me through each semester’s tuition fees for both my daughter and myself. My thanks are extended to Khun Suthichock Nunthasookkasame and all my MSD friends at Bangchak for letting me loitering around MSD when writer’s block hit me really bad.

This journey would never have been possible without the opportunities and support from my beloved bosses, especially Dr. Chayada Thanavisuth and Dr. Korakote Natiladdanon who, despite my falls, picked me up and still believed in me even when I was not at my best. My sincere gratitude also goes to Rev. Bro. Bancha Saenghiran, who
brought me into this teaching profession. Au is not only my employer but also my alma mater, and I’m so proud to say that I was born and have been raised well here.

On a more personal note, I would like to thank my smart junior sister, Dr. Nattharmma Thong-iam, for everything she has given me, be it research knowledge or friendship. Also, thanks to Olyv, my daughter’s auntie/colleague/friend, for giving me company on this journey.

And most importantly, big THANKS to my wonderful back-up – my mom, my sister and my brother-in-law – who have been such a strong wind beneath my wings. Without their love, understanding and support, I would not have made it where I am today. And of course, to my darling daughter, Hibiki, whose smile takes all my stress away. Mommy loves you to the moon and back.
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CHAPTER I

INTRODUCTION

Among the four basic skills in any language, speaking and writing are categorized in one group, listening and reading in another due to the different processes involved. Speaking and writing are known as the productive skills (or active) as they involve ‘producing’ words, utterance and sentences; whereas listening and reading are known as the receptive skills (or passive) as learners are to ‘receive and understand’ such a language. However, these differences do not make any of the skills less important. In fact, reading is not a passive activity; it is a “highly complex process” (Wurr, 2003). It indeed demands an engagement from participants in an active search for meaning with the ultimate goal of comprehending what has been read (Nation, 2005; Paris & Hamilton, 2009). According to Kendeou, van den Borek, Helder and Karlsson (2014), reading comprehension can be divided into two basic processes: lower-level comprehension that involves translating the written words into meaningful language unit, and higher-level comprehension where other factors such as background knowledge and experience are needed to be able to analyze, evaluate and interpret the texts before making an ultimate conclusion of what has been read. Critical reading ability which is the highest level of reading skill has then been emphasized, as can be seen in the revised Thai Basic Education Curriculum B.E. 2551 (Ministry of Education, 2008), of which all students are encouraged to be able to read texts critically. In fact, English reading comprehension is not only necessary for successful academic performance in Thailand, but also internationally (Wannakhao, 2006; Eason & Cutting, 2009).
Although Thai undergraduate students are expected to understand textbooks, articles, or even authentic texts used in the teaching and learning in order to advance in their academic performance and future careers, poor reading ability in English has been confirmed to be prevalent among Thai students at all levels of education (Adunyarittigun, 1998; Ratanakul, 1998; Sroinam, 2005; Srisang, 2017), and that Thai EFL undergraduate students still possess low critical reading ability (Wongsothorn, 1988; Chaisuriya, 2000; Ueai-chimplee, 2007).

Considering Thai EFL undergraduate students’ poor English reading ability in particular, the researcher therefore intends to find an approach to enhance critical reading ability of Thai EFL students in a Business English reading class, where authentic business articles from a mainstream magazine such as TIME can be used as the teaching materials. From related literature, the researcher found White’s (1998) and Martin and Rose’s (2007) Appraisal Theory a reliable tool in analyzing the texts, thus enhancing students’ critical reading ability. The researcher therefore selected and analyzed eight TIME news articles which were to be used as the course materials. The researcher also developed the lesson plans in which Appraisal Theory and scaffolding instruction were adopted.

1.1 Background of the Study

It is widely known that most practices in reading classes are traditional, which concentrates on discrete points of which the text has been built to come up with comprehension (Hamp-Lyons, 1985); and that the major hindrance in EFL students’ language proficiency is their limited vocabulary. According to Grabe (2009, p. 49), vocabulary is important in all aspects of language use. Research has found language skills and vocabulary knowledge to be correlated with reading ability among EFL students.
(Grant, Gottardo & Geva, 2011). Thus, “the more limited the learner’s vocabulary, the less will be his or her ability to communicate” (Nunan, 2015, p. 69). Large recognition of vocabulary is therefore needed, and vocabulary has been emphasized more in the classroom to enhance students’ reading comprehension as Nation (1990, p. 90) stated that “for both word recognition and learning word meaning, direct teaching apart from context is a useful addition to contextual learning”. On the other hand, Pressley (2000) suggested that the meanings of unfamiliar words could be worked out by associating ideas in the text with their prior knowledge based on contextual clues. Nonetheless, reading comprehension is not about making a choice between direct teaching of vocabulary or learning words from context. In fact, both are needed and complementarily support each other, and they help students understand the text better. However, teachers have failed to notice that even though their reading comprehension might be better, students still lack an opportunity to use their critical and analytical skills. They perform reading without questioning the stance of what is implied in what is written by the author. Especially in reading classroom, the focus is on the end result where students are given a passage to read and expected to answer questions to show how much information they can extract from the text, rather than on the critical reading process itself where students should think about what they are doing as they read (Nunan, 2015, p. 70). In other words, they read without an awareness of whether the news articles they read are neutral or constructed with positivity or negativity (Bednarek & Caple, 2017, p. 85).

According to Krashen (2004, p. 147), reading provides knowledge of the world as well as subject matter knowledge. Thus, reading comprehension is more than just understanding the words/texts, but a personal representation of its meaning, made up of the information from the text itself alongside with our general knowledge of the words and the topic, as well as cognition. As a result, reading comprehension does not only
require the ability to understand and gain meaning from what has been read, but also the
ability to extract and construct meaning through what the writer intended to convey in

To be able to do so, critical reading ability is essential. Researchers agree that
critical reading ability is one of the most important and desirable skills for all learners
since it is the highest level of reading skill used to analyze, synthesize and evaluate
information before making final conclusion, and that those with such an ability are likely
to make a better progress in critical reading ability (Lekvilai, 1996; Pearson, 1984;
Wannakhao, 2006).

Based on research on critical reading ability (Thammongkol, 1994; Ranghabtuk, 2001; Ueai-Chimplee, 2007; Haromi, 2014; Manarin, Carey, Rathburn & Ryland, 2015), critical reading ability in this research incorporates the following features:

- An effort to reveal the assumptions the author has in order to produce such a
text;
- A reliable and valid appraisal (or theoretical explanation) of the author’s
intention;
- An assessment of the neutrality of the text; i.e., to which degree the texts are
embedded with bias and/or prejudice, and/or whether any examples are
illustrated;
- An overall evaluation of the quality of each, as well as in comparison to
others in the same area.

From this perspective, it is important to develop awareness of the linguistic
choices being made. Discourse analysis becomes essential in language learning and
teaching (Cook, 1989; Nunan, 1993). Language teachers should include discourse
analysis into their teaching as it helps “create suitable contexts for interaction, illustrating
speaker/hearer and writer/reader exchanges, and provide learners with opportunities to process language within a variety of situations” (Olshtain & Celce-Murcia, 2001, p. 707-724). Recent research (Wah-Jorgensen, 2013; Wei, Wherrity & Zhang, 2015) confirmed that discourse analysis, especially the application of Appraisal Theory, can be adopted in news and media discourse, as the Theory itself is considered as the combination of Critical Discourse Analysis (CDA) and Systemic-Functional Grammar (SFG), putting forward as a special tool in exploring and evaluating the way language is applied “to adopt stances, to construct textual personas and to manage interpersonal positionings” (White, 1998). Moreover, from the three main categories of Appraisal Theory (i.e. Attitude, Engagement and Graduation), ‘Attitude’ is again sub-divided into three categories of ‘Affect’, ‘Judgment’ and ‘Appreciation’. These sub-categories are in fact results or responses made by human beings based on their feelings, thus challenging the ideal of objectivity which has long been considered a cornerstone of those in journalism profession, whose main aim is to gather and report information to the audience with neutrality (Wah-Jorgensen, 2013).

1.2 Statement of the Problem

According to the current Business English curriculum at Assumption University, ‘Reading in Business English’ is one of the twelve major required courses for students whose major is Business English. The pre-requisite is English III or an equivalent of 80 for TOEFL (iBT) or Band 6 for IELTS). (See Appendix A for the University’s announcement). The course objectives are as follows:

1) To meet students’ need for increase comprehension capacity and speed in reading articles on current issues related to business;
2) To advance proficiency and efficiency in interpreting the structure and the objectives of texts;

3) To enable students to develop outlines or short summary of selected materials.

What normally happens in the reading classroom is that teachers employ the traditional reading model (i.e. the pre-, while-, and post-reading activities), and ask students to provide a summary and/or answers to questions so as to check their comprehension. Lack of background knowledge and vocabulary is usually solved by explicit explanation and/or definition of any concerned issues. In doing so, students are able to construct the meaning, provide a summary/synopsis of selected articles, and as a result, are able to meet Objectives 1 and 3 of the Reading course. Nevertheless, often it can be seen that the summary (and/or answers) are a product of “cut” and “paste” different sentences from the article with an attempt to demonstrate their reading comprehension. Unfortunately, that reading comprehension only requires lower orders of thinking, which are remembering, understanding and applying, based on Bloom’s (1956) taxonomy. In fact, to be successful in the 21st century, students must possess the 4Cs super skills of creativity, collaboration, communication and critical thinking, which are the super skills students need to possess for success in college, careers and citizenship (Saxena, 2015).

1.3 Research Questions

This study addresses the following research questions:

1. How can Appraisal Theory be used to scaffold students’ critical reading ability in Reading in Business English course?
2. To what extent can students’ critical reading ability be improved through scaffolding instruction using Appraisal Theory as a strategy?

1.4 Research Objectives

Since this study focuses on enhancing students’ critical reading ability through scaffolding Appraisal Theory, the objectives were as follows:

1. To explore how Appraisal Theory can be used to scaffold students’ critical reading ability in Reading in Business English course;

2. To investigate the effectiveness of the use of Appraisal Theory to scaffold students’ critical reading ability in Reading in Business English.

1.5 Theoretical Framework

The purpose of this study is to enhance students’ critical reading abilities, particularly of business-related articles by employing discourse analysis, particularly White’s (1998) and Martin and Rose’s (2007) Appraisal Theory as an analytical tool in exploring the differences in stances expressed in business-related news articles. Since Appraisal Theory is a new concept for the participants in this study, scaffolding is applied into teaching. From a constructivist perspective, new learning occurs in the zone of proximal development (ZPD) – “the distance between the actual developmental level and the level of potential development under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978). Scaffolding instruction is employed by facilitating students’ ability to build on prior knowledge (i.e. background knowledge), while gradually internalizing new information (i.e. Appraisal Theory). With this approach, students’ learning would be more influenced by social interaction which helped them construct an understanding of the required background knowledge. In brief, they are first
supported and guided by teachers through learning activities to get them to the expected outcome without any assistance eventually.

1.6 Conceptual Framework

This study is designed to see how students’ critical reading ability can be enhanced through Appraisal Theory. Since the Theory is a new concept for the students, scaffolding instruction based on Fisher and Frey’s (2008) Gradual Release of Responsibility (GRR) is adopted as an instructional framework. Besides the improvement in the students’ critical reading ability, course effectiveness is also measured. The conceptual framework of this research is illustrated in Figure 1.
Figure 1: Conceptual framework
1.7 Scope of the Study

With the aim of promoting students’ critical reading ability, it is important to develop an awareness of the linguistic choices. In order to engage students in any teaching and learning activities, it is important to make clear the objectives. Instead of having students read news articles per se, only business articles related to American business and Chinese business are focused on. The reason behind this is despite the fact that the relations between United States of America and the People’s Republic of China have been regarded as the world’s most important bilateral relationship, they tend to view each other as a potential threat (Tiezzi, 2015). Accordingly, White’s (1998) and Martin and Rose’s (2007) Appraisal Theory were employed as a detailed model to unveil and identify ideologies, especially attitudes hidden in eight articles from the on-line version of TIME magazine (and its affiliated websites).

1.8 Definitions of Terms

- **Scaffolding** is a metaphor for teacher’s support and guidance. It helps students use the existing knowledge as part of acquiring new one and creating new relational links in order to take their understanding several steps further (Mehisto, Marsh & Frigols, 2008). With collaborative effort and accomplishment, students eventually become independent learners.

- **Gradual Release of Responsibility (GRR)** refers to a teaching method/approach that follows a progression, of which the teaching and learning gradually move from lecture and whole-class discussion to joint responsibility (collaborative practice) until students become independent learners.
- **Reading comprehension** can be defined as the ability to use knowledge and experience to extract and construct meaning through interaction with what has been read.

- **Critical reading ability** can be defined as the ability to analyze, synthesize and evaluate the information to reveal authors’ intention, with the awareness that a text is always the product of particular people thinking in particular ways at particular times in particular places.

- **Discourse** is a unit of language above the sentences or above the clauses, or particular contexts of language use.

- **Discourse analysis** refers to the analysis of texts which focuses on how people do things beyond language, as well as the ideas and beliefs they convey as they use language in a certain context (Paltridge, 2006).

- **Appraisal Theory** is a term used to encompass all evaluative uses of language, including those kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers are aligned. It reveals how attitudes, judgments and appreciation (or emotive responses) are explicitly presented in texts and how they may be implied, presupposed or assumed (White, 1998; Martin & Rose, 2007).

- **Attitude** refers to language resources concerned with feelings, which are used to make either positive or negative evaluation of someone or something (Foley, 2011, p. 123).

- **Affect** is a sub-category of Attitude which refers to our feelings toward someone or something which can be either positive or negative.
• **Judgment** is a sub-category of Appraisal Theory which is about evaluating people’s character and/or behavior, based on personal judgment or moral judgment, with an eye on the social norms.

• **Appreciation** is a sub-category of Appraisal Theory which refers to how the writer/speaker appreciates things/people (not their behavior).

### 1.9 Significance of the Study

This study emphasizes the implementation of scaffolding students’ critical reading ability through Appraisal Theory. The use of Appraisal Theory allows an in-depth analysis of the discourse since it can provide a valuable insight to see how ideology and attitudes are articulated and presented in the business articles in one of the mainstream media as TIME. Accordingly, the findings of this study are expected to support the fact that language in news report is rarely bias-free.

In terms of English Language Teaching (ELT) and learning, it substantiates the idea that discourse analysis should be incorporated into teaching because students’ ability to use the language in the context they are or will be a part of is very crucial. In this regard, a competent language teacher has to be more than just an educator or a grammarian, but a sociolinguist who is aware of and interested in various aspects of discourse analysis (Olshtain & Celce-Murcia, 2001). Moreover, this study can be of practical relevance to teaching profession as it shows that critical reading ability can be taught through the use of appropriate strategy and/or method, which leads to improvement in both linguistic and intellectual potentials of students, encouraging them toward lifelong ability in critical reading.
CHAPTER II

REVIEW OF RELATED LITERATURE

As this study focuses on critical reading ability of students and how to improve their reading comprehension through scaffolding instruction, the main topics in this review of literature include key theories of scaffolding instruction, reading, approaches and studies on Discourse Analysis, Appraisal Theory and its sub-categories.

2.1 Scaffolding instruction

The term “scaffolding” was first used by Wood, Bruner and Ross (1976, as cited in Gibbons, 2002, p. 10) in their examination of parent-child talk in the early years. In its usual sense, scaffolding is a metaphor referring to a temporary structure that is put up in the process of constructing a building, which is to be taken down later as each part of the building is finished. In teaching and learning, scaffolding portrays support by teachers in assisting their students to learn a new skill. Lantolf and Appel (1994) summarized the theory as follows:

- Holistic approach

What to be learned cannot break into isolation but unit of study should be activity in all of its complexity. Thus, meaning is the centrality of learning. Meanings of language we used in interaction come from both “thinking” (cognitively) and “symbol” (verbally). Moreover, learning will never take place in isolation but in form of dynamic circle of the interplay (sharing the roles together) between teachers, students and tasks.
• **Mediation**

The process in which other superiors influence the learning of inferiors in the way that they elevate the inferior’s learning by choosing and shaping learning experience to them. In teaching and learning, superiors refer to teachers or mentors, and inferiors for students or learners. In classroom settings, three key features of mediation are required: 1) awareness of the significance of the learning task; 2) purpose beyond the here and now; and 3) shared intention (i.e. teacher must have clear intention and the intention must be understood and reciprocated by students/learners).

• **Mediator**

The one who possesses more knowledge than others (e.g. teacher, adults, peers) and assists them to move into “the next level” that the inferiors currently possess. Role of mediator is to do anything and everything necessary to assist students to developmentally move toward the next level of knowledge.

• **Zone of Proximal Development (ZPD)**

The layer of knowledge which is closely beyond the layer in which the learner currently possesses / the next layer (level) of understanding of the new (gaining) knowledge.

• **Scaffolding (or laddering)**

This is related to ZPD in the way that it is the process of helping the learner to move from the present step of knowledge to a higher step.

From the above, one theoretical basis of scaffolding lies in Lev Vygotsky’s (1978) concept of Zone of Proximal Development (ZPD), which indicates that the only good learning is learning that is ahead of actual development, provided that students are given adequate support (Gibbons, 2002). This is also based on Krashen’s (1981) “theory
of \( i + 1 \), from which \( i \) connotes students’ current level of English and \( +1 \) as an input that is slightly above their current competency. It is further suggested that effective scaffolding should encourage students’ participation and a sense of agency rather than insisting on perfection (Wilson & Devereux, 2014). Donato (2000) stated that the theory emphasizes the importance of collaboration during instruction for an individual’s cognitive and linguistic development. A simple structure of scaffolding instruction consists of the following steps: the teacher does it; the class does it; the group does it; and the individual does it (Ellis & Larkin (1998), as cited in Larkin (2002)). Similar steps of scaffolding are also identified by other research, comprising the following:

- **Modeling** – initial knowledge building
- **Coaching** – demonstration of tasks by the teacher and initial practice by the students
- **Scaffolding** – guided practice of the task by the students
- **Fading** – independent practice of the task by the students


Taken the above steps into consideration, this study categorizes the process into four stages as illustrated in Figure 2.
These supporting structures are provided to help students move from one stage of development to the next. Through activities, students will be able to notice how language is used or organized because these stages provide structured outlines for teaching and learning (Foley, 2012). When scaffolding is incorporated in the classroom, a supportive learning environment is promoted as teachers become more of facilitators while students share responsibility of teaching and learning. In other words, the responsibility is gradually shifted from teachers to students which is similar to the stages of Gradual Release of Responsibility or GRR.

### 2.2 Gradual Release of Responsibility (GRR)

Originally conducted in reading comprehension research, Gradual Release of Responsibility (GRR) can also be recognized as scaffolding instruction because of its approach for gradually shifting the teaching from teacher-centered (teacher modeling), to joint responsibility between teachers and students, to a more student-centered classroom,
using collaboration and practice until students become independent learners (Pearson & Gallagher, 1983). There are three steps in GRR, which are often referred to as “I do”, “we do”, and “you do”, respectively. During the first step or “I do”, teachers provide direct instruction on a concept by ‘modeling’ their thinking which can engage students by demonstrating a task. Then, it is in Step 2 or “we do” that teachers and students participate in guided or interactive instruction, using prompts and clues with additional modeling when necessary to aid students’ learning. Finally, in Step 3 or “you do”, after several practices, students become capable to work on their own.

Fisher and Frey (2008) revisited the method and took it a step further. Still based on the original steps of “I do”, “we do”, and “you do”, they defined those steps more in details and finally introduced their own implementation of GRR which has four components as shown in Table 1.

Table 1: Pearson and Gallagher’s (1983) and Fisher and Frey’s (2008) Steps of GRR

<table>
<thead>
<tr>
<th>Step(s)</th>
<th>Pearson &amp; Gallagher’s</th>
<th>Fisher &amp; Frey’s</th>
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<tr>
<td>“I do”</td>
<td>“I do” (Direct instruction)</td>
<td>“I do it” (Direct instruction or Focus lesson)</td>
</tr>
<tr>
<td>“We do”</td>
<td>“We do” (Guided instruction)</td>
<td>“We do it” (Guided instruction)</td>
</tr>
<tr>
<td>“You do”</td>
<td>“You do” (Independent practice)</td>
<td>“You do it together” (Collaborative learning/practice or Productive group work)</td>
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<tr>
<td></td>
<td></td>
<td>“You do it independently” (Independent practice)</td>
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</table>

Although the stages are neatly and methodologically arranged, GRR model is not linear and necessarily used in the presented order. Instead, they can be used in any order as long as all four are present in the teaching and learning (Fisher & Frey, 2013).
Since this model follows a progression which enables students to become active learners, it agrees well with Buehl’s (2005) notion on GRR as follows:

“The Gradual Release of Responsibility emphasizes instruction that mentors students in becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.”

2.3 Bloom’s taxonomy and critical thinking

Bloom’s (1956) taxonomy provided an important framework for teaching, focusing on higher-order of thinking. Often thought of as “the goals of the learning process”, it is divided into three domains: cognitive (mental skills), affective (growth in emotional areas), and psychomotor (physical or manual skills).

This taxonomy is specifically useful for teachers in designing tasks, promoting critical thinking, and giving feedbacks on students’ work. The cognitive domains focus on “process” rather than “product”, and involves knowledge and the development of six abilities and skills, described briefly as follows: knowledge, comprehension, application, analysis, synthesis and evaluation.

In 2001, Lorin Anderson, a former student of Bloom’s, and David Krathwohl revisited the cognitive domain, drawing the attention away from the notion of ‘educational objectives’ (from Bloom’s original title) to a more dynamic classification. Together with other researchers and theorists, a revised version of Bloom’s taxonomy was proposed, with changes in the names and the orders of the six categories (Anderson & Krathwohl, 2001). The cognitive domain was then categorized as follows:
1. Remembering – e.g. recalling or remembering previous information learned

2. Understanding – e.g. comprehending, explaining ideas or concepts

3. Applying – e.g. applying what is learned in the classroom into the new situation

4. Analyzing – e.g. distinguishing between facts and inferences

5. Evaluating – e.g. making judgment or criticizing based on reasonable argument

6. Creating – building, creating or re-organizing into a new pattern or structure

This new version of Bloom’s taxonomy is believed to reflect a more accurate form of thinking. For instance, when students are asked to infer and demonstrate an author’s stance or point of view based on the evidence from the text, they must be able to define what an ‘author’s stance’ is and understand what ‘evidence’ means. To put it simply, they must be able to ‘recall’ the knowledge previously learned, ‘understand’ the text, and ‘apply’ the acquired knowledge with the new situation. Then they need to ‘analyze’ the information to be able to infer any arguments or positions, ‘evaluate’ or make judgment/justification, and then ‘create’ a response in a form of essay to demonstrate their thinking. From this example, we can see clearly that as one of the goals of reading is to make new connections to our life and world, effective readers need higher order thinking skills which are analyzing, evaluating and creating, not only for demonstrating knowledge and comprehension of the text, but also for finding connections between facts and information, manipulating, and putting them in new ways for new
solutions to problems. In short, the higher order thinking skills are crucial for readers to become critical readers (Flynn, 1989).

2.4 Readability

In reading, readability is one of the most important attributes that can affect the understanding of the text. Also known as text difficulty or text complexity, readability is a concept covering grammatical and lexical parameters that are important for readers to process the text (Gavora, 2012). To put it simply, readability is the ease of reading or what makes some texts easier for readers to read, which is created by such choices as content, style and organization that fit their audience (Dubay, 2007, p. 5-6). To measure the syntactic complexity of a text, formulae or readability indices have been adopted to predict and compare to how well readers can understand the text, for example, the Flesch Reading Ease Score (FRES), Gunning Fog Index, Flesch-Kincaid Grade Level (F-KGL), Automated Readability Index (ARI), or SMOG Readability Formula (Flesch, 1948 &1951; Gunning, 1952; Kincaid, Fishburne, Rogers & Chissom, 1975; Smith & Senter, 1967; McLaughlin, 1969).

Although the core idea of each index is to essentially measure the syntactic complexity of a text, they are a bit different in terms of their intended audience. To illustrate, Flesch Reading Ease Score was developed to evaluate adult reading materials, Flesch-Kincaid was developed and used by the US Army to assess the difficulty levels of technical manuals, or SMOG was developed as a readability test for English writing. So far, there has not been a consensus as to which formula is the best, but based on Stoke’s (1978) examination of seven formulas, there seems to be a high inter-correlation or agreement of which texts are difficult, but not on the “level” of difficulty. It is then
advisable to estimate the difficulty of the texts by using more than one index for validity of the results (Badarudeen & Sabharwal, 2010).

Accordingly, it is important to note that readability indices were employed in the selection of the articles used in this study only to ensure that the articles were of similar level of syntactic complexity. In other words, they were employed to objectively measure the difficulty level of the articles, NOT text comprehension which is subjective interpretation based in individual readers (Gavora, 2012).

2.5 Reading and reading comprehension skills

Initially, reading was widely viewed as a passive skill, with readers expected to receive and merely understand the text. Instead of a process, reading was viewed as a product of word decoding and comprehension (Gough & Tunmer, 1986). Reading is in fact not solely passive as readers themselves are engaged in pursuit of meaning for comprehension of the text as a whole. Various theoretical models of reading comprehension, e.g. the Constructionist-Integration Model (van Dijk & Kintsch, 1983; Kintsch & Rawson, 2007) to the Structure Building Model (Gernsbacher, 1990) to the Landscape Model of Reading (van den Broek, Young, Tzeng & Linderholm, 1999), and Sociocultural Theories of Reading (Vygotsky, 1978; Gee, 2002; Zuengler & Miller, 2006; Coyle, 2007) have been proposed to provide a better understanding of the processes involved in comprehending texts. Especially from the Sociocultural Theories, it has been suggested that the development of language learning does not occur in isolation, but rather is built when learners engage in socio-culturally meaningful activities and environment (Anderson & Pearson, 1984; Lantolf & Thorne, 2000; Coyle, 2007). From this perspective, reading is not a passive activity; instead it is a ‘psycholinguistic guessing game’, of which readers with a basic understanding of vocabulary bring with them
knowledge, expectations and questions to the text and “continue to read as long as the text confirms their expectations” (Goodman, 1967). However, according to Grabe (2009, p. 103-104), Goodman’s definition of reading was subject to much criticism as there has been no evidence that word recognition equals reading comprehension, or that good readers make more use of word recognition for context when engaging in fluent reading. Accordingly, it is not a useful resource for understanding reading, but can possibly be used to explain an early stage of reading comprehension.

With respect to the models of reading comprehension, language comprehension skills are classified into two types of skills: lower-level comprehension skills and higher-level comprehension skills (Hogan, Bridges, Justice & Cain, 2011). Lower-level comprehension skills include vocabulary, grammar and the like, which collectively can be referred to as linguistic knowledge (e.g. recognizing the meanings and the groupings of words according to basic grammatical information). This linguistic knowledge is vital at the lower-level comprehension skills which involve the ability to process the written code into meaningful language units (Grabe & Stoller, 2011; Kendeou et al., 2014). However, having only lower-level comprehension skills is not sufficient for successful reading comprehension because readers must also be able to recognize text structure as this can help facilitate them to attend to the most significant details in the text particularly at the discourse-level (Gersten, Fuchs, Williams & Baker, 2001; Cain, Oakhill & Bryant, 2004). Additionally, comprehension monitoring where readers are typically aware of their comprehension as they read and be able to reflect on their own’s comprehension is also necessary. These two significant levels of comprehension are necessary skills as both can be applied to facilitate accurate comprehension (Oakhill & Cain, 2012).
Nonetheless, reading comprehension is not enough, especially in the 21st century. From the above, it is clear that reading comprehension focuses more on what (i.e. text) and how (i.e. reading strategy), rather than on why (i.e. awareness or ability to reflect on what has been read). It is then vital for students to possess the 4Cs super skills of creativity, collaboration, communication and critical thinking, all of which correspond to the concept of modern education where the focus is heavily on creative and critical approaches to problem-solving (OECD, 2006). From this perspective, critical reading ability is essential for students to thrive in the 21st century.

2.6 Critical reading ability

To non-critical readers, texts provide facts, and readers gain knowledge by memorizing the statement within a text. In contrast, critical readers recognize not only what a text says, but also how the text portrays the subject matter (Kurland, 2000). Critical reading is normally referred to a reflective and analytic form of reading which involves asking question, evaluating what you have read and analyzing how the subject matter is developed (McPeck, 1981; Kurland, 2000; Tufekci, Kucokoglu, Bolubus & Tezel, 2011). According to Karademir and Ulucinar (2017), critical reading is seen as a critical process in which a higher order of thinking is used for interpreting and evaluating information; and as an active cognitive process which connects reader to his/her background knowledge in the creation of meaning. It is not just a passive mechanical activity but a skill that is purposeful and rational.

Critical reading ability can be explained through Bloom’s revised taxonomy of learning (Anderson & Krathwohl, 2001) which covers critical thinking through the six-staged process of learning: remembering, understanding, applying, analyzing, evaluating and creating. These six stages are in fact interactive as they are related and have effects
on each other. To illustrate, even for readers with lower-comprehension skills who may require only the first three stages to merely take in and recall information, these stages are related as one stage leads to another. Likewise, stages of analyzing, evaluating and creating which are needed for higher-comprehension skills are also related, leading to critical reading ability.

With these stages as being interactive instead of linear, critical reading ability is therefore defined through actions. According to Gallagher (2004), to read critically means to move beyond a surface level understanding of the text, to reach a deeper understanding, to tap prior knowledge to assist in comprehension, to consciously monitoring comprehension, to make connections, to unveil what the author’s purpose might be, as well as to consider what is left unsaid. Several components of critical reading abilities have been proposed by many educators (Thammongkol, 1994; Ranghabtuk, 2001, Ueai-Chimplee, 2007; Haromi, 2014; Manarin et al., 2015), some of which are overlapped and summarized in Table 2.

Table 2: Critical reading ability’s components from various research

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<tr>
<td>1. Identifying authors’ purposes/assumptions</td>
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<td>2. Recognizing authors’ attitudes</td>
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<td>3. Distinguishing between facts and opinions</td>
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<td>4. Making inferences</td>
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<td>5. Identifying patterns of textual elements</td>
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<td>6. Making judgment about how texts are argued</td>
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<tr>
<td>7. Recognizing bias and prejudice</td>
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To summarize, in order for readers to possess critical reading ability, readers have to exercise their “critical thinking ability” while reading to make judgment and/or conclusion on the reading text.

2.7 Framework for critical thinking

As stated earlier in Chapter 1 about the emphasis on critical reading ability, the awareness of critical thinking is also emphasized in the revised Thai Basic Curriculum B.E. 2551 (Uei-Chimplee, 2007). According to Skinner (1976, as cited in Davies, 2015), there is no single, universal definition of “critical thinking”. Among various definitions, however, critical thinking can be distinguished into two broad categories: critical thinking as reflective judgment formation and as a variety of dispositions and attitudes (Halonen, 1995). With these two categories, Ennis’ (1996) and Davies’s (2015) definitions of critical thinking may then be appropriate. In ‘skills-and-judgments’ view, critical thinking is “reflective and reasonable thinking that is focused on decide what to believe or do (Ennis, 2011). Brookfield (2012, p. 11-13) states that critical thinking is a process of hunting assumptions (i.e. to discover what assumptions we hold), checking to see how much they make sense, seeing things from different viewpoints so as to validate the accuracy of such assumptions, and taking informed action, based on evidence we take as supporting such an action.

Davies and Barnett (2015) proposed the framework for critical thinking, which constituted three main perspectives: skill perspective; criticality perspective; and critical pedagogy perspective.

For the skill perspective, Davies (2015, p. 49-51) defined critical thinking as “a skill which can be learned, involving the intellectual activity of identifying, analyzing and evaluating arguments and propositions”. He further stated that such an activity was a
fundamental skill that educators and employers in the “knowledge” economy expected of students, yet it was a skill which universities had evidently not been teaching as well as they should have. It included structural approaches in the learning tasks like Bloom’s (1956) taxonomy of cognitive thinking approaches, of which the last three descriptors (i.e. analysis, synthesis and evaluation) played important roles in making reflective judgment. Metacognition was added as another aspect of critical thinking since it involved thinking about thinking, or as Hennessy (1999, p. 3) put it as “awareness of one’s own thinking and of the content of one’s conceptions.”

The second perspective is criticality perspective which aims at developing students’ critical disposition within the relevant discourse community. The term “criticality” provides a broader concept of critical thinking as it extends beyond the individual to individual’s participation in the world, incorporating argument, judgment and critical action. This concept involves “students reflecting on their own knowledge and simultaneously developing powers of critical thinking, critical self-reflection and critical action, which result in developing critical being (Barnett, 2004; Johnston, Ford, Mitchell & Myles, 2011). In other words, it includes thinking, reflecting and acting. This can also be referred to as “comprehension monitoring” (Anderson, 2008, as cited in Nunan, 2015). One useful technique to do this is called “questioning the author” which is simply to ask questions while reading: What is the author trying to tell me? What’s the author’s main point? (Beck, McKeown, Hamilton & Kucan, 1997, as cited in Nunan, 2015). Davies (2015, p. 66) further emphasized that criticality was an emerging concept, embracing the idea that higher education functions to educate its citizen to do something critically as a critical thinker, instead of judging critically. This also included elements of social-constructionism psychology.
For critical pedagogy perspective as the last perspective of critical thinking, it is “an educational movement, guided by passion and principle, to help students develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power, and the ability to take constructive action especially in relation to education and society at large” Giroux (2010). The scope of critical pedagogy is to at least question and critique oppressive conditions, and aims to promote active engagement with political and ethical issues and to encourage students to act more responsibly to the world, critically analyzing input on particular issues (Burbules & Berk, 1999). A critical reading pedagogy is required to scrutinize the language so as to see what the authors meant by the texts (Hedge, 2008, p. 199). Thus, Appraisal Theory, a model of discourse analysis, is adopted as the main critical reading pedagogy of this study since they are going to analyze news articles from TIME, which are from media and journalistic discourse.

2.8 Definitions of discourse

With discourse analysis introduced to the students in this study, it is pertinent to define what discourse is. According to Schiffrin (1994, as cited in Richardson, 2007, p. 22), there are two general approaches to the definition of discourse: ‘formalist’ (or ‘structuralist’); and ‘functionalist’ definitions of discourse. ‘Formalist’ definition describes discourse as a unit of language above the sentence. It looks at the features which link sentences together, rather than just unconnected phrases. ‘Functionalist’ definition describes discourse as the way we use and interpret language or the language in use.

However, these two approaches are not completely adequate, and suggests that ‘causality’ be imposed onto the consequence (Cameron, 2001). ‘Causality’ is the point where social, historic and cultural knowledge becomes dominant because the
sequence fits with a schema shared unconsciously among people in making sense of the world. That is, discourse is concerned with how language is used to mean something and to do something and that the meaning and doing are linked to the context of its usage. Such interpretation is usually made unconsciously.

Discourses are also defined as ways of representing aspects of the world – the processes, relations and structures of the material world, the ‘mental world’ of thoughts, feelings, beliefs and the social world. It covers both spoken and written texts, both of which differ to a certain degree (Fairclough, 2003). While spoken discourse displays grammatical intricacy (i.e., the way in which the relationship between clauses in spoken discourse can be much more spread out and complex); written discourse displays more lexical density, with content words tightly packed into individual clauses. Thus, written texts typically include longer noun groups than in spoken texts. This can be seen from a high level of nominalization in written texts or what Halliday (1989) calls grammatical metaphor, where a language item is transferred from a more expected grammatical class to others. Writing is more explicit and de-contextualized than speech since writing depends less on a shared situation and background for interpretation. Because of the spontaneous nature of spoken discourse, speech is often produced in real time (with speakers working out what to say at the time they are saying), and topics can be changed, interrupted or overlapped with each other as they speak. Uses of pauses and fillers are also apparent in speech as speakers can give themselves time to think or to hold on to their turns in the conversation. In other words, the text we see in written discourse is simply a finished product as Halliday (1989, p. 100) pointed out as ‘a highly idealized version of the writing process’ (Paltridge, 2006, p. 13-19).
2.9 Media and journalistic discourse

As this study focuses on news articles from TIME which is one of the world’s mainstream media, it is worth mentioning the media and journalistic discourse. According to Bell (1991, p. 23), media discourse has been a focus among those working in language and communication and others within the broader field of media studies for four main reasons. First and foremost, media is evidently a rich source of readily accessible data for research and teaching. Secondly, media usage can influence and represent people’s use of and attitude toward language in a speech community. Thirdly, a great deal about social meanings and stereotypes projected through language and communication can be seen from media use. Finally, media reflect and influence the formation and expression of culture, politics and social life. As for journalistic discourse, it is defined by a particular set of relationships between itself and other agencies of symbolic and material power. It has very specific methods of text production and consumption, as well as very specific textual characteristics, i.e. the language of journalism, its production and consumption, and the relations of journalism to social ideas and institutions (Richardson, 2007).

Hence, in order to analyze the discourse of magazines – which falls under the media and journalistic discourse – the organization of the text and the practices of the text producers or authors are to be considered McLoughlin (2000). In relation to extended stretches of language, internal organization of the text helps give it coherence; and cohesive ties help readers to get sense of how the text is organized. In relation to the ideological viewpoints taken by the author, the Sapir-Whorf hypothesis – the principle of linguistic relativity – suggests that the language we produce may influence or determine the way we see the world, and that this world is shaped for them by the language that has become the medium of expression in their society (Machin & Mayr, 2012, p. 16).
From the above, it can be seen clearly that writing gives access to power over others in terms of being able to influence the ideas and lives of others. Since certain kinds of public writing in particular are highly valued in the society, it confers status on writers, giving them power to influence other people, to get things done. This can also be referred to as ‘journalistic stance’ (Verschueren, 2012) which includes varying resources for expressing patterns of evaluative language in written text, and how sets of evaluations relating to people, objects or ideas enhance coherence in a text, explicitly or implicitly unveiling a particular vision through writing. Consequently, the more successful they become, the greater their status and the greater their power (Clark & Ivanic, 1997).

2.10 Discourse analysis

How power is operated through language can be discovered by employing critical discourse analysis or CDA which is a part of discourses analysis (Fairclough, 2001). According to Cook (1992, p. 1), discourse analysis (DA) is concerned with both language and context of communication, i.e. who is communicating with whom and why, in what situation, through what medium, how different types of communication evolved, and their relationship to each other. Richards and Schmidt (2002, as cited in Paltridge, 2006, p. 3) further states that while semantics deals with literal meaning, i.e. meaning without reference to users or the purpose of communication; pragmatics is interested in how the interpretation of language depends on knowledge of the real world. So, pragmatics is included in the view of discourse analysis as discourse analysis is a consideration of how, through the use of language, people achieve certain communicative goals, perform certain communicative acts, participate in certain communicative events and present themselves to others. In a general sense, DA focuses on lexico-grammatical and other textual properties, on regularities of organization of language use, or on situated
language used in certain contexts (Bhatia, 2004, p. 3). It affects the kinds of meanings people can make in different situations, the kinds of actions they can perform, the kinds of relationships they can form, and the kinds of people they can be (Jones, Chik & Hefner, 2015, p. 4).

In addition, while other main views on discourse analysis are on the stretches of naturally occurring language and on different ways of talking and understanding; Mills (2012) indicates that there has been a shift from one aspect of language to another, and that discourse analysis has now been used in different disciplines. Discourse Not only does it focus on how people do things beyond language, but also the ideas and beliefs that they convey as they use language (Paltridge, 2006). Discourse can be summarized into different points as follows:

➢ **Discourse as the social construction of reality** – this view of discourse regards texts as communicative units which are embedded in social and cultural practices. In other words, language has an important role in the construction (and construal) of the social world. That is through the use of language, one construes one social world, creating a view of oneself, and the world one lives in, in a way that one wishes to be seen (Paltridge, 2006).

➢ **Discourse and socially situated identities** – discourses involve the socially situated identities in that when we communicate, we use more than just language to display who we are, and how we want to be seen. It involves characteristic ways of acting, interacting and feeling, dressing, gesturing, as well as particular ways of valuing, thinking, etc. (Gee, 1996, as cited in Paltridge, 2006).

➢ **Discourse and performance** – the notion of performativity derived from speech act theory is based on the view that in saying something, we do it (Cameron &
Kulick, 2003). People are who they are because of the way they talk. In other words, social identities are not natural but constructed.

➢ **Discourse and intertextuality** – as texts make their meanings against the background of other texts or imply to other past or future texts, we thus ‘make sense of every word, every utterance, or act against the background of (some) other words, utterances, or acts of a similar kind (Lemke, 1995, p. 23, as cited in Paltridge, 2006).

To conclude, discourse analysis is therefore about both the analysis of allocation of meaning and the analysis of the ongoing production of reality through discourse, which is conveyed by active subjects (Wodak & Mayr, 2009, p. 37).

### 2.11 Critical discourse analysis (CDA)

While text analysis is an essential part of discourse analysis, discourse analysis is not merely the linguistic analysis of texts since approaches to discourse analysis tend to be more of social theoretical orientation, and the instances of language in use that are studied under the first term are still socially situated and need to be interpreted in terms of their social meanings and functions (Fairclough, 2003; Cameron & Kulick, 2003). According to van Dijk (1993, p. 252), critical discourse analysis (CDA) is primarily interested and motivated by pressing social issues, and requites true multidisciplinary and an account of intricate relationships between text, talk, social cognition, power, society and culture. Although DA and CDA are quite similar in methodology, what makes them different is that CDA considers the impact of power, as well as how ideologies can influence the society. The concept of critical discourse analysis as text analysis procedures can help reveal the power embedded or to uncover ideologies/leanings hidden within texts (Fairclough 1995, 2001, 2003; Wallace, 2003).
This also agrees well with Fowler (1996, p. 6) that “aim of reading is to equip readers for demystificatory readings of ideology-laden texts”. According to Fairclough (1989, p. 5), in text we may be aware of what the author is doing, but not so much of how they are doing it. Accordingly, the idea of ‘critical’ language study as the processes of analyzing linguistic elements can reveal connections between language, power and ideology that are hidden from people.

### 2.12 Approaches to critical discourse analysis

Although CDA is open to a broad range of factors exerting an influence on texts, it does not necessarily include a broad range of linguistic categories in each single analysis. For example, while some CDA scholars may consistently use social actor analysis by focusing on pronouns, verbal mode, time and tenses; social scientists may prefer transitivity analysis because the concept seems to be easy to apply without much linguistic background knowledge. Below are some examples of CDA approaches.

- **Swales’ (1990) concept and rhetorical movement analysis** – this approach is widely known as genre analysis, which constitutes a class of communicative events, the members of which share some set of communicative purposes. The role of communicative purposes is emphasized as primary criterion that keeps scope of a genre, and must be recognized by the expert members of the parent discourse community. Since communicative purposed are core to genres, the main focus of genre analysis is to analyze ‘moves’ and ‘steps’ of each genre by dividing the unit of texts according to them.

- **Fairclough’s (1992) three dimension of discourse** – this approach views language as a means of social construction, i.e. language both shapes and is shaped by society. Therefore, it includes three stages of critical analysis: linguistic description of text; an interpretation of the relationship between the discourse processes and the text;
and an explanation of the relationship between the discourse processes and the social processes.

➢ Bhatia’s (2004) multi-perspective model of discourse – this approach views the analysis of discourse in different ways: discourse as text; discourse as genre; and discourse as professional and social practice.

The above approaches are widely used by many scholars and in several research; still, they may not be the most appropriate approach to be employed in this study which focuses on news articles. Because ideologies, viewpoints or even attitudes can be represented through the use of media, it is inevitable that not all instances of news reporting are created equal. According to White (2006), a news report has its own rhetorical pattern in the sense that it is a value laden, ideologically determined discourse with a clear potential to influence audience’s assumptions and beliefs about the way the world is and ought to be. That is to say, there are substantial variation in rhetorical functionality according to differences in intended audience, medium and subject matter. Therefore, the key aspect of this rhetorical and ideological functionality is evaluation – the text’s positioning of its audience to take either positive or negative views portrayed through participants, actions, happenings and states of affairs. According, Appraisal Theory is employed in this study as a tool in analyzing and evaluating the texts.

2.13 White’s (1998) and Martin and Rose’s (2007) Appraisal Theory

One of the tools used in critical discourse analysis is Appraisal Theory. It is a term used to encompass all evaluative uses of language, including those kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers are aligned. Some key references on Appraisal Theory

Appraisal Theory explores how attitudes, judgments and emotive responses are explicitly presented in texts and how they may be more indirectly implied, presupposed or assumed (White, 1998; Martin & Rose, 2007). Martin and White (2005, p. 92) explained that ‘appraisal framework’ is based on the notion of stance (i.e. the way writers or speakers position themselves in terms of evaluation, intentionality or social relations), which depends heavily on the idea that speakers (or writers) tend to encode their point of view toward what they say or write. Three key categories of Appraisal Theory are: Attitude (which is concerned with feelings), Engagement (which deals with sourcing of attitudes), and Graduation (which attends to grading phenomena whereby feelings are amplified and categories blurred). In other words, the writer or speaker tries to subtly persuade audience to adopt the same point of view or attitude toward the text by using these three systems (Foley, 2011, p. 123). An overview of White’s (1998) and Martin and Rose’s (2007) Appraisal Theory is illustrated in Figure 3.
2.13.1 Attitude: As negotiation is the interactive nature of both spoken and written discourse, Appraisal is used to tell others what our attitudes are. Foley (2011, p. 23) refers to Attitude as languages resources which are used to make either positive or negative evaluation of someone or something, and these resources build particular relationships with readers or listeners. Marin and White (2005) states that Attitudinal meanings tend to spread out and color a phase of discourse as speakers and writers take up a stance oriented to three main regions of feelings: Affect (our feelings, including emotional reactions), Judgment (judgment of behavior), and Appreciation (evaluation of things). These three main regions or types can be elaborated as follows:

➢ **Affect** is about how people express their feelings toward the content of the texts or messages. They can be varied in two general ways: positive or negative; and
explicitly or implicitly. In other words, do we have good feelings or bad feelings, and do people express their feelings directly or can we infer how people feel indirectly from their behavior? According to Halliday (1994), the realizations of Affect comprise modification of participants and processes (Affect as ‘quality’), affective mental and behavioral processes (Affect as ‘process’), and modal adjuncts (affect as ‘comment’). By way of classifying affect, the following six factors, several of which are prominent in English grammar, are to be considered (Martin & White, 2005):

i. Whether the feelings are construed by the culture as positive (good vibes) or negative (bad vibes) ones;

ii. Whether the feelings are constructed as the opposition between behavioral (e.g. She smiled at him) versus mental (e.g. She liked him) or relational (e.g. She felt happy with him) processes;

iii. Whether the feelings are constructed as the opposition between mental processes (i.e. construed as directed at) and relational (i.e. reacting to some emotional trigger) states;

iv. Whether the feelings are graded along an evenly clined scales (i.e. toward the lower valued end or the higher valued end; or somewhere in between of a scale of intensity);

v. Whether the feelings are constructed as the opposition between desiderative and emotive mental processes (e.g. I’d like it vs. I like it);

vi. Whether the feelings can be categorized into three major sets, i.e. un/happiness (sad/happy), in/security (anxious/confident) and dis/satisfaction (fed up/absorbed).
Accordingly, it is possible to group the meanings of Affect into three main categories: those to do with happiness, security and satisfaction, all of which could be either positive or negative (Foley, 2011).

➢ **Judgment** is about evaluating people’s character. Similar to affect, Judgment can be positive or negative, and explicitly or implicitly. In contrast to affect, however, Judgments differ between social esteem (personal judgments of admiration or criticism) and social sanction (moral judgments of praise and condemnation). Judgment of esteem deals with ‘normality’ (how unusual someone is), ‘capacity’ (how capable they are), and ‘tenacity’ (how resolute they are), whereas judgment of sanction deals with ‘veracity’ (how truthful someone is) and ‘propriety’ (how ethical someone is).

➢ **Appreciation** is about how we appreciate things or people (not their behavior), especially things we make and performances we give, as well as natural phenomena—what such things are worth or how we value them. Just like Affect and Judgment, things can be appreciated positively or negatively. Generally, Appreciation can be divided into three sub-types: ‘reaction’ to things, ‘composition’ (balance and complexity), and ‘value’. Eggins (2004) suggested that we can think of these sub-types in relation to mental processes – the way we look at things – which are affection, perception and cognition, respectively.

2.13.2 **Engagement** deals with who the evaluations come from. It can be classified into monogloss (i.e. no references to other voices) and heterogloss (i.e. the presence of two or more ideas/expressed viewpoints in a text). Heterogloss can be categorized into three sources: projection, modality and concession.
➢ **Projection (or attribution)** is simply quoting or reporting what is said or thought, as well as reported speech. Grammatical realization of projection includes *(verbal and mental) processes, nominalizations, and phrases and other resources.*

➢ **Modality** is a resource which sets up a semantic space between positive and negative poles (Halliday, 1994). It concerns with what speakers or writers use to express levels of certainty, probability, etc. Two general kinds of modality are: modality for negotiating services and modality for negotiating information.

➢ **Concession and counter-expectancy** (or proclaimer and disclaimer) is the use of mood adjuncts, comment adjuncts or conjunctions to signal that one is acknowledging or countering an expectation one has created for the reader.

   - **Concession (or proclaimer)** is an act of acknowledging and presenting that something is true or is as given, thus very difficult to challenge.
   
   - **Counter-expectancy (or disclaimer)** is an act of rejecting, replacing or dismissing something.

**2.13.3 Graduation** is the action of dividing into degrees or other symmetrical divisions on a graduated scale. Generally, gradeability is also a feature of the engagement system; however, engagement tends to value more on scale for the degree of the speaker/writer’s intensity, or the degree of their investment in the utterance (Martin & White, 2005, p. 135). According to Martin and Rose (2007), attitudes are gradable which means they can be amplified through the use of intensifiers to give the *force* of attitudes; or they can be sharpened or softened the *focus* through the use of hedges. In other words, graduation is gauged in terms of intensity/amount and proto-typicality.
➢ **Force** refers to modes of intensification which can be realized by four quantification options, which are *Intensifiers, Attitudinal Lexis, Metaphor* and *Swearing* as described below.

- **Intensifiers** are grammatical items used to amplify the force of attitudes with pre-modifications of “*adjectives*” and “*adverbs*” (e.g. “a bit” miserable and “quite” suddenly, respectively), and up/down-scaling of “verbal processes” and modalities (e.g. “*this upset me slightly*” and “*there might have been someone out there*”, respectively). They can also be realized through the use of “*comparatives*” and “*superlatives*” (e.g. “*better*”, “*best*”, or “*far more*”) in comparing things to something else. Since these intensifiers are grammatical items with no referential meaning, their meanings derived from content words they combine with, after all (Martin & White, 2005; Martin & Rose, 2007).

- **Attitudinal Lexis** is lexical items or “lexis with attitude”. The amplification is fused into these words themselves or carried out by isolated modifiers. They are locutions which are either figurative (e.g. “*crystal*” clear) or convey attitude overtone (e.g. “*dreadfully*” cold). There are obviously various degrees of feeling involved.

- **Metaphor** refers to figurative meaning, and typically involves delexicalization (i.e. a term coined by Sinclair (1994, p. 23)) for collocations which are so fixed and formulaic). Some examples are “*she feels butterflies in her stomach*” and “*he came out like a jack in a box*”.

- **Swearing** is normally used in interpretation to express frustration or feeling which becomes so amplified it explodes, e.g. “*but dammit, there must be a clique.*”
Focus refers to modes of quality, of which meanings are not seen as scalable. It can be either sharpened (i.e. more precise or closer to a prototype) or softened (i.e. less precise or further from a prototype). While force is considered resources for adjusting the volume of gradable items, focus is about resources for making something that is inherently non-gradable, e.g. “a true father”.

2.14 Discourse analysis and English language teaching

Discourse analysis is believed to be helpful for both linguists and language teachers. It is simply “the study of language in use” (Gee & Handford, 2013, p. 1), which includes not only theoretical and methodological approaches from linguistics, but also anthropology, psychology and sociology, the application of discourse analysis as an integral part of language teaching has been widely emphasized. Norton and Toohey (2004, p. 1) stated that language “is a practice that constructs, and is constructed by, the ways language learners understand themselves, their social surroundings, their histories, and their possibilities for the future”. Moreover, language is not just a means of communication. It maintains bidirectional relationship with learners and their social environment.

Works from such scholars as Sinclair and Coulthard (1975), Stubbs (1983) and van Dijk (2009) give a solid background for a wide range of successful research within the framework of discourse analysis. For example, since texts are supposed to be properly connected and linked, it is quite important for teachers to teach their learners how cohesive devices and lexical ties can be effectively used, both implicitly and explicitly. Witte and Faigley (1981, p. 201) stated that “if cohesion is better understood, it can be better taught”. By analyzing written texts to see how writers gain the ability to make their writing more cohesive and easier to read, it also provides the possibility of
applying written discourse analysis in English language teaching situations. Similar to cohesion devices, it is also recommended that English language teachers should make their students aware of typical clause relations and macro text patterns in English (Basturkmen, 2002).

In terms of reading, it is believed that critical reading is influenced by CDA (Wallace, 2003). Cots (2006) even proposed that “to teach with an attitude exemplifies in a very critical way how critical discourse analysis (CDA) can be implemented in foreign language teaching in order to activate the learners’ ability to evaluate linguistic and social reality in a critical way”. This notion is in fact not a new issue at all. The primary work on such area can be seen from the media project of the Disadvantaged Schools Program (DSP) which relies primarily on the work from the media project. The Australian DSP attempts to deal with the issue of education and poverty. It focuses particularly on one particular domains of Appraisal – Judgment – which serves to evaluate human behavior either positively or negatively by referring to a certain set of norms. The survey compares teachers in DSP and non-DSP schools, whose most aspects of background and teaching practice are similar. However, the survey indicates that the importance of workplace relationships and divergence in curriculum and pedagogy (with DSP teachers focusing more on informality and negotiation) yields more satisfactory results on DSP teachers’ part as there are higher levels of student participation in DSP schools. Since then, the DSP has been a point of reference by teachers to social disadvantage in education (Iedama et al., 1994).

Thornbury (2009) looked at the relationship between learning and social change and call for more social teaching and contextually sensitive methods. Teachers’ main tasks are to ensure that learners learn to overcome difficulties in contacts and
communication, which is caused by the difference in their historical, political and cultural development. This also agrees with Kunanbayeva (2005) as follows:

“Oh today it has become clear that to study and to teach a foreign language it is necessary to do it in the context of social, cultural and political life of the people who speak those languages, that is closely connected with the world of the target language”

2.15 Related research studies

2.15.1 The study of Martin and White (2005): Evaluative key in journalistic discourse – ‘the voices’ of news, analysis and commentary

Martin and White (2005, p. 164-183) propose that there are three evaluative keys, namely ‘reporter voice’, ‘correspondent voice’ and ‘commentator voice’, operating within news and current affairs journalism in the English language, so-called ‘broadsheet’ print media. They focused on the question of ‘stance’ and explored the patterns of use of evaluative resources from several commentary articles. Their small-scale corpus of journalistic texts was made up of 10 news-page items each, on police rounds reporting (accident and misadventure), crime and court reporting, and war reporting. Political coverage of 30 news-page items and 15 comment/opinion/editorial page items are also included. All of them come from wire service, BBC online and broadsheets.

With regards to ‘attitude’, the analysis of the occurrence of inscribed judgment indicates two broad distinctions or groupings.

- Grouping 1 is of texts where there are no explicit instances of authorially-sourced judgment. In this group, 9 out of 10 police rounds reports show no instances of unmediated explicit judgment. The term ‘reporter voice’ is used for this evaluative key as
it is motivated by the strong association between this voice and the journalistic role of ‘general reporter’.

- Grouping 2 is of texts where authorially-sourced judgment occurs explicitly with some regularity. From the political coverage, 18 out of 30 reports conform to this. The term ‘writer voice’ and ‘commentator voice’ are then used here for journalistic texts in which the author employs the language’s full attitudinal potential.

The study states that there are three distinct configurations of the language’s global potential for evaluative meaning making. That is, commentator voice operates under an evaluative arrangement in which the full range of judgment values is available to the writer; while correspondent voice and reporter voice give journalistic author no or only very limited access to explicit judgment, and narrow or controlled explicit judgment, respectively. The breakdown is provided as follows:

- **Reporter voice** – Thirty-six texts have no instance of unmediated inscribed judgment, while a further six have only one or two instances. These texts are all located in the ‘news’ section;

- **Correspondent voice** – Eleven texts include instances of authorially-sourced inscribed social esteem but no social sanction, and a further five texts with inscribed authorial social esteem, but with one or two of them with inscribed authorial social sanction.

- **Commentator voice** – Seventeen texts make regular use of inscribed authorial social sanction, as well as contain inscribed authorial social esteem.

In terms of appreciation, the study states that it occurs more frequently in writer voice than in reporter voice. As for the use of values of affect, the only instances of writers’ own affectual responses occur in commentator voice texts – that is to say,
curtailment of authorial affect goes hand-in-hand with curtailment of authorially-sourced judgment. To be specific, only a low rate of frequency, at four out of the 17 commentator voices, features affect.

2.15.2 The study of Stenvall (2008): On emotions and the journalistic ideals of factuality and objectivity – Tools for analysis

Stenvall (2008) unveils what is hidden under news texts from the wire reports of two global news agencies: AP and Reuters. The corpus mainly comprised hard news stories. By using Halliday’s Systematic Functional Grammar and Appraisal Framework, this paper introduced some linguistic tools for media analysis; tools that can be used to examine the effects of emotions on journalistic ‘objectivity’ and ‘factuality’. It presupposed that the voice of the reporter was backgrounded or unclear because journalists adopt a special “tactic of impersonalization”, which is called “reporter voice”. Quotations were used to display “objectivity” to report other people’s individual feelings. Still, the “subjectivity” of emotions could be verified by the way journalists described people’s factual behavior of outward signs of emotions, thus leading the reader to deduce that people really felt that way. The following example from AP clearly demonstrates a journalist’s “subjectivity” of emotions through the use of his/her interpretation of behavior of outward signs of emotions.

“I came with a lot of fear,” said a tearful Isabel Galan, 32, her makeup streaked on her cheeks. “I say the trains and burst into tears. I felt so helpless, felt such anger.”

Since the study concerns emotions and objectivity, “Affect”, a sub-system of attitude, was mainly dealt with, focusing closely on implicit values. In an attempt to
demonstrate how the journalist’s voice could be retrieved by looking into ideational meaning invoking Attitude, another category, namely ‘features’ was also included in the corpus. Rather long extracts of two ‘feature’ stories, one from each agency, were also analyzed. By using tools from Appraisal Framework, journalists’ hidden subjectivity (i.e. social, cultural, ideological norms and values) could be revealed. Particularly, the strategies they used for aligning the reader into feeling or for convincing the reader of their own interpretation can be discovered.

2.15.3 The study of Kayalar and Kayalar (2016): Language Teachers’ Views over Strategies for Teaching Academic Language in Classroom Environment

The study aims to determine and evaluate the views of experienced language teachers on their strategies of academic language teaching in classroom. Kayalar and Kayalar (2016) started by asking 2 questions: 1) what kind of strategies you use to teach academic language to your students in the classroom; and 2) what strategies work best. The participants included nine English language teachers, five French language teachers, four German language teachers and four Turkish language teachers from some secondary and high schools in Tekirdag City and Erzincan City in Turkey. The names of each participant were coded with letters and numbers. Using the semi-structured interview format, these 22 language teachers were asked to answer the above two open-ended questions, which had been designed in accordance with the academic language issues experienced by language teachers in classroom environment. The three-dimensional levels in academic language, i.e. discourse level, sentence level, and word level were emphasized.

The data collected were then transferred into computer to form digital data. The results show that students in secondary and high schools needed lessons that gave
them the opportunity to practise using language both orally and grammatically to be able to acquire academic language. The reasons are that they saw oral communication important in social language, while written communication requires sufficient level and an amount of vocabulary, grammatical structures, etc.

To them, academic language was more complex as it required formal procedures and contained less frequently-heard words, and was used mostly on schools. Consequently, graphic organizers such as word quilts or bulletin boards should be used to assist students in acquiring those words. Take-home assignments, e.g. research projects or reflective journals, can also be effective as they can prepare themselves for academic language courses in advance. The result also shows that academic language should be explicitly taught. Such writing processes as planning, drafting, editing and revising written work allow them to revisit their ideas with the help of their teachers or even their classmates.

2.15.4 The study of Xiaolin Liu (2010): An Application of Appraisal Theory to Teaching College English Reading in China

This study applies Appraisal Theory to the analysis and teaching college English reading to 100 non-English major sophomore students from Herbing Engineering University. There were three main problems regarding teaching critical reading ability to college students. Firstly, some of them only read for literal meaning of a text. Secondly, instead of enabling students to master the English competency, they felt that since graduation from high school, they had made little progress except the vocabulary amount. Thirdly, English teachers should make clear of how students read, what difficulties they might encounter, and how they responded to the difficulties.
The students were divided equally into two groups: the control and the experimental groups. The traditional method (such as introducing background information, word explanation, etc.) were applied in teaching the control group; while Appraisal Theory was introduced to the experimental group. For the latter group, in order to make the appraisal knowledge connected with prior knowledge to strengthen the ability of finding out evaluative resources, the students were required to read the text intensively and to interpret the information by giving their opinion. This helped develop their critical thinking skills, thus empowering them to become independent critical readers.

After the 18-week period, both groups were tested on their comprehension based on a quiz from the Band Six of College English Test, the authority of the English language test in China. The results show that the application of Appraisal Theory to teaching English reading could equip the students with a better understanding of the reading materials.

2.15.5 The study of Fateme Akbarzade Haromi (2014): Teaching through Appraisal: Developing Critical Reading in Iranian EFL Learners

As teaching critical reading has become more prominent in the curriculum of English as a Second/Foreign Language (ESL/EFL) pedagogy, attempts have been made to teach critical reading skill through various strategies, including critical thinking techniques, language awareness techniques, and Critical Discourse Analysis techniques. Nevertheless, little research has taken advantage of Martin and White’s (2005) Appraisal Theory. Haromi then sought to find out whether adaptation of such theory could make any difference in EFL learners’ critical reading proficiency.

Haromi (2014) emphasized on texts’ multi-dimensional structure, of which thorough comprehension of the texts required the ability to read critically between the
The study divided students into two experimental and control groups of 30. The students were assessed on their initial stand with respect to their critical reading proficiency. With the researcher as the course instructor, the teaching stage took two sessions, followed by the routine practice of literal reading comprehension for four sessions and for both groups. Then engagement system was introduced to the students in the experimental group. After that, both groups of students received third pair of articles together with reading comprehension questions.

Pre- and post- tests were employed in this study. The results were worth noting since the students answered more questions than they did in the pre-test, with a higher number of correct answers to the questions in the post-test. This could be justified by the fact that awareness of appraisal theory gave students confidence to read texts from different perspectives. It shows that with appraisal theory, students no longer considered themselves to be impartial comprehenders of facts. This study has yielded satisfactory results, which agree well with Brown’s (2004) notion that “language teachers are responsible for opening new windows to students through which they can practice effective language use”, and with Martin and White’s (2005) suggestion that “getting equipped with the appraisal strategies can serve to inform our interpretation of evaluation in texts of various genres, especially media texts”. Overall, the study shows an improvement in students’ critical reading ability.
2.16 Summary of the review of literature

To conclude, this chapter has presented some theoretical background and approaches to support the objectives of the study. The concepts of, Appraisal Theory and critical reading ability are described, together with the previous works related to this study. Since the objectives of the study were based on Appraisal Theory could be used to scaffold students’ critical reading ability and its effectiveness, the study emphasized the use of Appraisal Theory as a strategy used to enhance the students’ critical reading ability, scaffolding instruction especially on Gradual Release of Responsibility model.

With Appraisal Theory as an analytical tool, the students were more likely to become critical readers with an awareness that texts are product of particular people thinking in particular ways. Being able to read critically, the students were likely to become much more skeptical and to question the hidden ideology of each and every text than merely accept it as presented. Scaffolding instruction was then applied to promote students’ critical reading ability as a bridge across cognitive gap in students’ learning to a level they could not previously accomplish without an assistance.
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research methodology employed in this study to explore how scaffolding Appraisal Theory could enhance students’ critical reading ability. It gives details about research design, research instruments, participants, research procedures and data collection.

3.1 Research Design

This study was a quasi-experimental research with mixed-methods design. As shown in Figure 4, both qualitative and quantitative research methods were employed in this study, using triangulation with different research instruments to collect data from different sources for the overall findings and interpretation.

The role of the researcher was not merely a participant observer. The researcher was responsible for selecting the TIME news articles and analyzing them to be used as course materials. The researcher also planned all eight lesson plans.
Figure 4: Research design (adapted from Creswell, 2005; Creswell & Clark, 2007)
3.2 Setting of the Study

This study took place at Assumption University, Suvarnabhumi Campus during Semester 2/2017. Assumption University is the first international university in Thailand with 3 campuses in Bangkok and Samutprakan. Suvarnabhumi Campus offers undergraduate programs in Management and Economics, Arts, Architecture and Design, Engineering, Communication Arts, Science and Technology, Music, and Institute of English Language Education.

The course under study in this research was Reading in Business English (EN3240), within the Department of Business English, under Theodore Maria School of Arts. (See Appendix B for Business English Curriculum). The 45-hour course is one of the twelve major required courses and is offered every semester in several sections at various time. In order to take this course, students must have passed English III or have obtained the scores of 80 for TOEFL (iBT) or Band 6 for IELTS.

3.3 Population

The population of this study consisted of 240 Business English Major students of Theodore Maria School of Arts at Assumption University, who were taking EN3240: Reading in Business English, one of the twelve major required courses.

3.4 Sample

The participants were 34 students and an exemplary teacher from Business English Major, Theodore Maria School of Arts. The observation was conducted twice a week for the total number of 12 weeks during Semester 2/2017.
3.4.1 The students

Intact group sampling was used in this study. There were 34 Business English major students who were taking EN3240: Reading in Business English. No selection procedure was used as all of them were from Section 476, an already-formed group according to the students’ enrolment. Most of the students were in their junior year according to the study plan. The majority of the students were female (85.3%). Their ages were between 20 and 24 years old. In terms of years of learning English, the years ranged from 5 to 22 years, with an average of 14 years. The details are shown in Table 3.

Table 3: Demographic information of the students (n = 34)

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>%</th>
<th>Years of learning English</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>29</td>
<td>85.3</td>
<td>22</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>14.7</td>
<td>20</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>2.9</td>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Age    | n  | %   | |                      | n  | %   |
|--------|----|-----||                      |----|-----|
| 24     | 5  | 14.7| | 17                    | 5  | 14.7|
| 23     | 3  | 8.8 | | 16                    | 5  | 14.7|
| 22     | 9  | 26.5| | 15                    | 6  | 17.6|
| 21     | 13 | 38.2| | 14                    | 1  | 2.9 |
| 20     | 4  | 11.8| | 13                    | 3  | 8.8 |
|        |    |     | | 12                    | 1  | 2.9 |
|        |    |     | | 10                    | 1  | 2.9 |
|        |    |     | | 8                     | 1  | 2.9 |
|        |    |     | | 5                     | 1  | 2.9 |
When asked to rate their own reading ability, 50% of them rated themselves as having good reading ability, with fair, excellent and poor at 41.2%, 2.9% and 5.9%, respectively.

3.4.2 The exemplary teacher

The teaching was conducted by Ajarn Chiclets (his preferred pseudonym), a full-time lecturer who graduated summa cum laude from Assumption University with a BA in Business English. He furthered his study in the field of Linguistics and subsequently achieved a perfect 4.0 GPA in MA in English as an International Language (EIL) from Chulalongkorn University. At the time of this classroom observation, he was teaching GL3102: Introduction to Linguistics and EN3240: Reading in Business English. Having graduated from Business English major from Assumption University, the teacher himself had taken the course before as a student. Prior to the implementation of this observation, the teacher and the researcher had met for quite a few times and agreed that there had not been much change to how reading was taught in this course as it had always focused mainly on the comprehension of the texts, with little emphasis on critical reading ability. With his MA background and interest in linguistics, as well as the fact that he was also teaching Introduction to Linguistics, he was well aware of the importance of discourse and the study of language in use. When the concept of Appraisal Theory was proposed in the lesson plan, he was eager to see how well it would work as he would also want his students to be able not only to comprehend the text, but also to analyze and evaluate it. He also stated the importance of critical reading ability, as one of his goals in teaching reading was to encourage the students to become independent learners/readers who eventually would develop a love for reading not only for the sake of obtaining good grades from the subject, but also for becoming critical readers equipped with an
awareness that opinions/beliefs were very likely hidden in or conveyed through texts. We both agreed that Appraisal Theory should be introduced to the students as an ‘extra lens’ for them to ‘magnify’ or see more clearly for better understanding of both texts and authors’ intention. Since this theory was very new among EFL undergraduate students in general, the teacher and the researcher then agreed that the lesson plans would focus on scaffolding the students’ critical reading ability through the use of Appraisal System. This could be achieved through ‘Gradual Release of Responsibility’ or GRR (Dorn, French & Jones, 1998), which eventually enabled them to work on their own. All lessons were planned by the researcher accordingly.

Prior to the beginning of semester 2/2017, the teacher was trained on Appraisal Theory, particularly on Attitudes. The theory was explained in details and several practices were given to him to detect and verify the Attitudes embedded in the texts.

### 3.5 Research Instruments

This section provides descriptions of the research instruments employed in this study. For the validation of the instruments, in order for an item to be acceptable, the IOC value must be higher than 0.5 (Brown, 1996).

There were altogether three experts who validated the instruments for reliability and consistency. (See Appendix C for detailed information of each expert.) The experts were selected based on the below ascribed credentials.

1. All experts must have taught and advised Ph.D. students for at least seven years.

2. All experts must have degrees in Education, Linguistics or Applied Linguistics, TESOL, TEFL or English Language Teaching.
3. At least one of the experts must have been trained or specialize in language assessment and evaluation.

For consistency in coding and reliability of the interpretation, the analysis of the articles and the data derived from these instruments were coded and/or rated for inter-coder consistency and/or inter-rater agreements by another coder/rater who was a Ph.D. candidate in English as an International Language Program. During her doctoral studies, she was awarded the SEAMEO – RELC scholarship in Course 113: Advanced Specialist Certificate (I) in Language Assessment by the Regional Language Centre of Southeast Asia Ministers of Education Organization, as well as granted the 2017 Fulbright-TRF Junior Research Scholarship Program (JRS) to the University of Hawaii at Manoa to do research as part of her study. Her research interest involves assessment literacy and practice, teacher professional development, translation, classroom action research, and intercultural communication.

There were altogether nine instruments: Appraisal Theory, pre- and post- tests, lesson plans, eight news articles from TIME (as course materials), in-class summative test, questionnaire, follow-up focus group discussions, teacher’s reflections and the researcher’s narrative summaries. The details of each instrument are presented below.

### 3.5.1 Appraisal Theory

News articles related to American and Chinese businesses from the on-line version of TIME (and its affiliated websites) were used as the course materials. In order to entice students into the lesson, the context of US-China relations was introduced.

The relations between the United States of America and the People’s Republic of China have been regarded as the world’s most important bilateral
relationship. The two superpower nations regard each other as a strategic partner as well as a potential adversary (Tiezzi, 2015). Moreover, Zhang’s (2013) contrastive study based on Fairclough’s (1995) three-dimensional model and Halliday’s (1994) Systemic Functional Grammar (SFG) which examined 10 articles from Chinese and American newspaper news reporting, namely New York Times, the Wall Street Journal and China Daily, on the same event revealed different ideologies. To elaborate, the American media tended to focus and make their hegemony power be recognized; whereas the Chinese media tended to display the ideology of China as a harmonious and peace-loving nation, aiming at building positive identity to the public. It was obvious that public opinions of the two countries toward each other tended to waver, mainly illustrated through and as a result of media/journalistic roles in presenting information.

Prior to the classroom observation and data collection, the selected news articles were analyzed using Appraisal Theory as an evaluative tool to unveil attitudes embedded within the texts. The researcher had been trained on Appraisal Theory by the English professor (who was also one of the three experts who validated the instruments used in this study) whose expertise includes but not limits to Systemic Functional Linguists (SFL) framework and CDA.

### 3.5.1.1 Domains and characteristics

Appraisal Theory explores how attitudes, judgments and emotive responses are explicitly presented in texts and how they may be more indirectly implied, presupposed or assumed (White, 1998; Martin & Rose, 2007). In this study, the focus was mainly on the Attitudes embedded in the texts. For the analysis, the codes, manners, examples of Attitudes, and three sub-categories were categorized as illustrated in Table 4.
Table 4: SUB-CATEGORIES IN THE ATTITUDE TAXONOMY

How do we evaluate someone or something?

<table>
<thead>
<tr>
<th>Main category</th>
<th>Sub-category</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFECT</td>
<td>Un/happiness</td>
<td>The moods of feeling happy or sad</td>
<td>-The people in the disaster areas felt the warmth and concern of the Central Government. (positive, included)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-swallowed her grief (negative, included)</td>
</tr>
<tr>
<td></td>
<td>In/security</td>
<td>Feelings of peace and anxiety</td>
<td>-The president's speech inspired all the people there. (positive, included)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-She is very anxious because her child has not been found. (negative, included)</td>
</tr>
<tr>
<td>Code: Aff</td>
<td></td>
<td></td>
<td><strong>Un/happiness</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>In/security</strong></td>
</tr>
<tr>
<td></td>
<td>Dis/satisfaction</td>
<td>Feelings of achievement and frustration</td>
<td>-Knowing the injured and most villagers had been shifted out to a safe area, Hu felt relieved. (positive, included)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Dis/satisfaction</strong></td>
</tr>
<tr>
<td></td>
<td>Reaction</td>
<td>The impact and quality of things</td>
<td>-Powerful slogans such as “Keep on fighting against the disaster and carry on the task bravely” and “Be determined to complete the task” rang out continuously. (positive, included)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-shocking sights (negative, included)</td>
</tr>
<tr>
<td>Code: Apr</td>
<td></td>
<td></td>
<td><strong>Reaction</strong></td>
</tr>
<tr>
<td></td>
<td>Composition</td>
<td>Balance and complexity of things</td>
<td>-kind of rescue vehicles parked orderly (positive, included)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-The building totally collapsed. (negative, included)</td>
</tr>
<tr>
<td></td>
<td>Valuation</td>
<td>The value of things</td>
<td>-the advanced technologies (positive, included)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-the crucial time (positive, included)</td>
</tr>
<tr>
<td></td>
<td>Normality</td>
<td>How typical someone is</td>
<td>-Special teams (positive, included)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Normality</strong></td>
</tr>
<tr>
<td></td>
<td>Capacity</td>
<td>How capable they are</td>
<td>-Professional rescuers (positive, included)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-the officials whose rescue efforts were inadequate (negative, included)</td>
</tr>
<tr>
<td></td>
<td>Tenacity</td>
<td>How resolute they are</td>
<td>-Premier Wen gets injured when rescuing people (positive, invoked)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-weary rescuers (negative, invoked)</td>
</tr>
<tr>
<td></td>
<td>Veracity</td>
<td>How truthful someone is</td>
<td>-His response was genuine (positive, included)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-This seems dubious (negative, included)</td>
</tr>
<tr>
<td></td>
<td>Propriety</td>
<td>How ethical someone is</td>
<td>-He (Premier Wen) himself sent water to the primary school students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(positive, invoked)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-It takes would-be rescuers one hour to walk three kilometers (negative, invoked)</td>
</tr>
<tr>
<td>Code: Jud</td>
<td></td>
<td></td>
<td><strong>Propriety</strong></td>
</tr>
</tbody>
</table>

Adapted from Martin and Rose’s (2007) and Liu and Stevenson’s (2013)
3.5.1.2 Validation of stance analysis

To sidestep the potential of shortcomings concerning validity of the analyzed results, the stance analysis was tested by measuring intra- and inter-coder agreement, based on Cohen’s Kappa statistics. This approach is widely used to determine the consistency, representing the extent to which the data collected in the study are correct representations of the variables measured. Considering consistency in coding, two coders, i.e. the researcher and the other coder, were involved in detecting and evaluating Attitudes found in the context of occurrence. This external coder had been trained to use the checklist sheets where stance items were to be detected and verified in context.

As calculated by a computerized statistical program, the results were interpreted following the below criteria.

<table>
<thead>
<tr>
<th>Kappa (κ)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 0</td>
<td>Poor agreement</td>
</tr>
<tr>
<td>0.01-0.20</td>
<td>Slight agreement</td>
</tr>
<tr>
<td>0.21-0.40</td>
<td>Fair agreement</td>
</tr>
<tr>
<td>0.41-0.60</td>
<td>Moderate agreement</td>
</tr>
<tr>
<td>0.61-0.80</td>
<td>Substantial agreement</td>
</tr>
<tr>
<td>0.81-1.00</td>
<td>(Almost) perfect agreement</td>
</tr>
</tbody>
</table>

(McHugh, 2012)

For this study, the level of acceptance was at κ = 0.61 (or substantial agreement) or higher based on Cohen’s Kappa to ensure the consistency of intra- and inter- coder consistency. The analyzed results were considered valid and reliable when the consistency between two coders’ evaluations (inter-coder agreement) was found to be in almost perfect agreement, κ = 0.842, p = .000. In addition, the intra-coder agreement
was attempted by re-checking all the occurrences of Attitudes found in the articles after the initial analysis. There was a consistency between the first- and second- time coding, which was in almost perfect agreement, $\kappa = 0.941$, $p = .000$.

### 3.5.2 Appraisal Theory pre- and post- tests

#### 3.5.2.1 Purpose

The pre- and post- tests were actually the same set of questions, with the purpose to measure the students’ grasp of the concept of Appraisal Theory (which was supposed to be seen through the improvement in the scores). Without any background knowledge of Attitudes based on Appraisal Theory, a very brief description of each sub-category of Attitudes (i.e. Affect, Judgment and Appreciation) was shown together with an example in the test. The students were given a short passage where they had to categorize the sub-categories of Attitudes. The pre- and post- tests were conducted in Week 3 and Week 15, respectively.

#### 3.5.2.2 Content validity the pre- and post- test

The test was validated by the three experts. They were in complete agreement that the test domains and format could be accepted without revision (IOC value = 1). According to Brown (1996), the item is acceptable when it obtains IOC value higher than 0.5. (See Appendix D for the IOC.)

#### 3.5.2.3 Test format

The text was selected from Foley’s (2011) exercise on Appraisal Theory. In the original exercise, all Attitudinal stances (i.e. Affect, Judgment and Appreciation) must be identified and categorized by students themselves. The researcher adapted the test by having the students identify the sub-categories of Attitudes from the underlined words. The text itself was originally from The Straits Times Newspaper, Singapore. As for the
criteria for marking, only accurate answers were accepted according to the answer keys in the original exercise. For both pre- and post- tests, the students were given 30 minutes to complete the tasks. (See Appendix E for the revised test paper and test specifications)

3.5.3 Lesson plans

3.5.3.1 Top-down teaching procedures and scaffolding activities

Explicitness of instruction and sustained scaffolding throughout the entire reading process are the keys to successful implementation of scaffolding (Brown & Broemmel, 2011). The procedure of each lesson plan was divided into 3 stages based on the reading strategy of pre-, while- and post- reading. Activities employed in the classroom were in the forms of whole-class discussions, group works, pair works, and individual works.

**PRE-READING**

Generally, students are equipped with life experience that helps them relate to the topic of reading; however, differences in language and cultural background can be quite challenging for them to activate this related knowledge. During the pre-reading stage, Appraisal Theory and the background knowledge of various entities were introduced to the students through whole-class discussions which were effective as they allowed support and interaction between the teacher and the students without the fear of being singled out. Vocabulary was learned using context clues, including synonyms, antonyms, explanation and examples. By the end of this stage, the essential list of vocabulary was established within the context, and the students’ background knowledge was well activated. They were ready to begin the actual reading.

**Activities used** – Most of the activities used during this stage was whole-class discussion. In addition to the direct instruction of the concept of Appraisal Theory,
whole-class discussion was very useful because it could engage the students in learning. Getting students involved from the beginning gave them the sense of belonging and feeling that their ideas mattered. By raising such a simple question as “what do you think the article will be about?”, the teacher stimulated the students to think and make connections with the content shown in the article. This enhanced students’ interest into the topic, allowed interaction between the teacher and the students, as they felt more comfortable asking questions during the whole class discussion. This also let them know that they were on the right track from the feedback provided by the teacher. Moreover, it allowed the students the opportunity to communicate in the target language.

**WHILE-READING**

In this stage, the teacher scaffolded by modeling effective reading strategies, as well as metacognitive scaffolded the students’ critical reading ability strategies which included demonstration, think-aloud, self-monitoring, self-reflection and self-reinforcement strategies (Benson, 2003; Maxim, 2009; Craig, 2010).

The teacher also referred to vocabulary presented in the pre-reading stage and demonstrated to them how the vocabulary was used in the articles. Allusions to essential vocabulary were provided over time by the teacher so that the students were able to understand the meanings of such terms, enabling them to comprehend the text (Krashen, 1981).

**Activities used** - Most of the activities used during this stage were group and pair work, which allowed the students to work together to solve a similar problem (Wilson & Devereux, 2014). Working in groups allowed the students not only to brainstorm their opinions and develop their communication and teamwork skills, but also to activate prior knowledge and monitor comprehension.
As less guidance and support required from the teacher, the students discussed and figured out what to do with little intervention from the teacher. They also learned from each other and helped their partner or team members to grasp the information. Because of this, it was also likely to see the interaction between the more competent and the less competent students, which is core to scaffolding instruction.

With regards to group work, however, neither selection process nor specific criteria were set for grouping the students. Instead, the teacher allowed the students to group themselves. Obviously, they turned to the person next to them or turned their desk to face another to form a small group. This helped save time, and allowed the students to get to know each other, as well as gave them a chance to work with the classmates with different skills and backgrounds. In this study, the researcher then presumed that the students who were more expressive, collaborative and/or in charge during group discussions would be more competent students. This presumption was based on Moore’s (1952) article on educational leadership which affirmed that self-confidence reflected a trust in one’s ability to be able to meet the situations as they arose.

During the collaborative learning, a number of strategies were used to monitor comprehension, e.g. think-aloud and verbal assistance of questioning, responding and clarifying, in identifying Attitudes and justifying their reasons. Learning then occurred in the form of self-regulation and self-assessment as they worked together to reach the solutions or desired outcomes. This enabled them to think critically of what they were comprehending and what they could do to enhance their comprehension (Grabe, 2009, p. 223). Moreover, this allowed the teacher to reinforce the students’ knowledge as they worked on how to apply what they had learned in a collaborative setting.
POST-READING

Links between the students’ existing knowledge and the newly acquired ones (i.e. Appraisal Theory and the articles used as materials) were amplified through scaffolding during post-reading stage. Students were asked to work together and/or individually to identify Attitudes embedded in the articles, to summarize the articles, and/or to have mini-presentations based on their findings. Furthermore, they were asked to make meaningful connections to the text by personalizing what they read and discussing in the form of opinion essays.

Activities used – During this stage, the students worked independently to apply what they had learned. Assignments were given to them, which allowed the teacher to assess their performance individually. From the collaborative and individual practices, the students would likely be able to do the assigned tasks by themselves eventually before taking an in-class summative test at the end of the observation.

From each stage, it could be seen clearly that the lessons were planned with activities that would allow the shift of the responsibility for performing the tasks from the teacher to the students, i.e. from where the teacher initially provided a relatively high degree of assistance – the scaffolding – and then gradually withdrew it as students became increasingly capable of working on their own (Lehr, 1985) through the four steps of “I do it”, “We do it”, “You do it together”, and “You do it by yourself” as briefly shown in Figure 5.
Figure 5: Scaffolding and the stages of GRR employed in the classroom

3.5.3.2 Validity of the lesson plan

According to the three experts, the lesson plan was approved with an acceptable IOC value (0.86). The revision was summarized in Table 5.

Table 5: Summary of lesson plan revision

<table>
<thead>
<tr>
<th>Category</th>
<th>Summary of revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>- Replace ‘recognize’ with ‘identify’ as the two terms convey different meanings and expectations.</td>
</tr>
<tr>
<td>Procedure</td>
<td>- Emphasize clearly the focus on introducing students to some unfamiliar phrases or expressions that are beyond a single-word level.</td>
</tr>
<tr>
<td></td>
<td>- Focus on the role of the teacher as a facilitator who supports, clarifies, elaborates and provides feedback so as the students feel empowered to take responsibility in their learning.</td>
</tr>
<tr>
<td>Evaluation/assessment</td>
<td>- Be more specific of the methods and outcomes to be measured.</td>
</tr>
</tbody>
</table>
The detailed information on the index of Item-Objective Congruence (IOC), as well as the three experts’ recommendations for revision can be found in Appendix F. Taking into account the three experts’ comments, the researcher designed all lesson plans accordingly as presented in Appendix G.

3.5.4 Course materials

3.5.4.1 TIME news articles

The course materials comprised 8 business articles from TIME, four of which were about American businesses and the other four about Chinese businesses. TIME was purposively chosen as the source of these articles as it had been one of the major sources from which articles were selected for use as materials. All of the articles were from the online edition of TIME and its affiliated websites (www.time.com) since the print versions of TIME normally feature more of the articles about politics and/or other disciplines than business articles. The eight articles are displayed in Appendix H.

From the survey, the length of articles in TIME magazine varied from as little as 1 page to 8 pages (in print version) or from 250 words to more than one thousand words for both print and on-line versions. The length of the articles used in this study were between 295 and 1053 words. They were from 8 different authors to ensure that the result would not be based mainly from any particular author’s point of view.

In order to exclude the effect of diachronic change in language use, almost all articles were from November and December 2017 issues, a little before the data collection period (semester 2/2017), except for 1A & B which were analyzed and used for pilot analysis prior to the data collection period. The articles were considered recent and relevant to the current situation at the time of the study. They were divided into four sets. Each set
contained articles about American and Chinese businesses, with comparable lengths and
similar topics of discussion. The articles are listed in details in Table 6.

Table 6: List of articles used in this study

<table>
<thead>
<tr>
<th>Set(s)</th>
<th>Article(s)</th>
<th>Length</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A1: Amazon is Teasing a Huge Digital Sale for Dec. 30 (by Lisa Eadicicco - December 29, 2016)</td>
<td>297</td>
<td>Online retailers’ events</td>
</tr>
<tr>
<td>B</td>
<td>B1: Amazon is Rolling out Stealthy New Discounts. Here’s How to Find Them (by Brad Tuttle - November 6, 2017)</td>
<td>473</td>
<td>Discount/Sale Strategies</td>
</tr>
<tr>
<td></td>
<td>B2: China’s Singles’ Day is Coming. Here’s What It Means (by Eli Meixler - November 10, 2017)</td>
<td>520</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>C1: Uber to Disclose Price on SoftBank Deal Early Next Week: Sources (by Paresh Dave, Liana B. Banker - November 25, 2017)</td>
<td>430</td>
<td>App/Tech</td>
</tr>
<tr>
<td></td>
<td>C2: Chinese Ride-Sharing App Didi Raises $4 Billion in New Funding (by Alyssa Abkowitz - December 21, 2017)</td>
<td>483</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>D1: Everything You Need to Know about CVS’s Buyout of Aetna (by Zachery Tracer and Robert Langreth - December 4, 2017)</td>
<td>1053</td>
<td>Companies</td>
</tr>
<tr>
<td></td>
<td>D2: Your Hugh Quality Caviar Might Just Be Made in China (by Charlie Campbell - December 20, 2017)</td>
<td>952</td>
<td></td>
</tr>
</tbody>
</table>
### 3.5.4.2 Readability

All eight articles were assessed to ensure that they were of similar syntactic complexity by using three readability formulas: Flesch Reading Ease Score (FRES), Flesch-Kincaid Grade Level (F-KGL), and Automated Readability Index (ARI) – all of which are available online (Flesch, 1948; Kincaid et al, 1975; Smith & Senter, 1967). In order to ensure the accuracy of the results, the researcher visited two websites as follows:

- https://essaytools.com/service/readability-checker/

All the texts were copied into the provided box available on the websites where the readability was calculated automatically. The calculations from both websites yielded similar results as displayed in Table 7.

**Table 7: Readability scores of the selected articles**

<table>
<thead>
<tr>
<th>Article</th>
<th>FRES</th>
<th>F-KGL</th>
<th>ARI</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>2nd</td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>A1</td>
<td>51.4</td>
<td>51.1</td>
<td>12.6</td>
<td>12.7</td>
</tr>
<tr>
<td>A2</td>
<td>58.1</td>
<td>58.1</td>
<td>8.4</td>
<td>8.4</td>
</tr>
<tr>
<td>B1</td>
<td>59.4</td>
<td>59.2</td>
<td>9.2</td>
<td>9.3</td>
</tr>
<tr>
<td>B2</td>
<td>54.4</td>
<td>54.2</td>
<td>10.2</td>
<td>10.2</td>
</tr>
<tr>
<td>C1</td>
<td>55.7</td>
<td>55.3</td>
<td>10.1</td>
<td>10.1</td>
</tr>
<tr>
<td>C2</td>
<td>45.7</td>
<td>45.7</td>
<td>10.6</td>
<td>10.6</td>
</tr>
<tr>
<td>D1</td>
<td>61</td>
<td>60.6</td>
<td>8.4</td>
<td>8.4</td>
</tr>
<tr>
<td>D2</td>
<td>53.3</td>
<td>53</td>
<td>10.6</td>
<td>10.6</td>
</tr>
</tbody>
</table>
According to Flesch (1951), the above scores of readability are appropriate for students between Grade 10 and Grade 12 of U.S. school grade levels. (See Appendix I for the Flesch Readability Index)

Although the readability index of TIME was appropriate for 10th to 12th graders, which might not be the exact levels of the participants in this study, it was worth noting that such rankings are intentionally for native speakers of English, whose English competency and fluency are better than non-native EFL undergraduate students. Taken that into consideration, articles from those of ‘college’ level might not be applicable for Thai EFL undergraduate students.

In order to achieve an interpretation suitable for the twenty-first century, Stewart (2003) recalibrated the Flesch Readability Index taking three factors into consideration: school grade level, intended audience and correlation between reading ability and occupation. Firstly, the “school grade level” of the text has nothing to do with the audience that corresponds to level described. Secondly, certain types of documents are now written with the reading abilities of their intended audience, for example, tax laws that are supposed to be understood by the general public. Finally, research by Campbell, Irwin and Kolstad (1992) demonstrated that there was a correlation between reading ability and occupation. In other words, Flesch Readability Index can be categorized into 4 audience appeals: *K12 Student, Blue-collar, White-collar* and *Professional*.

From the scores of each article (in Table 7), together with Stewart’s (2003) recalibrated Flesch Index, the selected articles were deemed appropriate for the students in this study as they were mostly ‘fairly difficult to read’. After all, the use of this level of texts corresponded well with Vygotsky’s (1978) ZPD which supports scaffolding as an effective teaching technique. Stewart’s (2003) recalibrated Flesch index can be found in Appendix J.
3.5.5 In-class summative test

3.5.5.1 Purpose

The purpose of this summative test was to see whether the students’ critical reading ability was scaffolded through Appraisal Theory. The test was based on an unseen article titled “Walmart Just Found a New Way to Take on Amazon. Here’s How You Could Benefit”. (See Appendix K for the test article.) The choice of the article used was agreed upon by both the teacher and the researcher as the article itself allowed the students to use their background knowledge about Amazon, the new concept learned in class (e.g. Appraisal Theory) to deal with the new information in the article so as to move from present steps of knowledge to a higher one.

The test was designed by the teacher and the researcher as a summative test to see how the students progressed. The total score was 100 marks (equivalent to 10% of the whole course scores). The in-class summative test consisted of 5 parts as follows:

- **Part 1: Vocabulary** (contextual clues) 15 marks
- **Part 2: True/False** (fact/comprehension check) 15 marks
- **Part 3: Short-answer questions** (ability to analyze and interpret the meaning) 25 marks
- **Part 4: Essay** (evaluation of the text by stating points of view) 20 marks
- **Part 5: Attitudinal analysis** (text analysis) 25 marks

According to the course syllabus, 10% of the mark allocation was on the in-class summative test, hence making it a formative assessment of the course. For the purpose of this study, however, it was considered as an achievement test (summative...
assessment), intentionally designed to particularly measure reading comprehension, critical reading ability, and Attitudinal analysis based on the assumption that the students with progress from the pre- and post- test scores would also likely to score well in the achievement test.

3.5.5.2 Test specification

The first two parts were on vocabulary (contextual clues), comprehension and inferences. The rest were on critical reading ability which included evaluation of the text and attitudinal analysis, which accounted for 70% of the total score. The actual in-class summative test paper could not be displayed here according to the University’s rules and regulations. Moreover, rubrics for Part 5 could not be displayed to avoid the confusion/concern that may have arisen due to the fact that the task was on Appraisal Theory which was introduced to only the participants (i.e. Section 476 only). However, the teacher confirmed that the test specification was in congruence with the objectives and skills to be measured, and that this test was intentionally designed to measure the students’ critical reading ability. (See Appendix L for the letter of confirmation and test specifications.)

The grading of the papers was done by the teacher only, without the researcher as the second rater. There were three main reasons for this. Firstly, the researcher had declared to the class at the beginning of the observation that as a participant observer, she would not involve in any grading or scoring of any papers. The reason behind this was to avoid the students’ expectation of favoritism in assigning grades as an incentive in participating in and providing the honest answers during the follow-up focus-group discussions. Secondly, having two raters grade the papers was time-consuming, especially when the in-class summative test was conducted in Week 16, which was almost toward the end of the semester. Lastly and most importantly, it was
very likely that the first-time nature of the grading by the researcher could result in the teacher’s lack of confidence as the second rater; and vice versa. This could also affect the teacher’s sense of efficacy and control he had of the class.

3.5.5.3 Readability index

To ensure that the syntactic complexity of the article used in the summative test was similar to those articles studied in class, Flesch Reading Ease Score (FRES), Flesch-Kincaid Grade Level (F-KGL), and Automated Readability Index (ARI) (Flesch, 1948; Kincaid et al., 1975; Smith & Senter, 1967) were used to check for the readability. The scores are displayed in the Table 8 below.

<table>
<thead>
<tr>
<th>Article</th>
<th>FRES 1st</th>
<th>FRES 2nd</th>
<th>F-KGL 1st</th>
<th>F-KGL 2nd</th>
<th>ARI 1st</th>
<th>ARI 2nd</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unseen</td>
<td>47.8</td>
<td>47.5</td>
<td>11.8</td>
<td>11.8</td>
<td>12.5</td>
<td>12.5</td>
<td>Difficult to read</td>
</tr>
</tbody>
</table>

Considering Stewart’s (2003) Recalibrated Flesch Index, the readability of the article was appropriate for White Collar for the 21st-century.

3.5.6 Questionnaire

3.5.6.1 Purpose

The purpose of the questionnaire was to see the students’ opinions toward the teacher’s use of scaffolding instruction to enhance their critical reading ability through Appraisal Theory. The original version of the questionnaire was designed and divided into 3 parts. The first part was on personal details of the students. The 5-point Likert scale was used in the second part to measure the students’ opinions on the effectiveness of Appraisal Theory and scaffolding instruction on their critical reading ability with a
greater degree of nuance than ‘yes/no’ questions. The last part was on additional comments or suggestions in an open-ended question format.

3.5.6.2 Validity of the questionnaire

The copies of the questionnaire were sent to the three experts for validation. According to the three experts, the questionnaire was approved with an acceptable IOC value (0.83), based on Brown’s (1996) acceptable IOC value of higher than 0.5.

Detailed information on the index of Item-Objective Congruence (IOC), as well as the three experts’ recommendations for revision can be found in Appendix M. The revisions made to the questionnaire is shown in Table 9.

Table 9: Summary of questionnaire revision

<table>
<thead>
<tr>
<th>Category</th>
<th>Summary of revision</th>
</tr>
</thead>
</table>
| Part 2: 5-point Likert scale    | - Replace ‘improve’ with ‘have improved’.  
                                    - Remove ‘at least to some extent’ from one question in Part 2 as the use of the 5-point Likert scale is sufficient in itself.  
                                    - Replace ‘acquire’ with ‘develop’.
| Part 3: Open-ended questions    | - Move ‘additional comments or suggestions’ to Part 4.  
                                    - Be more specific as the original question can be too broad for the respondents.  
                                    - Replace with 3 other questions to focus especially on materials and activities.
| Part 4:                         | - Rewrite the question moved from Part 3 to be more specific on ‘scaffolding activity applied in teaching and learning Reading in Business English’.

3.5.6.3 Reliability estimation of the questionnaire

The data from Parts 3 and 4 of the questionnaires were coded twice by the researcher to ensure a high level of intra-rater agreement. Another rater was trained to familiarize herself with the coding schemes. Cohen’s Kappa was run to determine the
consistency of intra-coder agreement and inter-coder agreement. The intra-coder agreement was in almost perfect agreement, $\kappa = .939$, $p = .000$; whereas the inter-coder agreement was also in almost perfect agreement, $\kappa = .881$, $p = .000$.

### 3.5.6.4 Final version of the questionnaire

The final version of the questionnaire comprised 4 parts as per the experts’ suggestions so that more detailed answers could be available, rather than the broad ones. It can be found in Appendix N.

### 3.5.7 Follow-up focus-group discussion (on-line)

#### 3.5.7.1 Purpose

The follow-up focus-group discussions were conducted with 6 students (out of 34) from the section. Five questions were initially designed to elicit more opinions of the students on the usefulness of Appraisal Theory in enhancing their critical reading ability inside the classroom, and the potential of applying them in other course and/or extensive reading, if any. Follow-up focus-group discussions were conducted during the summer session (3/2017).

#### 3.5.7.2 Validity of the follow-up focus-group discussion

Copies of the follow-up focus-group discussion questions were sent to the three experts for validation. The IOC value was 1, with some comments as displayed in Appendix O.

Based on semi-structured interview format, there were five questions as follows:

- How did the use of Appraisal Theory, specifically on Attitude, help enhance your critical reading ability?
• Will the knowledge of Appraisal Theory, specifically on Attitude, be useful in other courses? Please explain.

• Will you apply the knowledge of Attitudinal analysis in your reading outside the classroom (i.e. reading for your own pleasure)? Why?

• Will you introduce this knowledge to others?

• Do you think this knowledge will be useful for your reading in your work once you get a job? How?

3.5.7.3 Reliability of the follow-up focus-group discussion

The data from the six students were segmented and rated for reliability. According to the Cohen’s Kappa, the intra-rater agreement was in almost perfect agreement, $\kappa = .860, p = .000$; and inter-coder agreement was in sufficient agreement, $\kappa = .776$.

3.5.8 Teacher’s reflections

3.5.8.1 Format

Each reflection was written by the teacher upon the completion of each article. They were in the form of diary, based on the lesson plans and the actual classroom teaching and learning of the articles. There were altogether 8 of them, plus his overall reflection of the whole course. (See Appendix P for an example of the teacher’s reflections.)

3.5.8.2 Reliability of teacher’s reflections

Similar to the questionnaire and focus-group discussions, every reflection was also segmented and rated. Cohen’s Kappa was run to determine the consistency between the first-time and the second-time rating of the researcher and between the
ratings of the researcher and another rater. The results showed that both intra-rater and inter-rater agreements were in almost perfect agreement, with $\kappa = .877, p = .000$; and $\kappa = .823 p = .000$, respectively.

3.5.9 Researcher’s narrative summaries from classroom observation

3.5.9.1 Format

During the data collection, one of the researcher’s roles was a ‘participant observer’, which allowed the researcher to engage in group activities as desired, while at the same time, collect the data in a form of free writing. Words or phrases which could be useful enough to recall any points found useful or confusing were jotted down and later put together as the narrative summaries which captured what was going on the class, e.g. how lessons and activities were introduced (Richards & Farrell, 2011). The researcher had conducted a pilot observation at the same time as the try-out of the revised lesson-plan with another group of students whose qualifications were similar to those in the actual study) prior to the data collection. (See Appendix Q for an example of the researcher’s narrative summaries.)
Table 10: Instruments used in this study and levels of acceptance

<table>
<thead>
<tr>
<th>No.</th>
<th>Objectives</th>
<th>Instruments</th>
<th>Validation</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>IOC value</td>
<td>Interpretation</td>
</tr>
<tr>
<td>1.</td>
<td>Correct representations of the Attitudinal analysis</td>
<td>Appraisal Theory</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Validity and reliability of the test</td>
<td>Appraisal Theory pre- and post-tests</td>
<td>1</td>
<td>Acceptable</td>
</tr>
<tr>
<td>3.</td>
<td>Content validity of the lesson plan</td>
<td>Lesson plan</td>
<td>0.86</td>
<td>Acceptable</td>
</tr>
<tr>
<td>4.</td>
<td>Validity of the opinion questionnaire</td>
<td>Opinion questionnaire</td>
<td>0.83</td>
<td>Acceptable</td>
</tr>
<tr>
<td>5.</td>
<td>Consistency of rating schemes</td>
<td>Opinion questionnaire</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Validity of the topics discussed</td>
<td></td>
<td>1</td>
<td>Acceptable</td>
</tr>
<tr>
<td>7.</td>
<td>Consistency of rating schemes</td>
<td>Follow-up focus-group discussions</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Consistency of rating schemes</td>
<td>Teacher’s reflections</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
3.6 Pilot Study

Prior to the observation, the pre-test and lesson plan were tried out with a group of 36 pilot study students. These students shared similar qualifications as those in the actual study, i.e. they were Business English major students who had passed the pre-requisite course (English III) and were mostly in their junior year.

**Pre-test** - As stated earlier in 3.5.2, the pre-test had been validated by the three experts and revised according to their comments/suggestions. The test was determined for its reliability using the scores obtained from the try-out. It was found that the test had the acceptable level of reliability (r = .77) according to George & Mallery (2003)’s following reliability interpretation index:

- > .9 – Excellent,
- > .8 – Good,
- > .7 – Acceptable,
- > .6 – Questionable,
- > .5 – Poor, and
- < .5 – Unacceptable

After the try-out, the test was adjusted to be more user-friendly by adding letters A, B and C (referring to Affect, Judgment and Appreciation, respectively) underneath the underlined words/phrases for the students to circle or cross out.

**Lesson plan** - As for the lesson plan, the revised version was carried out by the teacher who conducted the actual study, with the same group of pilot study students for the pre-test. The main purpose of the try-out was to see how practical the lesson plan
would be, considering students’ ability to acquire new concept and time allocated for each session.

At first, it was quite difficult for the students to understand the concept of discourse analysis, so the teacher had to spend quite some time to explain before eventually going on to the concept of Appraisal Theory. In short, there was not enough time to cover what had been planned for this lesson. Therefore, the teacher and the researcher agreed that for the actual study, the concept of discourse analysis should be explained well before introducing Appraisal Theory to them so that everything could go as planned.

3.7 Collection of Data

Data from different sources as stated earlier were collected for a complete picture of how the students’ critical reading ability could be scaffolded through Appraisal Theory, and to find out its effectiveness in enhancing the critical reading ability. Prior to each class observation, brief informal discussions with the teacher about the lesson and its focus were conducted. Pre- and post-tests and in-class summative test were used for quantitative record of the students’ progress and achievements. Other sources of data collected included questionnaires, follow-up focus group discussions with the students, and the teacher’s reflections on each lesson. The researcher’s narrative summaries of the observed lessons were written based on any observable data occurring during the observation, containing as much information as possible, without any evaluation of the lesson (Richards & Ferrell, 2011). Classroom artifacts, such as articles, glossary and relevant handouts were also collected. Table 11 displays the sources of the data, together with the timeline of the data collection.
Table 11: Data sources and collection timeline

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Collection Week &amp; Date</th>
<th>Research Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text analysis</td>
<td>Prior to Semester 2/2017</td>
<td>1</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>Week 4 – Week 14</td>
<td>1</td>
</tr>
<tr>
<td>Teacher’s reflections</td>
<td>After the completion of each lesson</td>
<td>1</td>
</tr>
<tr>
<td>Narrative summaries</td>
<td>Week 4 – Week 16 (January 29, 2018 – April 25, 2018)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom artifacts</td>
<td>Week 3 – Week 16 (January 22, 2018 – April 25, 2018)</td>
<td>1</td>
</tr>
<tr>
<td>Appraisal Theory pre-</td>
<td>Week 3 (January 22, 2018) &amp; Week 15 (April 18, 2018)</td>
<td>2</td>
</tr>
<tr>
<td>and post-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class summative test</td>
<td>Week 16 (April 25, 2018)</td>
<td>2</td>
</tr>
<tr>
<td>Questionnaires</td>
<td>Week 16 (April 25, 2018)</td>
<td>2</td>
</tr>
<tr>
<td>Follow-up focus-group</td>
<td>June – July 2018</td>
<td>2</td>
</tr>
<tr>
<td>discussions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.7.1 Appraisal Theory pre-test

After obtaining the consent from the students, the pre-test was given to them in Week 3. Without any background knowledge of Appraisal Theory, the students were to indicate whether the underlined words/phrases fell under which sub-category of Attitudes. Only a brief explanation was given in the test with an example. The test was adapted from Foley’s (2011) exercise on Appraisal Theory. The total score was 17 marks, and the time allocation was 30 minutes.

3.7.2 Teacher’s reflections

Upon completion of each lesson, the teacher would reflect on what he had taught in the classroom and give his reflection in the form of diary to the researcher in the following meeting. The teacher was asked to provide his reflection on each lesson, of
which the teacher contemplated on the scaffolding techniques applied in teaching, collaborative learning environment created and stimulated in the classroom, and the students’ progression on their critical reading ability through Appraisal Theory. These reflections were then collected and coded by the researcher, and cross-checked by the inter-coder for agreement and consistency.

3.7.3 Researcher’s narrative summaries

Each observation lasted between 70 and 85 minutes, where the researcher was a participant observer, looking for any observable data. Those observable data, together with the researcher’s reflection, was then combined for the narrative summaries on teaching procedures, as well as setting, actions, behaviors, and the conversations the researcher had observed and/or had with the teacher and/or the students. No audio or VDO recording was used since that could inhibit the students from comfortably participating in class. The observations were between Week 4 and Week 16 of the semester.

3.7.4 Appraisal Theory post-test

The post-test was administered in Week 15 (April 18, 2018). The format and question were exactly the same as those in the pre-test, with the purpose to see whether the students had acquired and familiarized themselves with the concept of Appraisal Theory.

3.7.5 In-class summative test

The in-class summative test was given to the students in Week 16 (April 25, 2018), where they read “Walmart Just Found a New Way to Take on Amazon. Here’s
"How You Could Benefit” Although the article was unseen, the students could apply the knowledge that they had gained earlier from the articles on Amazon. This allowed them to use their background knowledge to deal with and evaluate the information presented in the article, with an awareness that articles were actually products of particular people’s thoughts in particular ways.

3.7.6 Questionnaires

Following the post-test was the questionnaires. Each student was given the revised version of the questionnaire according to the three experts’ suggestions as mentioned earlier in Research Instruments. All 34 students were present on that day.

3.7.7 Classroom artifacts

Classroom artifacts were collected and used to accommodate any clarification needed for data interpretation. These included handouts on articles, reading strategies, and table of the sub-categories. (See Appendix R.)

3.7.8 Follow-up focus-group discussions

The follow-up focus-group discussions were conducted on a voluntary basis. During the collection of the students’ consent, the researcher announced to the class that a number of students to participate in a follow-up focus-group discussion might be necessary afterward. There were altogether six participants, one of whom was a male student, as displayed in Table 12.
From the above table, despite the age range of the participants of between 20 and 23, all of them were in their junior year of study. Besides being the only male participant, Mahmood was also the oldest among the participants because he had been in Martin de Tours School of Management and Economics prior to transferring to Theodore Maria School of Arts. As for the female participants, three of them came from bilingual/English program schools, with the other two from the same Thai program school and had been close friends for years. Nonetheless, the researcher was aware of the variation in the participants’ background which would then be included as one of the limitations of the study.

The follow-up focus-group discussions were conducted through LINE application and emails after the end of the semester.
3.8 Data Analysis

Both quantitative and qualitative data were collected and stored in Microsoft Excel. For quantitative data, PSPP (a free online equivalent version of SPSS) was solely employed. As for the qualitative data which included data collected from the teacher’s reflections, questionnaire, focus-group discussions and narrative summaries, content analysis was employed, comprising four phases (Creswell, 2009; Erlingsson & Brysiewicz, 2017). Firstly, all data obtained were read through to get an overview of the contents. Secondly, the data were segmented into small units, each of which had its own meaning where numbers were assigned. Thirdly, a list of codes was developed for the process of coding, covering two main areas which were scaffolding and critical reading ability. Finally, together with the frequency of each occurrence, the results of the coding process were combined.

According to Huberman and Miles (1994), data reduction refers to the process of summarizing the data through coding, clustering and defining themes (which were discoverable through the analyses). Accordingly, the coding was recursive, and the conclusions were then drawn and verified from the data interpretation through noting patterns and themes, comparing and contrasting information, and the triangulation of the data sources. Classroom artifacts were referred to when necessary.

3.8.1 Data analysis for Research Question 1

In preparation for the course materials, the selected articles were analyzed manually by the researcher to extract Attitudinal patterns of the selected articles in a sentence-by-sentence manner. Although subjective, which is inevitable in most discourse analysis studies, accurate discernment of Attitudinal stances, type (Affect, Judgment or Appreciation) and polarity (positive or negative) were emphasized by the use of
percentages of occurrences. Since the total numbers of the stances for each article were not equal, the simple percentages of the total occurrences were calculated manually in an attempt to equalize the total numbers, making the comparisons of types and polarity easily identified. The analyzed articles were then used as teaching materials.

During the classroom observation, together with the lesson plans and the classroom artifacts, data were obtained from the teacher’s reflections and the researcher’s narrative summaries. They were interpreted by using content analysis. Explanations of occurrences were put into thematic descriptions. The data were then coded, and the results were combined with the frequency according to each code. Finally, the findings were verified for reliability of coding using both intra- and inter-rater agreements.

3.8.1.1 Teacher’s reflections

The teachers were requested to provide his own reflections on all the lessons. By reflecting on his teaching, he could look back and discern the strengths and/or weaknesses of each lesson plan. Each reflection helped the teacher to identify both positive and negative features of the classroom teacher and learning so that he could maintain and/or improve accordingly.

3.8.1.2 Researcher’s narrative summaries

The narrative summaries emphasized on such information as the atmosphere and context, the students’ reaction to the instruction, teaching procedure and materials, and other psycholinguistic factors (e.g. motivation, attitude, and willingness to engage in the classroom activities). Moreover, they also looked at how the teacher applied scaffolding into teaching (the input), his spontaneous reaction that deviated from the planned lesson plans, and the Gradual Release of Responsibility (GRR).
3.8.2 Data analysis for Research Question 2

The data used for Research Question 2 were the combination of quantitative and qualitative methods. Quantitatively, the scores of the pre- and post-tests and the in-class summative test were used to show the students’ progress of their critical reading ability during the course of the study. Additionally, Part 2 of the questionnaires (the 5-point Likert scale) were interpreted with PSPP for mean and standard deviation, as well as t-test (for pre- and post-test results).

The data from the teacher’s reflections, the researcher’s narrative summaries, the follow-up focus-group discussions, and the answers to the open-ended questions about classroom materials and activities employed in the classroom from the questionnaires were also used to substantiate the interpretation of the scores earned by the students and the effectiveness of the course.

3.9 Ethical Issues

In this study, the consent forms were given to the participants before the classroom observation took place. The participants were informed of the purposes of the research instruments for which the data would be used, how the data would be used, as well as any third parties whom the data might be disclosed to for analysis purpose. Pseudonyms were used to ensure strict confidentiality of the participants’ identities and their personal information. For example, Chiclets (pseudonym) was used to referred to the exemplary teacher in this study.
## Summary of the Research Process

<table>
<thead>
<tr>
<th>Research objective(s)</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method or Research Instrument</th>
<th>Method of Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To explore how scaffolding can be applied in teaching Reading in Business English course to enhance students’ critical reading ability</td>
<td>Eight selected business articles from TIME (preparation of course materials)</td>
<td>Appraisal Theory (Text analysis: correct representation of the Attitudinal analysis)</td>
<td>Intra- and inter- coder agreement (Coding and Cohen’s Kappa)</td>
</tr>
<tr>
<td></td>
<td>Course materials &amp; lesson plans</td>
<td>Lesson plans</td>
<td>IOC</td>
</tr>
<tr>
<td></td>
<td>Classroom observation</td>
<td>Teacher’s reflections</td>
<td>Intra- and inter- rater agreement (Coding and Cohen’s Kappa)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Researcher’s narrative summaries</td>
<td></td>
</tr>
<tr>
<td>2. To investigate the effectiveness of the use of Appraisal Theory to scaffold students’ critical reading ability</td>
<td>Pre-/post- tests</td>
<td>Appraisal Theory formative tests</td>
<td>IOC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Statistical analysis program – PSPP</td>
</tr>
<tr>
<td></td>
<td>In-class summative test</td>
<td>In-class summative test</td>
<td>Statistical analysis program – PSPP</td>
</tr>
<tr>
<td>Research objective(s)</td>
<td>Source of Data or Sample</td>
<td>Data Collection Method or Research Instrument</td>
<td>Method of Data Analysis</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Opinion questionnaires</td>
<td>Opinion questionnaires</td>
<td>IOC</td>
<td>Intra- and inter-rater agreement (Coding and Cohen’s Kappa)</td>
</tr>
<tr>
<td>Follow-up focus-group discussions</td>
<td>Follow-up focus-group discussions</td>
<td>IOC</td>
<td>Intra- and inter-rater agreement (Coding and Cohen’s Kappa)</td>
</tr>
<tr>
<td>Teacher’s reflections</td>
<td>Teacher’s reflections</td>
<td>Coding and Cohen’s Kappa</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings from both phases of the study. The one-group quasi-experiment with mixed-methods design study yielded the findings which could be interpreted to see how Appraisal Theory and scaffolding instruction could enhance the students’ critical reading ability. The answers to Research Question 1 were based on the application of Appraisal Theory for text analysis in preparation for the course materials and as the strategy used to enhance the students’ critical reading ability, and how scaffolding could be applied in teaching; whereas, the answers to Research Questions 2 on what extent their critical reading ability could be enhanced by scaffolding Appraisal were based on both quantitative and qualitative data.

4.1 Restatement of the Research Question 1

4.1.1 How can Appraisal Theory be used to scaffold students’ critical reading ability in Reading in Business English course?

This section discusses how the teacher scaffolded the students’ critical reading ability through Appraisal Theory in Reading in Business English course, starting from the preparation of the course materials to lesson plans to the classroom application and teaching.

In preparation for the course, eight TIME news articles were selected as the course materials. (See Appendix H for the articles.) The articles were analyzed using Appraisal Theory to identify the attitudes embedded within those texts. The results of data analysis and their relevant discussions are presented in this section. For easier
comparisons, the tables containing the frequencies of Attitudinal types and polarity are displayed below for a more tangible view in the following orders: distributions of Attitudinal analysis and polarity of all articles, each set of topics, as well as in American and Chinese businesses. Examples of the stances from each sub-category and/or polarity of Attitudes are also provided under each table.

**Results of the Attitudinal analysis of all articles**

The distribution of Attitudinal types and polarity in all selected articles are shown in the Tables 13 and 14.

**Table 13: Distribution of Attitudinal types in all articles**

<table>
<thead>
<tr>
<th>Type(s)</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instances</td>
<td>14</td>
<td>64</td>
<td>112</td>
</tr>
<tr>
<td>Percentages</td>
<td>7.37 %</td>
<td>33.68 %</td>
<td>58.95 %</td>
</tr>
</tbody>
</table>

It is obvious that instances of Appreciation are of higher frequency than those of Judgment and Affect. As displayed in Table 13, Appreciation outnumbers Judgment and Affect by a fair margin in all the articles. Percentages of Appreciation, Judgment and Affect are 58.95%, 33.68% and 7.37%, respectively. These results tend to agree well with the ideal of objectivity which has long been considered as an important feature of those in journalistic and media profession (Schudson & Anderson, 2009). In order to appear neutral, authors are not supposed to talk directly through the use of Affect or Judgment (Hadidi & Parvin, 2015, p. 137). Attitudinal choices are then expected to be more on Appreciation than on Affect and Judgment, as Appreciation is concerned with disclosure of evaluation of semiotic phenomena by writers/speakers, not on their emotional reaction or assessment toward behaviors of other people (Martin & White, 2005). This is also in line with a suggestion by White (1998) that explicit judgments are likely to be avoided by
journalists, or appear only in the form of quotes from sources. Apparently, such expectations have been accomplished by the four authors of these articles. Examples for each category mentioned above are as follows:

- ... ensure that ... → Affect (positive)
- Even stranger, ... → Judgment (negative)
- ... has grown into a multibillion-dollar enterprise. → Appreciation (positive)

Table 14: Distribution of polarity of Attitudinal stances in all articles

<table>
<thead>
<tr>
<th>Polarity</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instances</td>
<td>135</td>
<td>55</td>
</tr>
<tr>
<td>Percentages</td>
<td>71.05%</td>
<td>28.95%</td>
</tr>
</tbody>
</table>

From Table 14, polarity of Attitudinal stances in all the articles for both positive and negative realization is at 71.05% and 28.95% respectively. This shows that all articles are clearly embedded with more of positive realization. Examples are as follows:

- The world’s largest shopping holiday ... → Positive (Judgment)
- ... seems particularly confusing. → Negative (Appreciation)

By looking at all stances representing in the two tables above, all the articles of TIME appear to adhere to objectivity which plays an important role in protecting journalists from and “removing their subjectivity from the stories, and hence ensures that they appear impartial, as required by the liberal democratic model of media operation” (Wahl-Jorgensen, 2013).
Results of the Attitudinal analysis in the American and Chinese business articles

The distribution of Attitudinal types and polarity in the American and Chinese business articles is shown in Table 15.

Table 15: Distribution of Attitudinal types and polarity in the American and Chinese business articles

<table>
<thead>
<tr>
<th>Types &amp; Polarity</th>
<th>Affect</th>
<th>Judgment</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instances</td>
<td>8</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Percentages</td>
<td>8.79</td>
<td>4.40</td>
<td>24.17</td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instances</td>
<td>-</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>Percentages</td>
<td>-</td>
<td>2.02</td>
<td>26.26</td>
</tr>
</tbody>
</table>

According to White (1998, p. 107), explicit judgments (e.g., the morality, competence or normality) of participants tend to be avoided by reporters. The results from Table 19 are then quite interesting as percentages of Judgments in the articles about American businesses and Chinese businesses are at 27.47% and 39.39%, respectively. Even more interestingly, the articles about Chinese businesses were clearly embedded with more of negative realizations (at 13.13% or about one-third of all Judgments). On the contrary, as the most common form of Appraisal, Appreciation expressed by journalists does not necessarily rub up against manners of objectivity, but “could frequently be seen as purely descriptive” (Wahl-Jorgensen, 2013).

After the course materials were ready, the lessons were planned by the researcher. Following Lesson Plan I, the teacher first started by setting up the context asking the students the opinion toward U.S. and China. The questions were mostly yes/no questions as the students were still not familiar to the teacher and each other. Other questions based on their opinions and experiences followed. Then the teacher showed
them pictures of TIME articles, some were about American businesses and some were about Chinese businesses. Intentionally, there was one particular article that the teacher and the researcher had selected to display on the screen. It was the article titled “Your High Quality Caviar Might Just Be Made in China”, which was one of the articles used as materials for the semester. Then the teacher drew the students’ attentions to this particular article, and asked them how they felt about the title. Unsurprisingly, they agreed that the title did not appear to be in favor of China. When the teacher asked why they thought the way they did, none of them could give a better reason than that the title made them feel that way. It was from this point that the teacher first mentioned Appraisal Theory to them, and as expected, none of them had any idea of what it was.

Then the students were given the pre-test with only a brief explanation of each sub-category of Attitudes on the paper. When they were done with the test, the teacher informed them that they were going to learn a new theory which would help them become a critical reader. The students appeared to be reluctant as it was not expected of the course. He then told them that the concept of Appraisal Theory could answer why they felt the way they did with the title. It was also at this point that the teacher raised the issue of US-China’s frenemy relationship, and how they would relate to the materials used in this course. This appeared to be attention-getting, and the students became a little more interested in finding out what Appraisal Theory was and whether it could really help.

Even though the concept was not an explicit component of the course, it could however be applied to because one of the course objectives focuses on critical reading ability. The teacher showed the simplified version of Appraisal Theory, and clearly informed them that the focus would be on Attitudes and the three sub-categories only. From this point, Attitudinal analysis was then used with all eight articles. During
this 16-week observation, the scaffolding instruction took place from the very first class, followed by the teacher’s guidance and support, collaborative practice between the teacher and the students and among the students themselves until they were able to work on their own. In other words, the teacher scaffolded the students’ critical reading ability until they were able to read critically. For clearer picture, the researcher gathered all available data and group them together according to the GRR stages based on the data sources.

4.1.1 Findings

4.1.1.1 Results from the teacher’s reflections

The teacher’s reflections from Articles 1 to 8 and the overall impression were interpreted using content analysis where codes, clustering and defining themes were used. The coding scheme was refined throughout the data analysis. Keywords related to scaffolding and occurrences (as described in Appendix S) were taken into consideration in order to analyze the reflections.

The first two findings were on metaphor for support (SC1) and metaphor for guidance (SC2) as these two gave figurative meanings referring to the teacher’s support (e.g. explicit statements to help students understand) as well as the teacher’s guidance (e.g. modeling or guided discussion or questioning in order to correct the students’ misunderstanding), respectively. These two were especially prominent in this study since support and guidance by the teacher were needed in order for them to acquire new knowledge (SC3), which in this case it was the concept of Appraisal Theory. With that new knowledge, the students then analyzed the texts (SC4) through detailed examination, dealt with the texts by applying the concept (SC5), which enabled them to use the existing knowledge as part of acquiring new one (SC6). They gradually moved from present steps
of knowledge to a higher one (SC7). Not only did the students learned from the teacher, they also learned from their collaborative learning and accomplishment (SC8) among themselves. Because of all these, the students could eventually do the assigned tasks without help as they became independent learners (SC9).

From the analyses of the research, the findings are elaborated as follows:

➢ Direct-instruction (input)

Since the concept of Appraisal Theory was very new to the students, it took them quite some time to finally understand it (as can be seen from SC3: acquired learning). The teacher stated clearly in the first reflection that “they were new to the concept ...” [R1:4]. So “concept of Appraisal Theory was introduced to them in a simplified form” [R1:6]. They were then aware of the concept, and the learning of the new concept took place from that very stage.

➢ Guided-instruction

Although the concept was introduced, it was still difficult for the students to apply it. As "some students are not yet able to locate the attitudes embedded so I needed to point out ..." [R3:4], the teacher’s support and guidance were needed. The teacher further clarified by giving more explanation as "so I had to explain that ‘-ing’ adjective was not used to describe feelings of people." [R3:46] and “What I did was giving them an easy guideline to classify the type of attitudes.” [R2:9].

Besides explanation, other techniques were used. For example, explicit modeling was used to show how the teacher himself did the work. According to his reflections, he modeled by saying “I would look at the whole chunk of text that are together.” [R2:12], “Any word or term that got my attention?” [R2:14], “Could this word be replaced by other simpler word?” [R2:18], “Then, I ask myself whether this
may contain attitudes or not?” [R2:19] This could also be considered as think-aloud technique because while listening to the teacher thinking aloud, the students could identify how the teacher performed the tasks in an organized way to finally come up with the analysis. Examples from the reflections are “Is this compared to something? If yes, what?” [R3:18], “Any comparison to standard or norm? Or is this his own belief?” [R4:9-10], and “Does the author compare this to something else?” [R6:15].

Another verbal assistance used were questioning, responding and clarifying. Instead of correcting their mistakes right away, the teacher provided a corrective feedback by asking questions, which included “… I did not give them the correct answers right away, I tried to stimulate them to think by asking “Does this word have something to do with feeling or is it just a description of something?”” [R5:27-29], “… who ‘declined to be named’ showed that they feel insecure, right?” [R6:15], and quite a few utterances of “Should this be … rather than …?”. Then clarification was made when he elaborated more to his students that “… they could use the technique of synonym or luxurious word to identify the embedded attitudes.” [R8:36], or “in this case, I clarified by pointing out that there was a comparison of prices of which a fish was compared to a Ferrari.” [R8:42].

As discussed above, by the end of Article 4, the teacher no longer needed to ‘explain’ the concept. Rather, we could see a collaborative effort between the teacher and his students. Although his support and guidance were still needed, they were more in the form of verbal assistance which included explicit modeling (demonstration), think-aloud, encouraging them to participate, guiding discussions through questioning and providing answers so that the discussion on reading could be continued.
Collaborative practice

From Article 4 onward where the tasks were shifted to student-led instruction, collaborative practice became more apparent not only in the form of whole class instruction, but also pair and/or group works where the students had to work together on the given tasks.

According to the teacher’s reflections, “the students were assigned to work in pairs to identify Affect, Judgment and Appreciation.” [R4:1], and “they were to discuss in small groups and came up with a mini-presentation where their classmates were expected to share their opinions.” [R6:31].

This allowed them the opportunities to practice self-correction, and also allowed learning to occur in a form of collaborative learning between the teacher and the students and among the students themselves through tasks/activities assigned. It was also during this stage that the students learned to deal with the new information (SC5) and little by little moved from present steps of knowledge to a higher step (SC6). The teacher assisted them when they were not able to move on, and/or intervened as necessary.

Through this dynamic and collaborative learning, the teacher himself found that “surprisingly, as a group, they could identify the Attitudes more correctly.” [R5:15] and “the students have started to develop their attitude analyzing skill.” [R5:52]. Similarly, with regard to the group mini-presentations where they were to present and justify the results of their analysis to their classmates, the teacher found that “the students became more accurate in finding Appreciation ...” [R6:40].

As the course evolved, the articles were getting longer, and covered other topics such as Application/Technology and Merger and Acquisition (M&A). Although these might sound difficult for EFL students in general, they were not beyond the students’ ability. At Assumption University, at least three courses involving business –
Introduction to Business, Principle of Marketing and Principle of Management – are mandatory and expected to be completed by the end of the second year according to the study plan. Therefore, the students were equipped with basic business terminology. This allowed the students to demonstrate their abilities to use the existing knowledge as part of acquiring and processing new information, and were able to move from present step of knowledge to a higher one as reflected by the teacher from Articles 5 to 6.

➢ Independent practice

From Article 6 onward, “students as independent learners” became more apparent as scaffolding helped them understand the lesson through guided practice from the teacher and collaborative practice among themselves. They had chances to explore, self-assess and self-correct. These, in turn, helped initiate independent learning/practice on their part.

During the last two lessons, the teacher was satisfied that “their ability to identify Attitudes became more accurate with more practices.” [R7:58]. He clearly stated in the reflection that “from word level, they were able to identify Attitudes embedded in sentence level.” [R7:18], and that “I was happy to see that the Attitudes that the students shared to the class included all 3 types.” [R8:4]

At this stage, most of the students clearly displayed their understanding of the concept and how to apply it in analyzing the texts. They were able to accurately recognize all sub-categories of Attitudes. For example, in terms of judgment, “… the students understood about ‘comparing to the norm’ even though the clause didn’t contain comparative or superlative degree.” [R7:23] and “This showed that the students were capable of identifying judgment that is related to negative social sanction.” [R8:11] In other words, they became independent learners who were capable of using the existing knowledge together with the new concept learnt in class to move from the step of
knowledge to a higher step without the teacher’s help eventually as shown in Reflection 8 as “all in all, the students could understand the concept well and were able to work by themselves.” [R8:31].

In summary, all lessons were conducted in accordance with the lesson plans with all four stages explicit as summarized in Figure 6. The teacher started by doing what the students could not do, which was analyzing texts using Appraisal Theory. With his support and guidance, the students gradually could do what they plainly could not do without his help. As the course proceeded, the teacher could finally bridge the gap between the students’ actual and desired development over the course of this 16-week observation.
**Lesson Plan 1:** Teacher identified the objectives (i.e. to enhance the students’ critical reading ability through Appraisal Theory).

**Lesson Plan 1:** Teacher set the context (i.e. US and China’s frenemy relationship and how this could affect the neutrality of the media).

**Lesson Plan 1:** Teacher introduced the concept of ‘Appraisal System’, focusing especially on ‘Attitudes’ and its three sub-categories.

**Lesson Plan 2:** Teacher reviewed Attitudes.

**Lesson Plan 3:** Teacher selected certain parts of the article and works on identifying Attitudes with the whole class (explicit modeling/demonstration).

**Lesson Plan 3:** Teacher assigned pair works on identifying Attitudes.

**Lesson Plan 3:** Teacher used think-aloud (e.g. “Does this word have anything to do with feeling or is it just a description of something?”)

**Lesson Plan 4:** Students worked in pairs to identify Attitudes. Then they shared their analysis with their classmates.

**Lesson Plan 4:** Teacher used verbal assistance (questioning, responding and clarifying) (e.g. “Does the author compare this to something?”)

**Lesson Plan 5:** Students worked in groups and had a mini-presentation based on their analysis.

**Lesson Plan 5:** Students worked in groups and compared the Attitudes found in Articles 5 & 6. Then each group had a mini-presentation to see whether they came up with similar or different analysis.

**Lesson Plan 6:** Students were assigned certain parts of Article 7 for pair works. Then they shared their analysis with their classmates. Students practiced self-correction in a form of whole-class discussion.

**Lesson Plan 6:** Students were assigned an individual opinion essay based on the Attitudinal analysis of the article.

**Lesson Plan 7:** Students worked individually on identifying Attitudes in Article 8, and came up with an essay based on bias/opinions embedded in the article.

In-class summative test (100 marks) → achievement test

Students reflected on what they had learned and shared with the classmates whether there were biases/opinions against Chinese business-related as they had expected.

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**Figure 6:** Stages of GRR in the actual lesson plans as observed in the classroom
4.1.1.2 Results from the researcher’s narrative summaries

The keywords jotted down during the classroom observation were later used for a narrative summary for each lesson. There were altogether eight narrative summaries. The findings are put together according to the four stages of GRR, with a summary table accompanying each of them.

➢ Direct instruction (input)

This stage of "I do it" started with the teacher clearly identified the objectives and context of US and China’s frenemy relationship. Despite students’ different backgrounds, they tended to have the same opinion that these two nations saw each other as a ‘threat’, and that there would and should be some biases in any news articles about both of them. However, when asked for justification as to why they thought so, it was merely from what they perceived or they had been told. Appraisal Theory (input) was introduced and explained to them. Graphic organizer was used by showing a simplified version of Appraisal Theory on a PowerPoint slide. Because of the context, the students’ attentions were drawn into the concept more easily as they felt that they were going to experience something different from what they had expected of this Reading class. Even though the teacher did most of the talking during this direct instruction as he had to explain the concept, there were still interactions between the teacher and the students, and among the students themselves. For instance, in Lesson 1 which was about Amazon, the teacher asked them what first came to their mind when hearing the word ‘Amazon’. As expected, the answers ranged from an on-line retailer to the river and the brand of local coffee shops. After the students were aware that the article would be about the big on-line retailer, the teacher continued by asking if they ever used Amazon services. By asking them this, the teacher ensured that the students were able to make self-connections to the lesson. Moreover, he used this opportunity to teach them how to pronounce Amazon correctly.
Table 16: Direct instruction (input) observed in the classroom

<table>
<thead>
<tr>
<th>Theory</th>
<th>Actual classroom practice by the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER</strong></td>
<td></td>
</tr>
<tr>
<td>- Identifying objectives &amp; purpose (content-language-metacognitive)</td>
<td>The objectives of applying the concept of Appraisal Theory to enhance the students’ critical reading ability were made clear from the very beginning. (Lessons 1&amp; 2)</td>
</tr>
<tr>
<td>- Providing the context</td>
<td>The context of US and China’s frenemy relationship and how this could affect the neutrality of the media were pointed out to the students in order to engage their anticipatory sense. (Lesson 1)</td>
</tr>
<tr>
<td>- Providing input (i.e. Appraisal Theory)</td>
<td>The concept of ‘Appraisal Theory’, focusing especially on ‘Attitudes’ and its three sub-categories, was introduced to the students (as the new set of knowledge). Graphic organizer, i.e. simplified chart of Appraisal Theory, focusing particularly on Attitudes was used. (Lessons 1 &amp; 2)</td>
</tr>
<tr>
<td><strong>STUDENTS</strong></td>
<td></td>
</tr>
<tr>
<td>- Listening &amp; observing</td>
<td>The students listened to the new concept learned in class and processed the information.</td>
</tr>
<tr>
<td>- Processing</td>
<td></td>
</tr>
<tr>
<td>- Responding</td>
<td>Questions were asked by the teacher to see whether the students could follow up on what was being introduced. (e.g. “What comes to your mind when you hear the word ‘Amazon’?”)</td>
</tr>
<tr>
<td>- Interacting</td>
<td>Interaction at this stage took place in the form of whole-class discussion.</td>
</tr>
</tbody>
</table>
Guided instruction

At the stage, the researcher could see clearly that learning took place in the form of interaction between the teacher and the students. During the first and the second lessons, the teacher demonstrated and modeled how Appraisal Theory (i.e. to identify Attitudes) could be applied before letting the students worked by themselves. Think-aloud strategy was very clear at this stage. The teacher would ask such questions as “Does the author compare this to something?” or “Does this word have anything to do with feeling or is it just a description of something?” when he was showing them how he would identify Judgment, Affect or Appreciation, respectively. When it was their turn to locate the Attitudes, the students found it quite confusing at first so the teacher had to do some explanation and demonstration, and then they practiced again together. During the first few attempts, the Appraisal Theory chart was displayed on the screen from time to time for clarification. As a participant observer, the researcher also assisted in providing explanation when required. From the researcher’s interactions with the students, it was found that during the first few practices, the students’ difficulties in identifying the correct sub-categories were with the use of comparative and superlative forms as some of them thought that comparison would fall under Judgment.
Table 17: Guided instruction observed in the classroom

<table>
<thead>
<tr>
<th>GUIDED INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory</strong></td>
</tr>
<tr>
<td>- Explaining</td>
</tr>
<tr>
<td>- Demonstrating / explicit modeling</td>
</tr>
<tr>
<td>- Thinking aloud modeling</td>
</tr>
<tr>
<td>- Questioning</td>
</tr>
<tr>
<td>- Responding</td>
</tr>
<tr>
<td>- Clarifying</td>
</tr>
<tr>
<td>- Processing</td>
</tr>
<tr>
<td>- Interacting</td>
</tr>
<tr>
<td>- Collaborating</td>
</tr>
<tr>
<td>- Responding</td>
</tr>
</tbody>
</table>
Collaborative practice

Shared learning became more apparent at this stage because the teacher was trying to keep his role as a teacher to a minimum. Instead, he let them work in pairs/groups, while he was walking around and monitoring their performance. The teacher also allowed them to practice self-assess and self-correct when they discussed among themselves and shared their analysis with the classmates. This was particularly good as they had a chance to talk to their classmates, thus promoting interaction among them. With less support given, the students took charge of their own performance. They even used the teacher’s think-aloud techniques among themselves. The researcher could also see that the more competent students help the less ones to understand the concept better. The teacher himself only intervened when he saw that certain students were struggling with certain parts. After the tasks were done, the teacher checked their answer/progress through whole-class discussion and responded to them through praise, prompt and corrective feedback.

Another way for the teacher to check their progress was when he assigned them a mini-presentation based on their analyses. Whenever the mini-presentation was assigned, the students appeared rather nervous, but ended up learning how other groups interpret the same information differently. The researcher noticed that this kind of activities allowed them to be critical in the sense that they had to justify their reasoning while at the same time, learned to be more open-minded and receptive to different perspectives or ideas.
Table 18: Collaborative practice observed in the classroom

<table>
<thead>
<tr>
<th>Theory</th>
<th>Actual classroom practice by the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLABORATIVE PRACTICE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TEACHER</strong></td>
<td></td>
</tr>
<tr>
<td>- Observing</td>
<td>Teacher assigned group/pair works to the students to identify Attitudes, and monitored their discussion and performance.</td>
</tr>
<tr>
<td>- Assessing progress</td>
<td>Then teacher asked the students to share their analysis with their classmates. It was also at this point that they practiced self-assess and self-correct.</td>
</tr>
<tr>
<td>- Responding</td>
<td>Mini-presentation was assigned. This allowed them to practice reasoning and learn from other groups’ analyses. Target language was used as the presentation had to be in English.</td>
</tr>
<tr>
<td>- Intervening (when necessary)</td>
<td>Teacher responded through praise, prompt and corrective feedback. He also helped struggling students understand the lessons.</td>
</tr>
<tr>
<td>- Applying learning</td>
<td>The students used their existing knowledge, together with the new one, to reveal Attitudes hidden in the articles through detailed analysis.</td>
</tr>
<tr>
<td>- Taking charge</td>
<td>The students took charge of their tasks as less support was provided by the teacher.</td>
</tr>
<tr>
<td><strong>STUDENTS</strong></td>
<td></td>
</tr>
<tr>
<td>- Practicing</td>
<td>As the students worked together, not only did they get to practice Attitudinal analysis to enhance their critical reading ability, but also have a chance to self-regulate and self-correct through their discussions.</td>
</tr>
<tr>
<td>- Self-regulating</td>
<td>Mini-presentations allowed them a chance to practice their speaking skill in the target language, and through interaction with other groups.</td>
</tr>
<tr>
<td>- Self-correcting</td>
<td></td>
</tr>
</tbody>
</table>
Independent practice

Independent practice took place during Lessons 7 and 8, as each of them had to work independently to make sure that they understood the concept and how to apply it before taking an in-class summative test later in the semester. Then in Week 16, they worked on the in-class summative test individually. Their overall performance was quite satisfactory as most of the students who showed improvement in their pre- and post-test scores could also score well in the in-class summative test. Table 19 shows the actual practice happened in the classroom.

Table 19: Independent practice observed in the classroom

<table>
<thead>
<tr>
<th>CONTINUED/INDEPENDENT PRACTICE</th>
<th>Theory</th>
<th>Actual classroom practice by the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEAM</td>
<td>Monitoring</td>
<td>Teacher assigned individual tasks to the students, and monitored their performance.</td>
</tr>
<tr>
<td></td>
<td>Acknowledging</td>
<td>Teacher acknowledged their performance through praise, prompt and corrective feedback.</td>
</tr>
<tr>
<td></td>
<td>Evaluating</td>
<td>Teacher assigned another task for them to work individually to come up with an essay based on bias/opinions embedded in the given article.</td>
</tr>
<tr>
<td></td>
<td>Assessing</td>
<td>Achievement test was given to students to see the effectiveness of the scaffolding instruction and Appraisal Theory.</td>
</tr>
<tr>
<td></td>
<td>Analyzing, evaluating and creating</td>
<td>Students used the knowledge of Appraisal Theory to analyze Attitudes, and then wrote an essay based on bias/opinion embedded in the article(s).</td>
</tr>
<tr>
<td></td>
<td>Reflecting</td>
<td>The students reflected on what they had learned. They were asked to look at the article titled “Your High Quality Caviar Might Just be Made in China” again.</td>
</tr>
</tbody>
</table>
As for the teaching and learning of vocabulary, besides providing a glossary related to certain business terminology (e.g. merger & acquisition (M&A), buy out, etc.), the students were encouraged to use context clues to help them with the meaning of difficult or unfamiliar words. To illustrate, in Lesson 6 (on “Chinese Ride-Sharing App Didi Raises $4 Billion in New Funding”), the word “injection”, with which the students were familiar, was used in the context of fund-raising and business valuation. Instead of providing them the definition, the teacher asked them to consider the context and look at the whole sentence in order to grasp the meaning. In that particular lesson, once the students understood the meaning of the word, he further asked them to think of how they could use this word in some other contexts. One of the students gave him quite an impressive but practical example – even though it was not her original sentence – quoting ‘direct injection engine’, a particular phrase from a TV commercial of a pick-up truck brand from years ago. Not only this helped make the meaning of the word clearer, but also allowed the interaction in the classroom. The researcher was also quite confident that this 3-minute discussion on the word ‘injection’ would definitely leave the students with the impression that ‘injection’ was not only for vaccination, but could be used in fund-raising and motor contexts with the meaning as in ‘booster’.

Besides context clues, the teacher sometimes used visuals to aid their understanding of some unfamiliar words. He would model some of the vocabulary by using visual aids while the students were working on Attitudinal analysis. For example, when reading about a caviar business in the last lesson, the teacher went on-line and displayed pictures from Google Images. This kind of pictorial definitions worked very well.

Another visual aid used by the teacher, for example, was when the lesson was on Amazon’s discount. Although the word ‘description’ was not a difficult word, the
teacher showed the students what ‘item’s description’ was by visiting amazon.com website and pointing the cursor at the line “This item is sold by a third-party seller. The discount is provided by Amazon” just as it was mentioned in the article.

Apart from the four stages of GRR, during the observation the researcher also looked at the following:

- whether the practice allowed the students to transfer knowledge
- how the homework tied to the lesson
- how the teacher went back to the objectives to reinforce the goal of the lesson.

The answers to the questions were apparent during the class observations. The practice, i.e. Appraisal Theory, was used throughout the course as they had to apply the concept to all the articles used in the class as well as the in-class summative test. All the assigned homework was based on the concept learned and at the same time allowed them to synthesize the concept as a tool to evaluate the point of view of the authors to finally reveal their intentions. As for the reinforcement of the goal of the lesson, it was clear in every class as the activities and the materials used were within the context set from the beginning of the course.

4.1.1.3 Additional findings from the follow-up focus-group discussions

Besides the findings from the teacher’s reflections and the researcher’s narrative summaries, the stages of GRR could be seen clearly from the participants’ answers from the follow-up focus-group discussions, as displayed in each stage with some excerpts from the discussions below.
➢ Direct instruction (input)

Of course, at the beginning, direct instruction of the concept of Appraisal Theory and how to apply it in analyzing texts were introduced to the students. Since the concept was so new to them, the teacher made sure that he explained it clearly by “giving detailed explanation” [X1-M2], “providing a clear and straightforward lecture” [X2-L2], and “focusing on building basic understanding” [X1-P9].

➢ Guided instruction

According to Mahmood, “When I was confused, he explained and asked me what type of Attitudes it is.” [X2-M5]. This agreed with Iceberg who found the guidance and support very helpful, which could be seen during the discussion as she stated “When I made some mistakes in identifying the types of words, he explained again and showed me how to do it.” [X1-I5] and “When the lecturer guided me and showed me some examples ..., I can follow him better.” [X2-I3, I4 & I5]. Jeannie also stated that she understood the concept better with think-aloud technique when “the lecturer showed me how to categorize them.” [X2-J3].

➢ Collaborative practice

As expected, collaborative learning also contributed to the students’ satisfactory performance. For example, Ploychan was satisfied with the way the teacher scaffolded in class when “he gave me a lot of feedback regarding my work ...” [X1-P7], together with the use of prompt and respond according to Lantao’s “He always asks questions and provides clarifications.” [X1-L3 & L4].

➢ Individual practice

Moreover, lots of practice, either in pair/group or individually made the students more confident when approaching the texts with Appraisal Theory. Lantao’s “Moreover, he also lets us work by ourselves so that we can practice.” [X2-L3]. When
the teacher was quite sure that the students could do it, “... he let me do it by myself.” [X1-M4] until “I finally could answer him correctly.” [X2-M7].

When asked for any additional comment or feedback, five out of the six participants did mention clearly that support and guidance provided by the teacher – the main features of scaffolding – were very helpful. In other words, without the teacher’s support and guidance, they would not likely acquire the necessary techniques/skills needed to become a critical reader.

4.2 Restatement of Research Question 2

4.2.1 To what extent can students’ critical reading ability be improved through scaffolding instruction using Appraisal Theory as a strategy?

This section discusses the outcome of scaffolding instruction using Appraisal Theory as a strategy to enhance the students’ critical reading ability. The findings were based on both quantitative and qualitative data. The findings revealed the following results.

4.2.1.1 Results from pre- and post- tests

Based on the pre- and post- tests employed in this study, Table 24 shows that there was a significant difference in the scores for post-test (M = 7.82, SD = 2.622) and pre-test (M = 5.47, SD = 2.177) conditions; t (33) = 4.034, p = 0.000. It can be seen clearly that the students could score better in the post-test than they did in the pre-test. A paired-sample t-test was also conduct to compare the scores from pre-test and post-test, with a significant difference between the tests as presented the below table.
Table 20: Means and standard deviation of score obtained from pre- and post-tests and results from paired-sample t-test (n=34)

<table>
<thead>
<tr>
<th>Test</th>
<th>Scores</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>5.47</td>
<td>2.177</td>
<td></td>
</tr>
<tr>
<td>Post-test</td>
<td>7.82</td>
<td>2.622</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paired Difference Mean</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test – Pre-test</td>
<td>2.35</td>
<td>4.034</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>.000*</td>
</tr>
</tbody>
</table>

4.2.1.2 Results from the in-class summative test

As stated earlier, the in-class summative test was given to the students as an achievement test to see how the students progressed in this study. The assignment was considered as a formal assessment as the full scores were 100 marks, or equivalent to 10% of the whole course’s mark allocation. The students had to complete the assignment in 75 minutes. Overall, the students scored well in the in-class summative test as shown in Table 21.

Table 21: Mean and standard deviation of in-class summative test (n=34)

<table>
<thead>
<tr>
<th>Scores</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class summative test</td>
<td>90</td>
<td>2.954</td>
</tr>
</tbody>
</table>

From the post-test and in-class summative test scores, there was a positive correlation between the two variables, $r = 0.027$, $n = 34$, $p = 0.878$ as shown below in Table 22. This can be inferred that with an awareness of Appraisal Theory, the students became more confident to approach written texts from different perspectives.
Table 22: Correlation of post-test and the in-class summative test (n=34)

<table>
<thead>
<tr>
<th></th>
<th>In-class summative test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class summative test Pearson Correlation 1</td>
<td>0.027</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.878</td>
<td>.878</td>
</tr>
<tr>
<td>N</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Posttest Pearson Correlation 1</td>
<td>0.027</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.878</td>
<td>.878</td>
</tr>
<tr>
<td>N</td>
<td>34</td>
<td>34</td>
</tr>
</tbody>
</table>

4.2.1.3 Results from the questionnaires

- **Descriptive statistics of Part 2 of the questionnaires**

This section discusses the results of the Part 2 of the questionnaire where they were asked to rate their level of agreement, using the 5-point Likert scale, in terms of the importance of critical reading ability and the scaffolding techniques used by the teacher. To facilitate the analysis of the data, the interpretations of the means are as follows:

- $\bar{x} = 4.21 – 5.00$ means Very high degree
- $\bar{x} = 3.41 – 4.20$ means High degree
- $\bar{x} = 2.61 – 3.40$ means Moderate degree
- $\bar{x} = 1.81 – 2.61$ means Low degree
- $\bar{x} = 1.00 – 1.80$ means Very low degree

The overall level of opinion toward scaffolding students’ critical reading ability through Appraisal Theory was high ($\bar{x} = 4.04$, SD = .701). It was found that the students reported having very high levels of opinion in the importance of critical reading ability ($\bar{x} = 4.29$, SD = .719), their improvement of the ability ($\bar{x} = 4.21$, SD = .687), and
their acquisitions of English critical reading skills from the provided materials ($\bar{x} = 4.35, SD = .646$) and activities ($\bar{x} = 4.21, SD = .687$). Moreover, they reported having high levels of opinion in the use of scaffolding activity with positive effects on their critical reading ability ($\bar{x} = 3.85, SD = .702$), the usefulness of scaffolding activity for learning the new critical reading skills ($\bar{x} = 4.12, SD = .844$), and the scaffolding activity as being helpful in development of identifying ‘Affect’ ($\bar{x} = 3.82, SD = .716$), ‘Judgment’ ($\bar{x} = 3.79, SD = .641$), ‘Appreciation’ ($\bar{x} = 3.94, SD = .694$) and overall ‘Attitudes’ ($\bar{x} = 3.82, SD = .673$). In brief, the findings from this part of the questionnaire were satisfactory.

- **Additional findings from Parts 3 and 4 of the questionnaires**

  The results from Parts 3 and 4 of the questionnaires were also analyzed using codes, clustering and defining themes by the researcher and an inter-rater. Keywords related to scaffolding and number of occurrences from the questionnaires were taken into consideration in order to interpret the data. See Appendix T for the coding and number of occurrences from the questionnaires.

  Before going into the results related to each stage of scaffolding, however, the researcher found from the questionnaires another interesting issue: **context**. With the context focusing specifically on the bias/attitudes hidden in how TIME wrote about the two countries’ businesses, it was worth noting that it really helped entice and engage students into the lesson. Instead of just analyzing any business texts in general, focusing on certain areas from such a famous publication as TIME with the aim to see whether it was as ‘trustable’ as it has always claimed or not helped arouse the students’ engagement. According to the questionnaires, some stated that they found the classroom teaching and learning more meaningful since the concept learned was not for the sake of scores. Rather, they found it beneficial and applicable in real life according to this particular statement: “It involved students into the lecture and the teacher which is more practical
and not boring.” [Q3.1: S34-3]. The researcher specifically found another comment that
“The classroom atmosphere was fun as if I were an agent investigating into a secret
mission.” [Q3.3: S11-3] even more interesting as it implied that the student would be
more motivated and engaged with the lesson when s/he was aware of what to do and why.

What is interesting is that from the questionnaires, the students reported the
positive feedbacks scaffolding had on their application of Appraisal Theory and its effect
on their critical reading abilities. The four GRR stages found from the questionnaires are
displayed below.

➢ Direct-instruction

Of course, from the very beginning, the focus of the instruction was on
introducing the concept of Appraisal Theory. As a new concept to the students at that
time, the findings from the questionnaires revealed that the students found the concept
quite interesting. Some even had no idea that text analysis could tell about Attitudes as
stated: “It’s good to teach (Appraisal Theory) to students because at first we had no idea
what it was.” [Q4: S12-2]; “I like the way the teacher gave us some ideas of the article
first and then apply that to Appraisal Theory.” [Q3.1: S3-2]; “In my opinion, the concept
is very beneficial for everyone who is interested in improving the critical reading ability.”
[Q4: S15-5]; and “I have new knowledge from the teacher.” [Q4: S15-8]

➢ Guided instruction

From the direct instruction, guided-instruction through both whole-class
discussion was also effective, especially with the teacher’s use of questions and cues to
facilitate their understanding. Moreover, modeling through the use of think-aloud (e.g.
“Does this word have anything to do with feeling or is it just a description of
something?” or “Does the author compare this to something?”) helped reinforce the
students’ understanding of the sub-categories of Attitudes. To illustrate, two students
mentioned the following: “He used the questions that prompted me to think of the concept, for example, when he wanted to focus on Judgment, he would mention ‘comparison’ and that helped me.” [Q4: S17-2]; and “... the teacher himself was a role model.” [Q4: S22-2].

➤ **Collaborative practice**

The students also reported positive feedback on the collaborative effort and accomplishment from group/pair works because they enabled them to learn from each other and/or allowed the less competent students to learn from the more competent ones, as stated by the students that “Because group works allow me to learn from my classmates and adapt it.” [Q3.1: S18-3]; and “... because we can gain many new and different ideas from friends.” [Q3.3: S4-3].

More interestingly, another perk of this collaborative learning/practice was that the students found the classroom environment to be fun and interesting. As students put it, “I like doing activities analyzing the attitudes together in class because it was fun” [Q3.1: S10-2]; “... I also learn how to communicate well and share my opinions with others.” [Q3.1: S24-1]; and “... group works can attract the students’ attention as we have to work together to come up with answers.” [Q4: S31-1]. These comments could show that the reading classroom could be fun and interactive, depending on the context and scaffolding activities provided.

➤ **Independent learning/practice**

The students’ responses in the questionnaires also corresponded well with the quantitative results from the pre- and post-tests and the in-class summative test. At this stage, the focus was already shifted from the teacher’s prominent role in the teaching and learning to the students’ relying on themselves to complete the tasks. Even though the concept of Appraisal Theory was new to them at first, after going through steps of
scaffolding, the students could finally apply what they had learned. Of course, they had made some mistakes along the way (as stated by one student that “I practiced and learned from my mistakes, which improved my work step by step.” [Q4: S3-4]), but that hands-on practice definitely helped enhance their critical reading ability as a student stated that “… this kind of strategy is very suitable to the subject, the results turn out very well.” [Q4: S5-5]. After all, scaffolding technique was very useful and “Scaffolding activity really enhances my critical reading ability.” [Q4: S21-1]

4.2.1.4 Results from the follow-up focus-group discussions

Themes and coding of critical reading ability were also defined and analyzed by the researcher. The codes related to critical reading ability and the results derived from the coding are shown in Appendix U.

With regards to critical reading ability, it focused on the students’ understanding of what was read beyond the surface level of the text (CRA1). The students should be able to demonstrate their ability to analyze and find the central idea of the texts (CRA2), synthesize or combine the information into coherent whole (CRA3), and evaluate the information in terms of reliability, validity, point of view or bias (CRA4), which as a result, enable them to reveal the authors’ intentions (CRA5). Ultimately, this meant that the students read with consciousness of neutrality of the texts (CRA6), and that the students were aware that texts were actually products of particular people on particular subjects at particular times. In other words, the authors’ stances were portrayed in the subject matter (CRA7).

Here, the participants of the follow-up focus-group discussions are referred to by their preferred pseudonyms of Mahmood, Jeannie, Iceberg, Ploychan, Smurf and Lantao.
Mahmood was the only male and the oldest among the 6 participants who volunteered to join the focus-group discussions. As for his overall performance in this Reading course, he showed the biggest difference in his pre- and post- test scores, from 3 to 11 out of 17 marks. Apart from his positive feedback on the use of scaffolding, his in-class summative test score was also satisfactory at 88 out of 100 marks. To substantiate the positive quantitative results, the findings from the focus-group discussions also showed that his critical reading ability was improved because of the scaffolding intervention of Appraisal Theory concept. According to him, “The concept of Appraisal Theory made me more aware of any hidden message that the author may have” [Q1-M2], “(Appraisal Theory) made me think beyond the literal meaning of the text.” [X5-M4], and “It helped me recognize any bias/prejudice.” [X6-M3].

Jeannie’s overall performance in this course was also satisfactory. There was an improvement of scores from the pre- and post- tests, and her in-class summative test was very good at 91 out of 100. From the discussions, she mentioned that by scaffolding Appraisal Theory, she was able to identify the authors’ intentions and the bias embedded in the texts. It made her aware more of the power of writing, especially when it came from a mainstream magazine with readers from different parts of the world. Below are some excerpts from the discussions. She stated that Appraisal Theory “helped reveal the attitudes of the writer, as well as his bias” [X5-J3], and by apply it, “We can obviously see the impacts that these kinds of texts have on and can persuade the readers in certain ways” [Q5-J3]. After all, she found Appraisal Theory useful as “I will be able to approach any texts more critically ... because I am aware that the writer may write from his emotion rather than facts.” [X7- J1&J3].
**Iceberg**’s scores from pre- and post-tests showed an improvement. She was also one of the top two students who scored highest in the in-class summative test at 94 out of 100. From the discussions, “I think Appraisal helps me get the ideas of the author and his feeling toward the text” [X5-I1&I2], “It can help me predict what I will get from the texts” [X5-I3], and “… and the real message that the author tries to persuade me” [Q1-J2].

**Ploychan** showed an improvement in her pre- and post-test scores, and she did really good in the in-class summative test at 90 out of 100. She was very responsive and provided details and/or examples with the answers during the discussions. Similar to the aforementioned participants in the focus-group discussions, Ploychan found Appraisal Theory useful and “by finding attitudes, looking for main ideas and context clues, the passage became easier to read.” [X5-P7].

**Smurf**, unlike the other participants, showed no improvement in her pre- and post-test scores, and her in-class summative test score was the least among the participants at 77 out of 100 marks. As opposed to Ploychan, she was the least cooperative participant, who provided shorter answers than others. It also took more time to get responses from her. From the discussions, she showed her indifferent feeling toward either the scaffolding instruction or Appraisal Theory when she stated that “different authors will, naturally, have different slants” [X3-S2].

Moreover, some of her answers were contradictory among themselves. Even though she said “It can be applied to other major courses” [Q2-S4] but “I think I won’t use it outside this class because it is complicated and takes time” [Q3-S2].
From the above, it was not surprising at all to see that there was no improvement in her pre- and post- test scores, and that in the in-class summative test, she just managed to pass (since all major required courses are criterion-referenced with passing scores of 70, equivalent to letter grade C).

**Lantao** showed her improvement in the scores of pre- and post- tests. She also scored highest, together with Iceberg, from the in-class summative test at 94 out of 100 marks. She finished high school from a bilingual program. Considering her IELTS score, she was more proficient than the other participants since her overall IELTS score was 6.5, which is equivalent to B2 or upper-intermediate level according to CEFR. Below are some excerpts from the discussions. Lantao found Appraisal Theory useful not only for this course but also other courses. For this course, she stated that “this system enables me to know what the author really wants to communicate …” [X5-L5], “... by evaluating the text using affect, judgment and appreciation.” [X5-L6]. She further stated “After studying about the system, I tend to read most articles more critically.” [Q1-L2], and “I think it may be useful in courses that require analytical reading skills” [Q2-L1].

When asked whether they would apply the knowledge of Attitudinal analysis in other courses or their extensive reading or not, almost all of them stated that they would. For example, Ploychan clearly stated that “This system is not only useful for business texts, but also other texts” [X5-P1], and that she would adapt it in her reading for pleasure “… when I read articles from my favorite magazine, Cleo, too.” [X5-P3]. On the contrary, Smurf was the only one who clearly said no (as shown earlier in the findings from her discussion). To her, the system was time-consuming and complicated.
For clearer picture of the performance of the six participants, the scores and the final grades obtained by each of them are shown in Table 2.3.

**Table 23: Scores obtained by the focus-group discussion participants**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>In-class summative test</th>
<th>Final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mahmood</td>
<td>3</td>
<td>11</td>
<td>88</td>
<td>B+</td>
</tr>
<tr>
<td>Jeannie</td>
<td>5</td>
<td>8</td>
<td>91</td>
<td>A</td>
</tr>
<tr>
<td>Iceberg</td>
<td>6</td>
<td>8</td>
<td>94</td>
<td>A-</td>
</tr>
<tr>
<td>Ploychan</td>
<td>7</td>
<td>9</td>
<td>90</td>
<td>A-</td>
</tr>
<tr>
<td>Smurf</td>
<td>6</td>
<td>5</td>
<td>77</td>
<td>C+</td>
</tr>
<tr>
<td>Lantao</td>
<td>6</td>
<td>10</td>
<td>94</td>
<td>A-</td>
</tr>
</tbody>
</table>

According to Table 23, it clearly shows that even among the six participants, the post-test scores correlated well with the in-class summative test scores. In other words, those who showed improvement in their pre- and post- test scores were likely to score well in the in-class summative test. Moreover, although the mid-term and final scores could not be disclosed, their final grades tended to agree with their in-class performances.

In summary, with the introduction of Appraisal Theory as the strategy used to analyze the articles and all four stages of GRR explicitly planned in the lessons and conducted in the teaching, the students’ critical reading abilities could be enhanced as can be seen from the improvement in their scores as well as their high level of opinion toward the teaching and the course. As the course proceeded, the teacher could finally bridge the
gap between the students’ actual and desired development over the course of this 16-week observation. Moreover, it was very likely that the students would apply the knowledge in other courses or even in their extensive reading.
CHAPTER V

DISCUSSIONS, RECOMMENDATIONS AND CONCLUSION

This chapter presents discussions of the results, followed by both theoretical and pedagogical implications. It also discusses limitations of the study and recommendations for further research.

5.1 Discussions

5.1.1 Research Question 1: How can Appraisal Theory be used to scaffold students’ critical reading ability in Reading in Business English course?

It can be concluded that Appraisal Theory could be used as an effective strategy to scaffold the students’ critical reading ability. Even though the students found the theory quite confusing at first, direct instruction and demonstration from the teacher were vital and helped the students grasp the concept more easily. It appeared that the teacher needed to explain and clarify quite often at first, but his guidance in the form of direct instruction was provided based on the students’ needs and level of learning at certain periods. Once they understood the concept, his guidance and support changed to be more interactive and collaborative, enabling the students to not only learn from him but also from their fellow classmates. This clearly reflected the common element of scaffolding instruction of fading: the shift of responsibility from the teacher to the students once they understood the learning process and were able to work on their own. The findings clearly showed that the students were able to move from the present steps of knowledge to a higher step with more confidence. Through the scaffolding techniques of support, the students were less likely to feel intimidated or afraid of failure as support and
guidance provided by the teacher (e.g. direct instruction, explicit modeling or demonstrating, think-aloud modeling, and questioning, responding and clarifying, together with the collaborative practice) helped facilitate their learning in a more relaxed and enjoyable way. The students felt more comfortable sharing and discussing in class because discussions were predictably structured throughout the course. They also got the feedbacks on their works regularly. During the collaborative practice of pair/group works, the students began to take on more responsibility of the tasks as they had learned and practiced from the guided instruction from the previous lessons. This transition noticeably empowered them to become independent learners who were able to complete the tasks they otherwise would not have without assistance.

The above findings are consistent with the findings of other research. Firstly, the teacher’s use of explicit modeling or demonstration of how to analyze the Attitudes in this study contributed to the students’ ability to accomplish the tasks. This is in agreement with Mehdian’s (2009) study which emphasizes that modeling as a scaffolding strategy helps the students to know what is expected of the tasks, and by adopting the techniques used by the teacher, the students are likely to succeed in accomplishing the assigned tasks. Another crucial technique is think-aloud. According to Pishghadam and Ghardiri (2011), it is very helpful especially when applied in collaborative practice because it can overlap the fear of making mistakes and losing face in front of the whole class.

After all, the data collected from the teacher and the students confirmed the positive impact that collaboration (either between the teacher and the students or among the students themselves) had on scaffolding instruction. Together with that, the researcher combined Tables 16, 17, 18 and 19, where each stage of GRR was summarized for easier understanding from Chapter 4, as if they were jigsaws in order to give a clearer picture scaffolding instruction in the Reading course as summarized in Figure 7 below.
<table>
<thead>
<tr>
<th>DEPENDENT</th>
<th>SHARED</th>
<th>INDEPENDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I DO IT</strong></td>
<td><strong>WE DO IT</strong></td>
<td><strong>YOU DO IT (together/alone)</strong></td>
</tr>
<tr>
<td>DIRECT INSTRUCTION</td>
<td>GUIDED INSTRUCTION</td>
<td>COLLABORATIVE PRACTICE</td>
</tr>
<tr>
<td>“I do it”</td>
<td>“We do it”</td>
<td>“You do it together”</td>
</tr>
<tr>
<td>Teacher</td>
<td>Teacher</td>
<td>Teacher</td>
</tr>
<tr>
<td>- Identifying objectives (Attitudinal analysis – critical thinking ability)</td>
<td>- Explaining the concept (Attitudes &amp; sub-categories)</td>
<td>- Observing (Group/pair works assigned)</td>
</tr>
<tr>
<td>- Providing context: (US-China frenemy relationship)</td>
<td>- Demonstrating (Explicit modeling, think-aloud)</td>
<td>- Assessing progress (Whole-class discussion &amp; mini-presentations)</td>
</tr>
<tr>
<td>- Providing input (Appraisal Theory)</td>
<td>- Questioning, responding and clarifying</td>
<td>- Praise, prompt &amp; corrective feedback</td>
</tr>
<tr>
<td>Students</td>
<td>Students</td>
<td>Students</td>
</tr>
<tr>
<td>- Processing information</td>
<td>- Applying learning</td>
<td>- Reflecting (Reflection on teaching materials &amp; Appraisal Theory)</td>
</tr>
<tr>
<td>- Interacting (Interaction with teacher &amp; classmates)</td>
<td>- Taking charge</td>
<td></td>
</tr>
<tr>
<td>- Collaborating</td>
<td>- Practicing</td>
<td></td>
</tr>
<tr>
<td>- Responding</td>
<td>- Self-regulating</td>
<td></td>
</tr>
<tr>
<td>- Self-correcting (Practice and learn from classmates)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Plans & Contents**

- Lesson Plans 1-2 (Articles 1-2)
- Lesson Plans 2-4 (Articles 2-3)
- Lesson plans 4-6 (Articles 4-6)
- Lesson Plans 7-8 (Articles 7-8)

**Figure 7:** Overall stages of GRR observed in the classroom
It could also be concluded that effective scaffolding instruction does not only require teachers to be a facilitator, but also an activator who activates and promote learning through the use of feedback, questioning, and modeling. This conclusion is consistent with Hattie’s (2012) notion that effective learning does not only come from teachers’ role as an information provider, but also as a facilitator and activator during the learning process. Nonetheless, this study can confirm the effectiveness of scaffolding instruction, regardless of strategy use, as long as the shift of responsibility occurs at the right timing and in a timely manner.

5.1.2 Research Question 2: To what extent can students’ critical reading ability be improved through scaffolding instruction using Appraisal Theory as a strategy?

The results of this research question were from both quantitative and qualitative data. In terms of quantitative data, pre- / post-tests were used as a formative assessment to see whether the students could apply Appraisal Theory in analyzing the given text as well as to monitor the students’ progress after having been introduced to Appraisal Theory. Based on the results of the test scores, the students could score better in the post-test than they did in the pre-test (i.e. prior to the introduction of the concept), with a significant difference in the scores for post-test ($M = 7.823, SD = 2.622$) and pre-test ($M = 5.470, SD = 2.177$).

Besides measuring their progress, a summative assessment was also conducted using the in-class summative test as a means to evaluate their achievements. The assignment required the students’ background knowledge and acquired knowledge (both on business and Appraisal) to work on an unseen article about the company that they had some knowledge on, as well as the test constructs that they were exposed to in class. The scores obtained were compared against the criterion/standard letter grade of C
as a passing grade. Significantly, there was a strong correlation between the post-test and the in-class summative test scores, which could be inferred that with an awareness of Appraisal Theory, the students’ critical reading ability could be enhanced. Besides the scores, the results of the questionnaires also showed that the students tended to have high levels of opinion in the importance of Appraisal Theory as an analytical tool, their improvement of such an ability, and their acquisition of English critical reading skill from the Appraisal Theory, as well as high levels of opinion in the use of scaffolding activities to enhance their critical reading ability. All in all, the students found that the theory and the scaffolding activities had positive effects on their critical reading ability. This agrees well with Martin and White’s (2005) notion that appraisal strategies serve to inform our interpretation of evaluation of various genres, especially media texts, and that of Brown’s (2004) which states that “language teachers are responsible for opening new windows to students through which they can practice effective language use”.

Data from Parts 3 and 4 of the questionnaires were used for qualitative analysis, which showed that prior to the introduction of the strategy (i.e. Appraisal Theory), the students had little to no concern at all about any possible “hidden message” conveyed by the authors. They were just used to reading whatever assigned to them for understanding or comprehension, without questioning the credibility or the stances of the authors. After having been introduced to Appraisal Theory, the students gradually benefited through explicit guidance and scaffolding provided by the teacher to apply a higher-level of the cognitive domains as well as metacognitive reading comprehension strategies.

Furthermore, besides the improvement in their critical reading ability, their critical thinking was likely to be enhanced too as other research confirms that in order for readers to possess critical reading ability, they have to exercise their critical thinking skill
so that they can make judgment and/or conclusion on the reading text (Anderson, 2008; Haromi, 2014), and that critical reading ability and critical thinking are closely associated, and should be integrated into the classroom practice because of the likelihood in the chance of students to become independent and critical learners (Liu, 2010; Nosratinia & Zaker, 2014). With competence and confidence, it could be more than likely that they would carry on reading in English even outside the classroom.

In terms of the effectiveness of the course, it can be presumed that the course was effectively conducted. Not only did it yield a positive result on the students’ part, but also on teacher professional development. By introducing Appraisal Theory as a strategy to scaffold the students’ critical reading ability, it actually conforms with steps of successful professional development, which include teachers’ use of new knowledge and/or skills to improve the content of the instruction and approach to pedagogy, or both; and the instructional change that the teachers introduce which helps boost students’ learning (Desimone, 2011).

5.2 Theoretical and pedagogical implications

With the ultimate goal of enhancing the students’ critical reading ability through scaffolding instruction and Appraisal Theory, the results of this study are also commensurate with Davies and Barnett’s (2015) framework for critical thinking which constitute three main perspectives: skill perspective, criticality perspective, and critical pedagogical perspective. Accordingly, the implications of this study can be put based on the three perspectives.

The first perspective is skill perspective. Bloom’s (1956) higher orders of thinking skills, which include analyzing, evaluating and creating, are integral to critical reading ability. Since this ability is based on critical thinking skills, the results underline
the importance of critical thinking skills which is considered as one of the desirable characteristics of students. This is in accordance with the revised Thai Basic Education Curriculum B.E. 2551 (Ministry of Education, 2008) which promotes both teachers and students’ awareness of the critical thinking, as well as in the curriculum itself.

The second perspective is criticality perspective, which includes thinking, reflecting and acting. Among many techniques is comprehension monitoring where students are encouraged to question the authors’ intention or point of view. In order to do so, Appraisal Theory can then be employed as an analytical tool to reveal the authors’ ideologies. This requires students to use their higher order thinking skills of analyzing, evaluating and creating, which help invoke criticality and turn passive students into active ones, equipping them with the ability to voice and/or defend their opinions based on a reliable tool. Consequently, students are encouraged to be attentive of the roles and complexity of language which serve not only as a source of information, but also people’s thoughts, beliefs and ideologies.

The last perspective is critical pedagogy perspective, which aims at encouraging students to analyze particular input critically so as to act responsively to the world. Thus, in this study, Appraisal Theory was not only employed as the analytical tool in analyzing texts, but also as a critical reading pedagogy to examine the articles to see what the authors’ intention or points of view. The results of this study substantiate Nunan’s (1993) and Olshtain & Celce-Maria’s (2001) notions that discourse analysis should be incorporated into teaching because students’ ability to understand the use of the language in context is very crucial. Thus, teachers should be able to make pedagogical decisions that are appropriate to their students and the course objectives. In this case, Appraisal Theory could and should be applied into reading course as a tool to explain how certain linguistic devices are used to present the authors’ point of view as it can help
students approach texts with greater awareness of stances taken by the authors. Thorough analyses using Appraisal Theory help reveal how linguistic devices can be used to embed their ideology. However, it is necessary to stress that Attitudes are so highly determined by cultural and ideological values so it should not be assumed that the same sub-categories will apply universally to other cultural contexts. In other words, what seems to be normal in one context may appear not so normal in another, and vice versa. To conclude, there is no such thing as ‘one size fits all’ since the boundaries between sub-categories are not definite, depending on different values. Multiple interpretations of texts are therefore possible.

A certain part of the findings from the follow-up focus-group discussions revealed an interesting issue. Out of the six participants, Smurf was the only one who clearly displayed little interest or concern in either Appraisal Theory or scaffolding instruction. Although she stated that the theory was useful and could be applied to other major courses, she found it too complex and time-consuming and would not apply it outside the classroom. From the participants’ backgrounds, Smurf and Iceberg were the only two participants who came from the same Thai program school. In fact, they had known each other since middle school, and had been close friends ever since. Unlike Iceberg, however, Smurf did not show any progress in her pre- and post-tests, nor did she score well in the in-class summative test which was meant to measure her achievement. Hence, Iceberg and Smurf’s performances could disprove the presupposition that those from English or bilingual programs are likely to score better when it comes to learning English, especially when Iceberg and Smurf’s final grades were A- and C+, respectively. This implies and substantiates the idea that students’ performances are also based on other factors than interesting materials and engaging teaching techniques. As every teacher knows, students bring with them different personalities, attitudes, needs and
expectations, and they are unique in their own ways. As a result, this still poses a challenge to every party involved, as it always has, in finding or adopting the practice or technique that would be beneficial to all students. After all, such psycholinguistic factors on students’ part as motivation, attitude or willingness to engage in the classroom activities are and have always been important factors contributing to students’ successful learning.

5.3 Limitations of the Study

Due to the time constraints, only nine articles were used to analyze the Attitudes embedded in the texts related to American and Chinese businesses. Those texts were from TIME and its affiliated websites only, hence it could not be representative of the discursive practices of all articles related to American and Chinese businesses. In terms of the participants, only 34 Business English major students (whose English were likely to be quite good) and one exemplary teacher were involved. Thus, the findings could not be generalized to other Thai EFL undergraduate students with different majors of study, and may only serve as a pilot for a larger scale study. As for the focus-group discussions, participants should be based on similar background to avoid any effect that may arise from the variation. Additionally, since the focus-group discussions were conducted at the end of the course so retrospective protocol might not be apparent.

Another limitation was that as a participant observer, the researcher had little to no control over the class, and had compromise some plans to get on with the teacher’s actual classroom practice and/or the University’ rules and regulations. To be specific, since the in-class summative test paper could not be disclosed due to the University’s regulations; hence every attempt had to be made to ensure the validity of the test. Most importantly, since this study focused on the new strategy which was not an actual part of
the course, a good cooperation on the exemplary teacher’s part and the communication between the teacher and the researcher were very vital. In this case, the researcher was fortunate that the teacher was very cooperative and helpful; still, change in the teaching strategy proved to be quite challenging. Sometimes, it was apparent that the teacher had too much to cope. Consequently, few lessons had to be rushed to ensure that every element of the lesson was covered.

5.4 Recommendations for further research

The recommendations for further research include following points. First of all, further studies should be conducted with non-English major Thai EFL undergraduate students at other universities or programs that are not international ones. Despite the fact that there has been an increase in international programs or universities in Thailand, the majority of EFL undergraduate students still do not use English as the medium of instruction. Secondly, a larger scale of study, with control and experimental groups, should be conducted to see the actual differences of progress between those with and without the intervention. Thirdly, articles used as materials may come from different publications to see if there is any bias/opinion embedded in each publication. Fourthly, researchers who are interested in furthering this study should make sure that they have more control, that is they should be the teachers themselves so that all aspects of the course can be monitored in a timely manner without the risk of both observer and participants’ reduced interest to continue the observation process. Further research may consider course design or materials for English writing course based specifically on Davies and Barnetts’ (2015) framework for critical thinking to meet the needs of the 21st century learners. In addition, researchers who are keen in reading comprehension and/or critical reading skill may consider using cloze test instead of readability index as the
former actually rates text’s difficulty in terms of reader comprehension of the content rather than complexity of the text in terms of words and grammar. Besides, background knowledge of students should be taken into consideration during the selection of texts used for pre- and post- tests.

On a different note, in the age of internet, researcher and/or educator may also consider developing an on-line platform where the teaching (not the theory) of Appraisal Theory is available to students and/or interested individuals. Such a development can be of tremendous benefits, helping students keep up with the lightning pace of today’s competitive market. After all, this corresponds well to the three mandatory skills of the 21st century, which are learning skills, literacy skills and life skills.

5.5 Conclusion

The results of this study suggest that critical reading and/or thinking skills could be taught provided that appropriate strategy and/or technique was adopted. In this study, the participants learned new knowledge – Appraisal Theory – from their teacher which provided them with a new perspective to approach texts. Moreover, they also indicated that their successful learning/improvement of critical reading ability came as a result of both explicit instruction of the Theory and the provision of time and opportunity for discussion of text and practice. A supportive classroom environment also contributed greatly to the students’ learning.

To conclude, it is therefore important to engage students in purposeful reading, to adopt reading strategies that can facilitate successful reading, and to develop critical awareness. Competence in the target language, awareness of the structure of the text, and knowledge of the world are key attributes in enhancing their critical reading abilities. Consequently, this can pave way for every concerned party to tackle the problem
about Thai students’ lack of critical reading and thinking ability, while at the same time meets one of the objectives of the revised Thai Basic Education Curriculum, B.E. 2551 (Ministry of Education, 2008), which encourages Thai students to be able to read critically. Most importantly, it equips Thai students with the essential skills of creativity, communication, collaboration and critical thinking to thrive in the 21st century.
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APPENDICES
APPENDIX A

University’s announcement on TOEFL/IELTS scores/band and equivalent English grades
TOEFL/IELTS SCORES-BAND AND EQUIVALENT ENGLISH GRADES

The equivalent grades/scores for appropriate grades in English I-IV are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
<th>IELTS</th>
<th>TOEFL (BT)</th>
<th>TOEFL (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>C</td>
<td>5</td>
<td>60</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>5.5</td>
<td>70</td>
<td>525</td>
</tr>
<tr>
<td>English II</td>
<td>C</td>
<td>5.5</td>
<td>70</td>
<td>525</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>6</td>
<td>80</td>
<td>550</td>
</tr>
<tr>
<td>English III</td>
<td>C</td>
<td>6.5</td>
<td>90</td>
<td>575</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>7</td>
<td>100</td>
<td>600</td>
</tr>
</tbody>
</table>

Criteria and Conditions
1. Exemption Procedure
   A. Enroll in English Courses and make all required payments
   B. Submit all documents before the deadline
   C. Check the grade results at the end of the semester

   Note: The same procedure has to be repeated until all English courses (I-IV) are completed.

2. TOEFL scores must be sent directly to Assumption University from the Test Centers.
   (TOEFL-DI code: 0706)
3. Assumption University will only accept IELTS scores from AU IELTS TEST Center
   For further information, contact the Office of the University Registrar at Huamak Campus,
   M Building, Ground Floor, Tel 02-300-4553 ext 1176 or Suvarnabhumi Campus, SM
   Building, SM115, Tel 02-723-2323
4. For IELTS, only the Academic Module will be accepted.
5. The University will not consider request for grade change upon submission of TOEFL/IELTS
   score for any previous English courses.
6. The university will not accept any exemption applications if test scores are not submitted
   before the last week of instruction.
7. TOEFL/IELTS scores/band are valid for a period of 2 years after the official release of the
   score only.
8. The grades granted upon the aforementioned conditions will be released at the end of each
   semester if all documents submitted are accurate and complete.
9. The Office of the Registrar is responsible for the policy and procedures for the course
   exemption and equivalent English grades.

(RevBro. Bancha Saenghiran, f.s.g. Ph.D.)
Rector
May 1, 2018
APPENDIX B

Business English Curriculum
Major Required Courses | 36 Credits
--- | ---
EN 2230 | Listening and Speaking 3
EN 3210 | Business Communication 3
in English I
EN 3211 | Business Communication 3
in English II
EN 3240 | Reading in Business English 3
EN 3270 | Translation: English-Thai 3
or EN 4254 | Academic Writing - 3
(only for international students)
EN 3271 | Translation: Thai-English 3
or EN 4252 | Article Writing - 3
(only for international students)
EN 4232 | Business Conversation 3
EN 4233 | Public Speaking in English 3
EN 4240 | Reading in English Newspapers 3
EN 4241 | Critical and Analytical Reading 3
EN 4250 | Understanding, Note-taking 3
and Summarizing
EN 4256 | Introduction to Business 3
Research Writing
APPENDIX C

Experts’ Information
<table>
<thead>
<tr>
<th>Expert</th>
<th>Credentials</th>
<th>Institutions</th>
<th>Supervision</th>
<th>Position(s)</th>
<th>Fields of interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAF</td>
<td>Education; Education and Linguistics</td>
<td>University of London</td>
<td>✓</td>
<td>Language specialist with the Southeast Asian Ministers of Education Organization (SEAMEO); Editor of various regional and international publications</td>
<td>Critical Discourse Analysis, socio-linguistics and English language teaching</td>
</tr>
<tr>
<td>PS</td>
<td>Applied Linguistics; TESOL; Formative Assessment; Language Assessment</td>
<td>University of Leicester; San Francisco QTEL Institute; Lancaster University</td>
<td>✓</td>
<td>Chair of the MA program in Applied Linguistics (English for Professional Purposes); Reviewer and editorial committee member for several international journals</td>
<td>Researching, sociolinguistics, pragmatics, language ideology, situated learning, and testing and assessment</td>
</tr>
<tr>
<td>CP</td>
<td>TESOL; English as an International Language</td>
<td>Michigan State University; Chulalongkorn University</td>
<td>✓</td>
<td>Deputy Director of the English as an International Language Program (EIL)</td>
<td>Language assessment and evaluation in both general English and ESP, and the use of technology in English language teaching and learning.</td>
</tr>
</tbody>
</table>
APPENDIX D

IOC (Pre- / Post- test)
Index of item-objective congruence (IOC) and the three experts’ recommendation for revisions of pre-/post-test

- The item is acceptable when it obtains IOC value higher than 0.5.
- The item needs improvement or should be discarded when the value is less than 0.5.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Expert IOC values</th>
<th>Interpretation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The content of the test is valid.</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
<tr>
<td>2</td>
<td>The instructions of the test is understandable</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
<tr>
<td>3</td>
<td>The format is appropriate.</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
<tr>
<td>4</td>
<td>The time given is appropriate.</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
<tr>
<td>5</td>
<td>The test is consistent with the objective(s) of the study</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
</tbody>
</table>

| IOC  | 1 1 1 | 1.000 | Acceptable |

Additional comments:
- One passage might not be enough to show that the students have these skills. Have you thought about other test formats like asking them to write their own answers?
- Each item also needs to be validated to make sure it truly tests what you aim, i.e. affect, judgment and appreciation.
APPENDIX E

Revised Pre- / Post- Test and Test Specifications
Instructions: Read the given text and indicate whether the underlined words/phrases are:

A = Affect (how the writer/speaker reacts to or expresses feelings toward the content)
B = Judgment (how the writer/speaker evaluates people and their behavior, or in other words, their character, with an eye on the social norms and morality)
C = Appreciation (how writer/speaker appreciates things/people (not their behavior))

Example:
The boss was not satisfied with his employees’ performance. A B C

---

Passage

In the latest Star Trek movie, the whole franchise seems poised to meet its maker\(^1\). A B C

Regrettably\(^2\), everything from the story to the crew is threadbare and showing its age\(^3\). A B C

Hardcore Trekkies\(^4\) will appreciate\(^5\) its immersion in the Trek world. The convoluted\(^6\) story, however, will alienate\(^7\) newcomers. A B C

In its attempt to tackling issues such as the nature versus nurture questions it reaches for the stuff that made the original movie so thought-provoking\(^8\). A B C

Unfortunately\(^9\), the script is also burdened\(^10\) with the necessity of putting in the big-bang action sequences. Although there are some nice\(^11\) climatic battle sequences, the cast is really too old for this stuff\(^12\). A B C

Still there are pleasures\(^13\) to be gleaned for long-time fans. The ‘baddies’, despite being handicapped by make-up which makes them look as if they are slowly turning into blue cheese\(^14\), make entertainingly snarling villains\(^15\). A B C

Perhaps the kindest thing\(^16\) one can say about this film is this would be a good point in the Trekkie world to retire gracefully into the dark good night\(^17\). A B C

Adapted from Foley (2011)
TEST SPECIFICATIONS

The following is the information about the pre- and post- tests used as one of the informal formative assessment of EN3240: Reading in Business English.

**Rationale of the test:**
This test aims to find out whether the students are able to grasp the concept of Appraisal Theory and apply them in order to enhance the students’ critical reading ability.

**Purpose of the test:**
This test is designed to assess the test-takers’ ability to identify the three sub-categories of Attitudes embedded in the text according to Appraisal Theory.

**Description of test takers:**
The target of this test is the students from Section 476 of EN3240: Reading in Business English in the second semester of the Academic Year 2017. There are thirty-four students from Theodore Maria School of Arts, Assumption University of Thailand. To some considerably extent, they are assumedly expected to have parallel proficiency of English as they must have passed the pre-requisite course – English III – to be eligible to take the course.

**Test date and time:** Weeks 3 and 15

**Language skills and language elements (constructs) tested:**
The text selected is adopted from Foley’s (2011) exercise on Attitudinal analysis. The text is originally from The Straits Times, Singapore. Moreover, it must not have been used in any exams, tests or exercises before, thereby strengthening authenticity issue.

Text length and questions: 255 words / 17 stances

The test consists of 1 part. The students are to identify whether the underlined words/phrases are (A) Affect, (B) Judgment or (C) Appreciation.

**Criteria for marking:** Only accurate answers are accepted according to the answer keys in the original exercise.
APPENDIX F

IOC (Lesson Plan)
**Index of item-objective congruence (IOC) and the three experts’ recommendation for revisions of Lesson Plan**

- The item is acceptable when it obtains IOC value higher than 0.5.
- The item needs improvement or should be discarded when the value is less than 0.5.

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
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<th>IOC values</th>
<th>Interpretation</th>
<th>Comments</th>
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<td></td>
<td></td>
<td>1 2 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Item 1</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
<td>-Replace ‘recognize’ with ‘identify’ as two terms convey different meanings and expectations</td>
</tr>
<tr>
<td>2</td>
<td>Item 2</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Item 3</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
<td>-Expert’s limited experience as not having taught undergraduate at ABAC</td>
</tr>
<tr>
<td>4</td>
<td>Item 4</td>
<td>0 1 1</td>
<td>0.667</td>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Item 5</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Item 6</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Item 7</td>
<td>0 1 1</td>
<td>0.667</td>
<td>Acceptable</td>
<td>-Expert’s limited experience as not having taught undergraduate at ABAC</td>
</tr>
<tr>
<td>8</td>
<td>Item 8</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Item 9</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
<td>-Should introduce the students to some unfamiliar phrases or expressions that are beyond a single-word level</td>
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**Additional comments or suggestions:**
- Opinion on “appropriate” – limited experience of the assessor as not having taught undergrads at ABAC
- The lesson plan doesn’t clearly show how the teacher will teach ‘attitudes’ and the sub-categories by using the text.
Lesson Plan 1: “Amazon Is Teasing a Huge Digital Sale.”

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>EN3240: Reading in Business English</th>
<th>Instructor:</th>
<th>A. Chiclets</th>
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<td>Date:</td>
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<td>Terminal objective(s):</td>
<td>Critical reading skill:</td>
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<tr>
<td></td>
<td>Students will be able to analyze attitudes that are embedded in the content of business-related articles.</td>
<td></td>
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<tr>
<td>Enabling objectives:</td>
<td>1. Students will be able to define sub-categories of Attitudes that are embedded in the content of business-related articles.</td>
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<tr>
<td></td>
<td>2. Students will be able to recognize different sub-categories of Attitudes.</td>
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<tr>
<td></td>
<td>3. Student will be able to distinguish different sub-categories of Attitudes.</td>
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</tr>
<tr>
<td>Materials / Aids:</td>
<td>Handouts, PowerPoint</td>
<td></td>
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<tr>
<td>Assessment:</td>
<td>Students work in groups of 4 to identify the sub-systems of ‘Attitudes’ from Article 1. (Informal, formative assessment)</td>
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<tr>
<td>Background knowledge:</td>
<td>Students have been introduced to different text types and structures, context clues and practices, and PQ3R reading strategies.</td>
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</table>

Procedures:

1. **Pre-reading**
   - Introduction: Students are to be aware of the fact that reading skill is not only about understanding any given texts at their surface level, but also the ability to read critically which includes the ability to see how the authors’ bias/opinions are hidden in the text. In short, they should be able to “read between the lines”.
   - Setting the context: Students then informed that the articles used in this course will be mainly about American and Chinese businesses, in which they are going to work on identifying Attitudes embedded in order to enhance their ability to read critically. They will be able to see how the authors’ bias/opinions are hidden in the text(s).
   - Background knowledge of Amazon is introduced to students through class discussion. Students brainstorm what come to their minds when they hear the word “Amazon”. (Answers may vary, e.g. river, coffee shop or e-commerce business.) A graphic organizer is used.
• Teaching of vocabulary is done through context clues, which include synonyms, antonyms, explanation and examples.

2. **While-reading**

- Teacher distributes the article “Amazon is Teasing Huge Digital Sale” to every student.
- Introduction to ‘Attitudes’ (a sub-system of Appraisal Theory): Graphic organizer is used to illustrate the theory. Teacher shows an overview of Appraisal Theory on the screen, with the emphasis on ‘Attitudes’ and the three sub-categories. Brief explanation is given.
- Pre-teaching of the concept: Teacher then selects certain parts of the article and works on identifying Attitudes with the whole class.
- Students read and work in groups of 3 or 4.
- Teacher walks around and monitors the class.

3. **Post-reading**

- Teacher checks the students’ comprehension of the text, and summarizes what ‘Attitudes’ and the three sub-categories are.
- Homework is assigned. Students are to locate the ‘Attitudes’ embedded in the rest of the article.
- To conclude the lesson, students reflect on what they have learned, as well as any difficulties they may have encountered as they were reading in the form of whole-class discussion.
- Class dismisses.

<table>
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<td>EN3240: Reading in Business English</td>
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<td>Reading comprehension and critical reading skill</td>
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<tr>
<td>Terminal objective(s):</td>
<td>Critical reading skill: Students will be able to analyze Attitudes that are embedded in the content of business-related articles.</td>
</tr>
</tbody>
</table>
| Enabling objectives: | 4. Students will be able to define sub-categories of Attitudes that are embedded in the content of business-related articles.  
5. Students will be able to recognize different sub-categories of Attitudes.  
6. Student will be able to distinguish different sub-categories of Attitudes. |
| Materials / Aids: | Handouts, PowerPoint |
| Assessment: | Students work as a class to identify the sub-categories of ‘Attitudes’ from Article 2. (Informal, formative assessment)  
Homework: Students are assigned to write a summary of the article in about 80 words. |
| Background knowledge: | Students have been introduced to Attitudes, a sub-category of Appraisal Theory. |

Procedures:

1. **Pre-reading**
   - By referring to the previous article (“Amazon Is Teasing a Huge Digital Sale”), students are asked to discuss (in pairs) Amazon’s potential/existing competitors.
   - Students are invited to share their on-line shopping experience, if any, to the class. They then brainstorm any sale strategies they find (or think) interesting or will work best to attract customers.
   - Teacher introduces students to ‘Single’s Day’, ‘Black Friday’ and ‘Cyber Monday’. (Explicit direction/explanation is needed because of the cultural differences.)

2. **While-reading**
   - Teacher distributes the article “Today Is ‘Single’s Day’, China’s Massive Shopping Holiday” to every student.
• Review ‘Attitudes’ (a sub-system of Appraisal Theory): Teacher shows ‘Attitudes’ and its three sub-categories. Teacher then selects certain parts of the article and works on identifying Attitudes with the whole class.
• Students and Teacher read and identify the sub-categories of Attitudes together.
• Teaching of vocabulary is done through context clues, which include synonyms, antonyms, explanation and examples.

3. Post-reading
• Teacher gives a quick recap of the article and the sub-categories of Attitudes found.
• Homework is assigned. Students are to write a summary of the article (to check the students’ comprehension skills (i.e. the lower order thinking skills: remembering, understanding, and applying).
• To conclude the lesson, students are selected randomly to reflect on what they have learned, as well as any difficulties they may have encountered as they were reading.
• Class dismisses.
Lesson Plan 3: “Amazon Is Rolling Out Stealthy New Discounts. Here’s How to Find Them”

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<th>Course Name: EN3240: Reading in Business English</th>
<th>Instructor: A. Chiclets</th>
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<tbody>
<tr>
<td>Date: February 12 &amp; 14, 2018</td>
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<tr>
<td>Main focus of lesson: Reading comprehension and critical reading skill</td>
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<tr>
<td>Enabling objectives: 7. Students will be able to define sub-categories of Attitudes that are embedded in the content of business-related articles. 8. Students will be able to recognize the polarity of the Attitudes</td>
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<tr>
<td>Materials / Aids: Handouts, PowerPoint</td>
<td>Assessment: Students work in pairs to categorize the sub-categories of ‘Attitudes’ from Article 3 in the table provided by teacher. (Formal, formative assessment)</td>
</tr>
<tr>
<td>Background knowledge: Students have been introduced to Amazon and Alibaba, and been working on identifying Attitudes in the articles related to the two e-commerce companies.</td>
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Procedures:

1. **Pre-reading**
   - Teacher draws a table of distribution of Attitudes on the board.
   - Students are asked look back at Articles 1 and 2, and fill in the table the number (occurrences) of Affect, Judgment and Appreciation appeared in each article.
   - Teacher asks students whether the occurrences are of importance.

2. **While-reading**
   - Teacher distributes the article “Amazon Is Rolling Out Stealthy New Discounts. Here’s How to Find Them” to every student. Glossary is also given.
   - Students read the article in pairs, and scan the sub-categories of Attitudes while reading.
• Teacher walks around and monitors the class.
• Teacher goes through the article once again with students.
• Teacher asks questions to check students’ understanding of the article. (For example, what are the pros and cons of the strategy used by Amazon?)

3. Post-reading

• Pair work is assigned. Students identify and categorize Affect, Judgment and Appreciation in the table provided by the teacher.
• Teacher walks around and monitors the class.
• Teacher asks students to identify the positive and negative realizations of each Attitude.
• Teacher asks questions to check their critical reading ability? (For example, what could be customers' possible reaction to the deal? What is the author’s opinion toward Amazon’s deal? Do you agree with the author’s suggestion?)
• Homework is assigned. Students are to write a summary of the article. (Comprehension check)
• Class dismisses.
Lesson Plan 4: “China’s Singles’ Day Is Coming Here’s What It Means”

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<td>EN3240: Reading in Business English</td>
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**Main focus of lesson:** (skills/language) **Reading comprehension and critical reading skill**

**Terminal objective(s):**

- Critical reading skill:
  - Students will be able to see how authors’ bias/opinions are hidden in the texts.

**Enabling objectives:**

9. Students will be able to define sub-categories of Attitudes that are embedded in the content of business-related articles.
10. Students will be able to recognize the polarity of the Attitudes
11. Students will be able to see the biases embedded in the texts by the author(s).

**Materials / Aids:**

- Handouts, PowerPoint

**Assessment:**

- Students work in pairs to categorize the sub-categories of ‘Attitudes’ from Article 4 in the table provided by teacher, and then compare with ‘Attitudes’ found in Article 3.
- Whole-class discussion takes place as teacher and students share their opinion. (Informal, formative assessment)
- Homework: Students are assigned to write a comparison essay based on the Attitudes found in Articles 3 and 4. (Formal assessment)

**Background knowledge:**

- Students have been introduced to Amazon and Alibaba, and been working on identifying Attitudes in the articles related to the two e-commerce companies, their sale events, and Amazon’s sale strategies.

**Procedures:**

1. **Pre-reading**
   - Teacher asks students whether they know when Single’s Day is and why it was originated.
   - Students brainstorm as a class.
   - Setting the context: By referring to the previous article (“Amazon Is Rolling Out Stealthy New Discounts. Here’s How to Find Them”), students are asked to think about Alibaba’s possible sale strategies.
2. While-reading

- Teacher distributes the article “China’s Singles’ Day Is Coming. Here’s What It Means” to every student. Glossary is also given.
- Students read the article in pairs, and identify the sub-categories of Attitudes.
- Teacher walks around and monitors the class.
- Teacher goes through the article once again with students.
- Teacher asks questions to check students’ understanding of the article. (For example, why was China’s Single’s Day originated? Why is Single’s Day on Nov. 11?)

3. Post-reading

- Group work is assigned. Students identify and categorize Affect, Judgment and Appreciation in the table provided by the teacher.
- Teacher walks around and monitors the class.
- Teacher asks students to identify the positive and negative realizations of each Attitude.
- Students compare their findings of Attitudes with the previous article, and have a group discussion.
- Students share with the class their analysis.
- Homework is assigned. Students are to write a comparison essay based on Articles 3 and 4 to unveil the bias/opinions embedded in the articles.
- Class dismisses.
Lesson Plan 5: “Uber to Disclose Price on SoftBank Deal Early Next Week”

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<tr>
<td>Terminal objective(s):</td>
<td>Critical reading skill: Students will be able to see how authors’ bias/opinions are hidden in the texts.</td>
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<td>Enabling objectives:</td>
<td>12. Students will be able to define sub-categories (and their polarity) of Attitudes that are embedded in the content of business-related articles. 13. Students will be able to share their findings and analysis with the class.</td>
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<td>Materials / Aids:</td>
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<td>Assessment:</td>
<td>Students work in groups to categorize the sub-categories of ‘Attitudes’ from Article 5 in the table provided by teacher, and have a mini-presentation to share their findings and analysis with the class. (low-stakes group work, formative assessment)</td>
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<td>Background knowledge:</td>
<td>Students have worked on identifying Attitudes embedded in the articles related to e-commerce companies from USA and China.</td>
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Procedures:

1. **Pre-reading**
   - Teacher shares with students his experience commuting daily to and from work, and asks students how they commute to the university.
   - Teacher mentions “ride-hailing” and asks students if they are familiar with the term.
   - Background knowledge and first-hand experience with Uber are then discussed.
   - Teacher uses graphic organizer to explain investment fund and transactions of business entities.
   - Background knowledge of SoftBank is introduced to students through class discussion.
2. **While-reading**
   - Teacher distributes the article “*Uber to Disclose Price on SoftBank Deal Early Next Week*” to every student. Glossary is also given.
   - Students read the article by themselves.
   - Teacher walks around and monitors the class.
   - Students go through the article again in groups, and identify the sub-categories of Attitudes.
   - In groups, students categorize Affect, Judgment and Appreciation in the table provided by the teacher.

3. **Post-reading**
   - Students share with the class their analysis.
   - Teacher discusses their findings with the whole class.
   - Teacher asks students to identify the positive and negative realizations of each Attitude.
   - Each group gives a mini-presentation, sharing with the class their analysis from the findings.
   - Class dismisses.
Lesson Plan 6: “Chinese Ride-Sharing App Didi Raises $4 Billion in New Funding”

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<th>Instructor: A.Chiclets</th>
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<tr>
<td>Main focus of lesson: Reading comprehension and critical reading skill</td>
<td>Terminal objective(s): Critical reading skill: Students will be able to apply Appraisal System in identifying the differences in authors’ bias/opinions hidden in the texts about American and Chinese businesses.</td>
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<tr>
<td>Enabling objectives: 14. Students will be able to recognize the differences in the distribution of sub-categories and the polarity of Attitudes embedded in articles about American and Chinese businesses. 15. Students will be able to see the biases embedded in the texts by the two authors.</td>
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<tr>
<td>Materials / Aids: Handouts, PowerPoint</td>
<td>Assessment: Students have a mini-presentation on the differences in the distribution of Attitudes in the articles about Uber and Didi. (low-stakes group work, formative assessment)</td>
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<tr>
<td>Background knowledge: Students have practiced identifying Attitudes embedded in the articles related to e-commerce companies from USA and China. They have also been introduced to the concept of ride-sharing and investment fund.</td>
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Procedures:

1. Pre-reading
   - Setting the context: By referring to the previous article (“Uber to Disclose Price on SoftBank Deal Early Next Week”), students are asked if they have heard of ‘Chinese’ equivalent of Uber.
   - Didi Chuxing, a Chinese ride-sharing app is introduced to students through class discussion. Pictures of its logo and app are shown to the class.
   - Graphic organizer on investment fund is shown to the class again. Teacher asks students to predict where Didi’s funding would be from.
2. **While-reading**
   - Teacher distributes the article “*Chinese Ride-Sharing App Didi Raises $4 Billion in New Funding*” to every student.
   - Students read the article in groups and identify the sub-categories of Attitudes.
   - Teacher walks around and monitors the class.

3. **Post-reading**
   - Teacher summarizes the article.
   - Teacher asks each group to share their findings with class. The findings are shown on the screen.
   - Students are then asked to look back at the previous article on Uber, and put the distribution of Attitudes of each article in the table provided by the teacher.
   - From the table, each group gives a mini-presentation, discussing the differences on the Attitudes embedded in the two articles.
   - To conclude the lesson, students reflect on how Appraisal helps them unveil the hidden meanings/biases of the authors.
   - Class dismisses.
Lesson Plan 7: “Everything You Need to Know about CVS’s Buyout of Aetna”

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<tr>
<td>EN3240: Reading in Business English</td>
<td>A. Chiclets</td>
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<table>
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<tr>
<th>Terminal objective(s):</th>
<th>Critical reading skill:</th>
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<td>Students will be able to analyze attitudes that are embedded in the content of business-related articles, as well as the polarity (i.e. positive and negative realizations). Moreover, they will be able to see how authors’ bias/opinions are hidden in the text.</td>
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</table>

<table>
<thead>
<tr>
<th>Enabling objectives:</th>
<th>16. Students will be able to recognize the differences in the distribution of sub-categories and the polarity of Attitudes embedded in articles about American and Chinese businesses. 17. Students will be able to see the biases embedded in the texts by the two authors.</th>
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<table>
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<tr>
<th>Materials / Aids:</th>
<th>Handouts, PowerPoint</th>
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<tr>
<th>Assessment:</th>
<th>Students work in pairs to identify and categorize at least 5 Attitudes from the text, and justify their reasons (Informal, formative assessment)  Students work individually on the mini quiz (True/False questions) to test their reading comprehension. (Formative assessment)</th>
</tr>
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<table>
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<tr>
<th>Background knowledge:</th>
<th>Students have practiced identifying Attitudes embedded in the articles related to e-commerce companies from USA and China. They have also been introduced to the investment fund.</th>
</tr>
</thead>
</table>

Procedures:

1. **Pre-reading**
   - Setting the context: By referring to the previous articles on Uber and Didi, teacher draws students to the recent happenings about Grab’s acquisition of Uber in Thailand to show them other kind of business transactions.
   - Teacher then introduces the term ‘Merger & Acquisition’ to the students.
   - Graphic organizer is used to show them the concept of vertical and horizontal integration.
• Teacher tells students that other businesses than e-commerce and ride-sharing as well as other business transactions are to be looked at so as to see whether biases/opinions are embedded.
• Background knowledge of CVS and Aetna is introduced to students through class discussion.

2. **While-reading**
   • Teacher distributes the article “*Everything You Need to Know about CVS’s Buyout of Aetna*” to every student. Glossary is also given.
   • Students read the article by themselves and identify Attitudes found in the article.
   • Teacher walks around and monitors the class.

3. **Post-reading**
   4. Teacher asks questions to check students’ understanding of the article.
      • Pair work is assigned. Students identify and categorize Attitudes and justify their reasons.
      • Teacher walks around and monitors the class.
      • Teacher asks each pair to share their findings and reasons with the class until all 4 sections of the article are covered.
      • Teacher asks students to work individually on a mini quiz (True/False questions) to check their reading comprehension.
      • Homework is assigned. Students are to write a summary of the article.
      • Class dismisses.
Lesson Plan 8: “Your High Quality Caviar Might Just Be Made in China”

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>EN3240: Reading in Business English</th>
<th>Instructor:</th>
<th>A. Chiclets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: April 4 &amp; 9, 2018</td>
<td></td>
<td>Time:</td>
<td>10:30-12:00</td>
</tr>
<tr>
<td>Main focus of lesson:</td>
<td>Reading comprehension and critical reading skill</td>
<td>Terminal objective(s):</td>
<td>Critical reading skill: Students will be able to unveil bias/opinions hidden in the texts.</td>
</tr>
<tr>
<td>Enabling objectives:</td>
<td>18. Students will be able to recognize the differences in the distribution of sub-categories and the polarity of Attitudes embedded in articles about American and Chinese businesses. 19. Students will be able to see the biases embedded in the texts by the two authors.</td>
<td>Materials / Aids:</td>
<td>Handouts, PowerPoint</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Students work individually to categorize the sub-categories of ‘Attitude’ from Article 8 in the table provided by teacher. Individually, they write an essay based on bias/opinions embedded in the articles. Articles 7 and 8. (Formative assessment)</td>
<td></td>
<td></td>
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<tr>
<td>Background knowledge:</td>
<td>Students have been introduced to different American and Chinese companies, as well as business practices and transactions.</td>
<td></td>
<td></td>
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</tbody>
</table>

Procedures:

1. **Pre-reading**
   - Setting the context: Teacher asks students what comes to their mind when they hear the word ‘Made in China’. As a class, they brainstorm what products can best represent ‘Made in China’.
   - Teacher shows a picture of Kaluga Queen’s logo and asks them what the product is.
   - Title of Article 8 is shown on the screen. Teacher asks students what they think the article will be about.
   - Background knowledge of Kaluga Queen is introduced to students through class discussion.
2. **While-reading**

- Teacher distributes the article “*Your High Quality Caviar Might Just Be Made in China*” to every student. Glossary is also given.
- Students read the article by themselves.
- Teacher walks around and monitors the class.
- Students go through the article again in pairs, and identify the sub-categories of Attitudes, and their positive and negative realizations.

3. **Post-reading**

- Teacher asks questions to check students’ understanding of the article.
- Students share their findings with the class.
- Individually, students write an essay based on bias/opinions embedded in Articles 7 and 8.
- To conclude the lesson, students reflect on how Appraisal helps them unveil the hidden meanings/biases of the authors.
- Class dismisses.
APPENDIX H

Course Materials
Amazon is known for offering discounts on everything from TVs to speakers and home appliances during its Black Friday promotions in November and Prime Day sales in July. Now, it's planning to offer bargains on various types of digital content including TV shows, apps, games, movies, music, and more as part of its Amazon Digital Day on Dec. 30.

The sales will take place for 24 hours and the online retailer is teasing up to 80% discounts on video games, 50% off on movies and television shows, and 75% off on digital comics. Amazon appears to be targeting the sale at those who have received new phones, tablets, or gaming devices over the holiday weekend, as its ad encourages shoppers to check out the promotion whether they're "gifting or receiving gadgets this year."

Amazon has revealed a portion of the game titles and software that will be on sale during the event, which include Rocket League, Titanfall 2, Destiny: Rise of Iron, magazine reader Texture, Microsoft Office Home & Business 2016, and Amazon's own music service. Amazon's teaser website for Digital Day has not said whether or not its $99 Prime membership will be available at a discounted price during the promotion. The company previously cut the price of its subscription service to $79 as part of a one-day sale in November to promote the launch of its original TV series The Grand Tour.

Although the Digital Day sale doesn't start until Dec. 30, the Seattle-based retail giant has already started offering discounts leading up to the event. Amazon has seen success in the past when creating its own shopping holidays; it said in July that its second annual Prime Day was its biggest sales day ever.
While U.S. shoppers are gearing up for Black Friday and Cyber Monday, Chinese consumers are opening up their wallets in a big way on Wednesday.

Nov. 11 will mark the 7th annual Singles Day, a shopping celebration organized by Chinese e-commerce giant Alibaba. The e-tailer began celebrating the day, a “folk holiday” on which China’s many single people buy gifts for themselves, in 2009 with just 27 merchants. Since then, the event has grown into a multibillion-dollar enterprise. This year, it will include 40,000 merchants offering discounts on millions of products.

Singles Day sales have grown from around $100 million in 2009 to $9.3 billion in 2014, according to research firm IDC. For comparison, Cyber Monday in the U.S. generated $2 billion in sales last year.

Analysts are predicting that Alibaba will again smash records come Wednesday. IDC projects $13.7 billion worth of sales for Singles’ Day. The company processed a record $9 billion in sales by midday Wednesday local time, Bloomberg reports.

In order to increase the spectacle of the day this year, Alibaba is moving its results ceremony, where it calculates how many sales were generated, from its headquarters in Hangzhou to Beijing, the nation’s capital. Boosting its Beijing presence could help Alibaba compete with JD.com, a rival online retailer based in the city.

This year’s Singles Day comes at a critical juncture for the company. After launching the biggest-ever public offering ever last fall, Alibaba’s stock has struggled this year amidst slowing revenue growth and increased competition from its domestic rivals. Shares dipped below $60 in September, below the company’s $68 IPO price and far off from a peak above $115 last November. The company’s stock was trading around $80 just before Singles Day.

(295 words)
Amazon Is Rolling Out Stealthy New Discounts. Here's How to Find Them

By BRAD TUTTLE
November 6, 2017

Amazon became a retail powerhouse by habitually undercutting the competition on price. Lately, the e-retail giant is showing just how far it will go to win online price wars: Amazon seems to be covering extra discounts for items sold by third-party sellers on the site—all to ensure that shoppers find lower prices at Amazon.com than they do from Walmart and other competitors.

Normally, Amazon only controls the prices for items it sells directly to customers, and third-party sellers price goods however they please on the site. But now, Amazon “is discounting some items sold by third parties, covering the cost difference itself to ensure competitive pricing,” the Wall Street Journal reported.

How can you tell Amazon is adding an extra discount to beat the competition with lower prices? Well, Amazon says so right in the item’s description. Shoppers can look for a line like this:

“This item is sold by a third-party seller. The discount is provided by Amazon.”

Don’t expect a huge discount, though, and realize that snagging the deals may not be easy. Amazon appears to be lowering select prices from third-party sellers by 10% or less, according to the Journal, and the markdowns sometimes appear and then disappear within days. But if shoppers are lucky enough to be browsing when Amazon decides to cover the added discount, it seems like an easy way to save a few dollars.

Even given the murky world of variable pricing and complex e-retail pricing algorithms among e-retail competitors, the new strategy from Amazon seems particularly confusing. As a recent forum among Amazon third-party sellers shows, some sellers themselves seem mystified by how they work, and how and when Amazon decides to step in and lower prices on goods.
One of the items highlighted in the Journal story is a Risk Legacy board game sold by the third-party seller VirVentures. The normal price on Amazon is listed at $46.56, but it was available for $43.92, or 3 cents less than the asking price at Walmart.com, thanks to a 6% “Discount provided by Amazon,” according to the Journal. When MONEY checked out the same item on Monday morning, the price for the same item sold by VirVentures on Amazon.com was down to $42.88.

Even stranger, when MONEY did some general browsing for the board game on Monday, an even cheaper price was available directly from Amazon. Risk Legacy was priced at $38.97, down from a bizarrely inflated list price of $59.99, if sold and shipped by Amazon.

The bottom line is: Amazon’s new discounting tactic might very well help you find a cheaper price for items sold via third-party sellers on the site. But, as always, the wisest approach is to shop around and gather prices from multiple sellers—on Amazon and elsewhere.
China's Singles' Day Is Coming. Here's What It Means
By ELI MEIXLER
November 10, 2017

The world’s largest shopping holiday is coming on Nov. 11.

China’s Singles’ Day has been a bonanza since 2009, when e-commerce giant Alibaba began offering door buster deals on luxury items and electronics, apparel, home goods, jewelry, and even larger-ticket goods like appliances and motorcycles. But the holiday’s origins are less commercial: Singles’ Day was founded by Nanjing University students in 1993 to push back against social pressure to be in a relationship. To symbolize their solitary state, they set up an “anti-Valentine’s Day,” with 11.11 chosen as the date because the digit 1 is meant to symbolize a person who is single.

These days, though, Singles’ Day is all about everyone—not just singles—treating themselves. The event has surged past America’s Black Friday and Cyber Monday, making $17.8 billion in sales last year, compared to Black’s Friday’s $3.3 billion and Cyber Monday’s $3.45 billion. Amazon meanwhile netted just $1 billion on Prime Day this year—Alibaba made that much in just the first five minutes in 2016.

This year, cumulative “11.11 deals”, as they’re known, could top $23 billion, according to a consultancy firm. Shoppers can get 63% off this 60-inch Sharp LCD TV, 90% off three canisters of Fujian black tea, or two pairs of cozy cotton long underwear, marked down 86%.

Competitor JD.com, which accounted for 20% of Singles’ Day purchases last year, is eyeing an even bigger slice of sales, with deals including a 32GB Samsung Galaxy S7 Edge (normally retailing at $795) for $407, or 6 bottles of Australian Cabernet Sauvignon for $30 (maybe find some fellow singles to drink them with, though). Other sites have jumped on the action as well, from Hong Kong clothing retailers Zalora and Zaful, to Singapore-based loyalty rewards network Shopback to Hotels.com, which is offering 75% on hotel rooms (for one or two).
Naturally, this unbridled consumerism comes at a cost: environmental damage. Last year’s Singles’ Day was accompanied by a spike in carbon dioxide emissions, according to environmental watchdog Greenpeace. Clothing, which made up the largest percentage of Singles Day online sales last year, also generates large quantities of wastewater, Greenpeace said.

“One-click, disposable fashion is not a sustainable model for the future of retail,” Greenpeace East Asia toxics campaigner Nie Li said in a statement.

There are other ways to celebrate. Many Chinese cities now hold matchmaking events, from single or group speed-dating to “marriage markets”, where name-cards listing eligible bachelors’ names, ages, and often salaries, are publicly displayed on a literal wall of profiles.

The holiday has also become a popular day to celebrate the opposite—commitment. Singles’ Day in 2011 (ahem, 11/11/11), saw over 4,000 couples tie the knot in Beijing and another 1,000 couples registering for marriage in Hong Kong, according to the Wall Street Journal. The pronunciation of the date resembled a Chinese idiom, “one life, one lifetime” (一生一世, yi sheng yi shi), which means “forever,” the Journal reported.

You certainly can’t put a discount-price on love — even if it doesn’t last as long as a warranty-protected appliance.
Uber to disclose price on SoftBank deal early next week: sources

Paresh Dave, Liana B. Baker
NOVEMBER 25, 2017

SAN FRANCISCO/NEW YORK (Reuters) - Uber Technologies Inc [UBER.UL] plans to move ahead with a deal to bring in Japanese technology company SoftBank Group Corp (9984.T) as a major investor by disclosing the pricing early next week in formal tender offers to the ride-hailing service’s investors, two people familiar with the plans said on Friday. The start of the tender follows Uber’s disclosure on Tuesday that it covered up a 2016 data breach which compromised data of some 57 million customers and drivers.

That revelation prompted governments around the world to launch probes into the breach and Uber’s handling of the matter.

The people familiar with the plans did not say how much investors would be offered for the shares, or say if the price had been cut do to the breach or governments’ response to the disclosure.

Investors will have 20 business days, or about a month, to respond to emails and letters to be sent early next week, said one of the sources, who declined to be named because they were not authorized to discuss terms before they are public.

SoftBank and Dragoneer Investment Group agreed on Nov. 12 to lead a group that would invest as much as $10 billion in Uber, people familiar with the deal previously told Reuters.

They plan to directly invest $1 billion to $1.25 billion in Uber, then buy as much as 17 percent of shares held by existing investors and employees.

Selling shareholders must be accredited investors as defined by U.S. regulations and hold at least 10,000 shares of the firm, Uber said in ads published Wednesday in the New York Times and Wall Street Journal.
Uber is valued at $69 billion, the highest of any venture backed company.

SoftBank’s $1 billion direct investment in Uber is expected to be at the same valuation. Employees and existing investors will be paid a lower price for their shares in a tender that will likely take weeks to complete, people familiar with the Nov. 12 agreement told Reuters.

Purchasers of startup shares through secondary deals service provider SharesPost discount a company’s valuation by as much as 25 percent depending on liquidity options and scarcity, said Rohit Kulkarni, the company’s managing director for private investment research. That would value Uber at about $52 billion.

Kulkarni said he expected SoftBank to apply an “incremental discount” because of the data breach. Verizon, he noted, cut its $4.8 billion Yahoo Inc takeover offer 7 percent following disclosure at the time of breaches affecting 1 billion accounts.
Chinese Ride-Sharing App Didi Raises $4 Billion in New Funding
By Alyssa Abkowitz
Updated Dec. 21, 2017 1:40 a.m. ET

Didi Chuxing has valuation of more than $50 billion, making it one of Asia’s largest startups

BEIJING—Chinese ride-sharing platform Didi Chuxing Technology Co. raised $4 billion in fresh funding, pushing its valuation closer to rival Uber Technologies Inc. and giving it ample money to spend on self-driving vehicles and other artificial-intelligence systems.

Investors in Didi’s new funding include Japanese mega-fund-manager SoftBank GroupCorp. and Mubadala Investment Co., an Abu Dhabi state fund, people familiar with the matter said Thursday. The company announced the funding without naming the investors.

The injection gives Beijing-based Didi $12 billion in cash reserves and a valuation of $56 billion, these people said. It also means that added together Didi has raised about $19 billion, the most venture capital ever raised by a startup, according to Dow Jones VentureSource.

While Uber’s valuation was roughly $68 billion based on its last funding round in June 2016, a current SoftBank offer to purchase a sizable stake at a large discount would lower the U.S. ride-sharing company’s valuation in the range of about $50 billion.

With its new financial power, Didi is in a better position to develop intelligent driving technologies against deep-pocketed competitors such as Alphabet Inc.’s Waymo LLC, Tesla Inc. and Chinese internet company Baidu Inc., industry analysts and consultants said. Didi, they said, is escalating its efforts, aided by the data it collects from its more than 450 million active users.

“The penetration of the average user is so much greater in China than in the U.S., so you actually could argue Didi is much better positioned from a perspective of training
autonomous vehicles,” said Chris DeAngelis, general manager of consultancy at Alliance Development Group.

Two years ago Didi’s cash reserves totaled $3.5 billion. Much of the new cash Didi raised will be used to develop autonomous vehicles, such as self-driving buses, and developing public-transportation management programs to dispatch buses, subway trains and taxis based on traffic patterns, according to people familiar with the matter.

Didi faced a bruising subsidy-fueled battle with Uber for dominance in China, before the Chinese company acquired the U.S. rival’s China operations last year. While Didi has invested in other ride-sharing platforms including GrabTaxi Holdings Pte., which operates in Thailand, Indonesia and other Southeast Asian countries, it has primarily focused on the domestic market until beginning this year to ramp up its presence elsewhere.

In March, Didi opened a research-and-development lab in Silicon Valley, which focuses on intelligent driving technologies and AI-based security. The lab now has about 100 employees. Didi also is looking to expand to Taiwan via a local partner, LEDI Technology Co.

Some of the new funding will also be spent building an electric-car charging network. The company has said more than 260,000 cars on its platform are electric and the company aims to increase that number to one million by 2020.

(483 words)
Everything You Need to Know About CVS’s Buyout of Aetna
By ZACHARY TRACER AND ROBERT LANGRETH/BLOOMBERG
December 4, 2017

CVS Health Corp. will buy Aetna Inc. for about $67.5 billion, creating a health-care giant that will have a hand in everything from insurance to the corner drugstore.

CVS will pay $207 a share for Aetna, with $145 a share in cash and the rest in stock, the companies said in a statement Sunday. That’s a 29 percent premium to Aetna’s share price on Oct. 25, the day before the companies were reported to be in talks.

The deal is among the biggest health-care mergers of the past decade, combining the largest U.S. drugstore chain with the third-biggest health insurer. CVS also manages drug-benefits plans for employers and insurers, a business that could help steer some of Aetna’s 22 million customers into CVS drugstores when they fill a prescription. The deal will give Aetna’s insurance plans a closer on-the-ground tie to where customers get care.

Including CVS’s assumption of Aetna’s debt, the deal will be valued at $77 billion, the companies said in the statement. It’s expected to close in the second half of 2018, the companies said.

In a joint interview, CVS Chief Executive Officer Larry Merlo and Aetna CEO Mark Bertolini said combining the companies would help CVS expand a variety of retail medical services, from vision care to nutrition advice to audiology, making basic care more convenient and less costly for consumers. Aetna will be operated as a separate business unit, and any new services will be designed to appeal broadly to customers of other insurance companies as well, the executives said.

The immediate financial benefits of the deal are projected to be relatively modest. The companies said they expect $750 million in synergies, and profit improvements in the low-to-mid single digits the second full year after the merger is completed. The companies are betting on longer-term profit from reshaping how their customers get care,
by creating what the executives are calling “10,000 new front doors for the health-care system” at CVS’s stores and clinics.

“Think of these stores as a hub of a new way of accessing health-care services across America,” Merlo said in the joint interview. “We’re bringing health care to where people live and work.’’

The deal will be financed with a mix of cash and debt. Barclays Plc, Goldman Sachs Group Inc. and Bank of America Corp. have committed to provide $49 billion of financing, the companies said.

**Amazon Lurks**

CVS and Aetna are joining hands as the health sector is looking over the horizon at Amazon.com Inc., and how the Internet retailer could shake up the business of buying, distributing and selling drugs and medical products if it gets into health care. The retail industry has been battered by the online giant. Amazon hasn’t revealed its plans.

“One of the problems with the health-care system is it’s so fragmented and there’s so little coordination,” said Steve Kraus, who invests in health firms at Bessemer Venture Partners. “A better vertically integrated, less-siloed system is a good thing in my mind.”

Merlo, the chief executive of CVS, disputed the idea that the deal was a defensive move against Amazon’s possible entry into the pharmacy business.

“This transaction is really about growth, it is about expansion, it is not about contraction,” Merlo said.

The deal could also set off a new round of takeovers as CVS and Aetna’s competitors look at the reshaped landscape. On Nov. 30, Express Scripts Holding Co.’s top executive said the company would be open to a deal at the right price, though wasn’t actively looking for one.
“We don’t need to sell to be very successful in the future, but we are always open to others who may all of sudden conclude they want what we have,” Express Scripts CEO Tim Wentworth said in an interview. He also mentioned the possibility of partnering with Amazon on an online-pharmacy arrangement.

More Deals?

Express Scripts is just one company in a universe of independent drug plans, insurers and supply-chain middlemen.

WellCare Health Plans Inc., Humana Inc. and Centene Corp. could become merger targets after the CVS-Aetna deal, according to Matthew Borsch, an analyst at BMO Capital Markets. Drug distributors like Cardinal Health Inc. or McKesson Corp., and retailers such as Walgreens Boots Alliance Inc. could also face pressure to find partners.

CVS, which operates about 9,700 retail stores and 1,100 walk-in medical clinics, has been moving beyond its drugstore roots for years. In 2007, it bought pharmacy-benefits manager Caremark Rx — a business that made up almost half of the Woonsocket, Rhode Island-based company’s operating profit in the third quarter. In 2014, CVS stopped selling cigarettes and added “Health” to its name.

The biggest U.S. health insurer, UnitedHealth Group Inc., is also the most diversified. United owns doctor clinics and an outpatient surgery chain, and has a pharmacy-benefits management, called OptumRx, built on the acquisition of Catamaran Corp. in 2015.

Potential Obstacle

Consolidation is picking up among health-care suppliers and administrators, as insurers seek more control over how their consumers get care. But two proposed megamergers among insurers — including a deal between Aetna and Humana Inc. — were blocked this year on antitrust grounds, leading the companies to look beyond rival insurers for potential deals.
The CVS-Aetna deal’s antitrust prospects may depend on which U.S. regulator is tasked with reviewing it, according to Bloomberg Intelligence analyst Jennifer Rie. The Federal Trade Commission has been less critical of tie-ups among companies in adjacent businesses, known as vertical consolidation. The Justice Department, on the other hand, last month sued to block the merger of AT&T Inc. and Time Warner Inc., a vertical deal.

Michael Newshel, an analyst at Evercore ISI, said the DOJ effort to block the AT&T-Time Warner deal does raise concerns but a CVS-Aetna deal does have a path forward. Aetna would likely need to divest some or all of its Medicare drug plan business, he said.

In the joint interview, the CVS and Aetna executives declined to comment on whether they might have to divest parts of the Medicare drug business. But Bertolini said the companies are prepared to work with regulators to do what it takes to get the deal approved.

“We are obviously going to get some scrutiny. We are prepared to deal with whatever comes along to make this work,” said Bertolini.
Your High Quality Caviar Might Just Be Made in China
By CHARLIE CAMPBELL / QIANDAO
December 20, 2017

Perched on eastern China’s Qiandao (“Thousand Island”) Lake are 300 floating steel pens, their waters churning with writhing fish. These are sturgeon, a species native to Russia and Central Asia, much sought after for its roe, which is processed into caviar.

Despite China’s well-deserved notoriety for choking pollution and woeful food safety, the world’s number two economy produces some 35% of all caviar today. And it’s not just a cheap substitute. The Kaluga Queen brand produced on Qiandao Lake—a man-made, 573 square kilometer reservoir about 200 miles southwest of Shanghai—is served in 21 of the 26 Michelin three-starred restaurants in Paris, as well as at superstar French chef Alain Ducasse’s flagship restaurant in Monaco. It was also served to world leaders at the 2016 G20 Summit in Hangzhou. Even so, the brand’s Chinese origin is conspicuously discreet on packaging—at least for now.

“Consumers are realizing that, even though our caviar is produced in China, it is the best cultivated caviar and can rival wild caviar,” says Xia Yongtao, Kaluga Queen’s deputy general manager. “That is why our product is so in demand.”

Kaluga Queen sells 60 tons of caviar per year, says the firm, making it the largest producer in the world. There are 30,000 sturgeon on Thousand Island Lake, which can grow to 200 kg over the decade it takes to reach sexual maturity. Kaluga Queen also has around 40,000 younger fry in special incubator tanks at its headquarters two hours’ drive away. With caviar starting at $150 for a small tin, and up to 15% of a mature sturgeon’s bodyweight comprised of eggs, a single fish can command a price to rival a Ferrari. They are guarded 24/7 and kept under meticulously controlled conditions.

“Of course, the very best caviar comes from wild Caspian sturgeon,” says Abbas Azari, an Iranian caviar expert with over four decades experience in the industry, who visited Kaluga Queen to inspect the production process for a client, scrutinizing trays of roe with tweezers and a practiced eye. “But Chinese caviar is very good. It has its own special qualities.”
The process of harvesting and salting roe is Iranian in origin—caviar is thought to derive its name from the Persian cahv-jar, or “cake of power”—but it was from the far shore of the Caspian Sea that caviar grew to worldwide renown. In 18th century Imperial Russia, Catherine the Great served it at lavish banquets. After the Bolshevik Revolution, Russia’s exiled aristocrats fanned out across Europe, spreading the delicacy’s popularity as they went, especially in emigre centers like Paris and London.

Following the fall of the Soviet Union in 1991, tight controls on fishing in the Caspian were lifted, and less than a decade later wild sturgeon was severely depleted. The Convention on International Trade in Endangered Species (CITES) classified the fish as endangered in 2000. Soon after, fishing wild sturgeon was banned altogether, which opened the door for commercial farms to flourish.

Kaluga Queen produces several varieties of caviar: there’s the salty, grey-green roe of Siberian Sturgeon; the light green, buttery flavored roe of the Kaluga and Amur Hybrid — the brand’s best-seller and what was served at the G20; and the olive-green Russian Sturgeon variety, a favorite of the French market, which melts into a creamy salinity. But caviar’s apogee is considered to be Beluga, with its larger, almost coal-colored spheres and subtle taste. One small box produced by Kaluga Queen costs $2,100—that works out at 60 cents per glistening egg.

Entry to the factory floor is only permitted after donning white coats, boots, hairnets and rubber gloves, plus a minute-long dunk in sterilizing baths for both hands and feet. Then comes another minute in an “air shower” to remove errant dust or hair. Inside, workers stun live fish by plunging them into ice baths before slicing their pale underbellies open lengthways. Two large deposits of eggs are plucked out and then placed on steel trays. The discarded sturgeon then vanishes along a conveyor belt to be sold as meat, mainly in Russia. A sample of each fish’s eggs is collected and documented; every tin of Kaluga Queen sold has a QR code that contains the specific production and cultivation history of the parent.
“One of the reasons for our success is our relentless pursuit of best quality control,” says Xia. “Our caviar costs 10% more than our Western counterpart, yet demand exceeds supply.”

While 80% of Kaluga Queen products are exported to the E.U., U.S. and Central Asia, there is also a growing demand for it among affluent Chinese. At Beijing’s famed Xing Yongsheng roast duck restaurant, proprietor Wang He has started pairing caviar with his signature dish. “The salty flavor of the caviar compliments the salty skin of the duck perfectly,” he says. “And as duck is from the land, and caviar from the sea, the combination together is fantastic.”

It doesn’t hurt, of course, that many Chinese prize rare and expensive foods, even ascribing health benefits to them. “It’s very good for the brain,” says Xia of his caviar. “I make sure my son eats one tin every month, as well as a tin before every exam.”

For Wang, caviar fits perfectly into a Chinese culinary culture that sets great store on bird’s nest, abalone, and— with increasingly severe environmental consequences—shark’s fin. “Chinese people always want the best stuff,” he says. “If caviar is the best of Western cuisine, they will accept it.”

Getting Western consumers to pay top dollar for fine food that says “Made in China” on it is another challenge entirely. But it’s a challenge that China’s caviar producers look likely to overcome.

—With reporting by Zhang Chi/Qiandao

(952 words)
APPENDIX I

The Flesch Readability Index
### The Flesch Readability Index

<table>
<thead>
<tr>
<th>Score</th>
<th>School Level</th>
<th>Examples</th>
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<tr>
<td>90 to 100</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; grade</td>
<td>Comics (92)</td>
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<td>Consumer Ads (82)</td>
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<td>70 to 80</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; grade</td>
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| 60 to 70 | 8<sup>th</sup> and 9<sup>th</sup> grade | Seventeen (67)  
|         |                      | Reader’s Digest (65)               |
|         |                      | Sports Illustrated (63)            |
|         |                      | NY Daily News (60)                 |
| 50 to 60 | 10<sup>th</sup> to 12<sup>th</sup> grade | Atlantic Monthly (57)  
|         |                      | TIME (52)                           |
|         |                      | Newsweek (50)                      |
| 30 to 50 | College              | Wall Street Journal (43)           |
|         |                      | Harvard Business Review (43)       |
|         |                      | New York Times (39)                |
|         |                      | NY Review of Books (35)            |
|         |                      | Harvard Law Review (32)            |
| 0 to 30 | College graduate     | Auto Insurance Policy (10)         |
APPENDIX J

Recalibrated Flesch Readability Index
### Stewart’s Recalibrated Flesch Index

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<thead>
<tr>
<th>20th-Century Level</th>
<th>Flesch Index</th>
<th>21st-Century Level</th>
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<td>Fifth – Sixth Grade (80 to 100)</td>
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<tr>
<td></td>
<td>80 to 90</td>
<td>Junior High School</td>
<td>Stuart Little (86)</td>
</tr>
<tr>
<td></td>
<td>70 to 80</td>
<td>High School</td>
<td>Lord of the Rings (84)</td>
</tr>
<tr>
<td>Junior High School (60 to 80)</td>
<td>60 to 70</td>
<td>Blue Collar</td>
<td>Comic Books (81)</td>
</tr>
<tr>
<td>High School (50 to 60)</td>
<td>40 to 60</td>
<td>White Collar</td>
<td>Seventeen (77)</td>
</tr>
<tr>
<td>College (30 to 50)</td>
<td>20 to 40</td>
<td>Professional (e.g. attorney-at-law, physician)</td>
<td>How to Write Plain English (74)</td>
</tr>
<tr>
<td>College Graduate (0 to 30)</td>
<td>0 to 20</td>
<td>Statesman</td>
<td>Reader’s Digest (70)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sports Illustrated (67)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Consumer Ads (62)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Newsweek (58)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TIME (52)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wall Street Journal (53)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Harvard Business Review (50)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New York Times (48)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Medical Journals (34)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Harvard Law Review (34)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preambles, Resolutions, etc.</td>
</tr>
</tbody>
</table>
APPENDIX K

Summative Test Article
Walmart Just Found a New Way to Take On Amazon. Here's How You Could Benefit
By RYAN DEROUSSEAU
March 6, 2018

Walmart, which has been testing meal kits in about 250 of its stores, says it will expand that effort and sell prepared meals at 2,000 locations later this year.

“More than 80% of Americans don’t know what they will have for dinner tonight,” Walmart senior vice president Tyler Lehr told Bloomberg. And that’s a big opportunity for the world’s largest retailer.

Walmart’s push into the meal kit business is yet another step to bolster its grocery division, which accounts for more than half its overall revenues. But this is also another front in Walmart’s war with Amazon — which is proving a lot harder than investors assumed.

Amazon announced its own foray into the $5 billion meal kit business late last year, which is expected to accelerate with the company’s acquisition of Whole Foods.

How is Walmart’s War Against Amazon Going?
Investors have come to believe that the world’s largest retailer is the one bricks-and-mortar store that has a legitimate shot at challenging Amazon for e-commerce supremacy.

Driving that narrative has been Walmart’s push into something called omni-channel retailing, a strategy of allowing customers to peruse, purchase, receive, and return merchandise through any number of different channels from online to mobile apps to delivery services to physical stores.

Omni-channel retailing has helped Walmart seemingly turn a disadvantage — its legacy bricks-and-mortar locations, with all the costs associated with operating those properties — into a competitive edge against Amazon. After all, Walmart has more 5,300 stores nationwide from which it can facilitate grocery pick ups and deliveries, hassle-free
returns, and same-day delivery services. Amazon, by contrast, has fewer than 500 Whole Foods locations to accomplish the same tasks.

But a funny thing happened to Walmart recently on its way to omni-channel dominance. The one channel that really matters to investors — online sales — suffered a major slowdown.

Walmart recently reported that its e-commerce sales grew 23% in the most recent quarter. Relative to the retailer’s overall revenue growth of 4%, that seems pretty good — at least at first blush.

But e-commerce expectations are set by the 800-lb. gorilla in this space: Amazon. And relative to the e-tailing giant’s 38% revenue growth in the same time period, Walmart’s online sales growth looked tame.

What’s more, compared with Walmart’s three prior quarters of 50%-plus online sales growth, it was downright disappointing. “It is difficult to ignore the magnitude of the slowdown,” RBC analyst Scot Ciccarelli said in a note following the announcement.

Investors haven’t been ignoring this fact.

Walmart shares lost around 15% of their value in the immediate aftermath of the news, and are down 19% from their January peak.

The magnitude of the stock drop has been even more surprising, given that Walmart is considered a “Steady Eddie” stock that investors have historically gravitated to in times of rising market volatility. In the 2008 financial crisis crash, for instance, the retailer’s stock rose 20% while the market fell 37% and Amazon shares lost 45%.

But Walmart’s recent difficulty, amid the recent stock market slide, demonstrates just how difficult the task of taking on Amazon is.

**What’s Behind Walmart’s E-Commerce Slowdown?**

Part of Walmart’s slowdown in online sales was expected since the retailer finished incorporating Jet.com, after purchasing it in 2016. “A smaller portion of the slowdown
was unexpected as we experienced some operational challenges that negatively impacted growth,” Walmart CEO Doug McMillon said on a conference call with investors. Those operational challenges included overstocking warehouses with electronics for the holidays, leaving limited room for everyday items, like paper towels. The results had analysts reassuring investors that the omnichannel strategy will work, not just in Walmart, but also for other retailers, like Target.

“We believe the slowdown in WMT’s e-comm sales growth was partially self-inflected [sic] and the combination of a good consumer environment, plus share gains could benefit [Target’s] digital sales,” wrote Oliver Chen of Cowen & Co.

**What Other Challenges Does Walmart Face?**

Despite the company’s disappointing quarterly sales, Walmart officials reaffirmed their forecasts that the company’s e-commerce sales for the full year will grow “approximately 40%.”

The question isn’t whether or not the stores have a purpose in adapting to online, but instead whether they provide enough protection. Online sales come with lower margins, proofed by the 0.6 percentage point drop in Walmart’s profit margins this quarter.

As Morningstar analyst John Brick pointed out, Walmart’s gross profit margins fell “due to the firm lowering prices to better compete and the extra variable costs associated with shipping and continued wages, technology, and efficiency investments on tap for 2018.”

If these results say anything, though, it’s just that Walmart still has a long way to go, like all retailers shifting from store-first to digital.

This points to an inherent advantage that Amazon, which is coming to omni-channel retailing from the e-commerce side, has over Walmart.

“From my experience, companies that start in the digital world and slowly and surely add offline have been more successful than companies that started in the offline world and added digital,” Wharton marketing professor David Bell told Wharton Magazine. That’s
because the digital information advantage that Amazon has will help allow it to create a physical shopping experience that appeals to today’s modern consumer, Bell added.

Meanwhile, it’s unclear if Walmart can appeal to that same crowd.
APPENDIX L

Letter of Confirmation and Summative Test Specifications
April 1, 2018

Department of Business English,
Theodore Maria School of Arts,
Assumption University

Dear A. Sethawut:

This letter is to request for your kind permission in attaching the test specification of the in-class assignment of EN3240: Reading in Business English to the dissertation titled “Scaffolding Students’ Critical Reading Ability through Appraisal System”

As part of the data collection, since the test papers are not to be taken out of the test room, the test specification of the in-class assignment will then be useful in order to ensure that the constructs are in line with the course objectives and the research conducted on the effectiveness of scaffolding Appraisal System to enhance the students’ critical reading ability.

I appreciate your willingness to accommodate this request.

Sincerely,

Mrs. Namon Jirasataporn
PhD Candidate

Permission Request Form

I give permission for Mrs. Namon Jirasataporn, a PhD candidate, to attach the test specification of the in-class assignment as described above.

Signed:

Sethawut Techasan
Lecturer
Department of Business English
Theodore Maria School of Arts
Assumption University
**TEST SPECIFICATIONS**

The following is the information about the in-class assignment developed as one of the formal formative assessment of EN3240: Reading in Business English.

**Rationale of the test:**
This test is a part of EN3240: Reading in Business English, which is one of the twelve major required courses for students whose major is Business English, Theodore Maria School of Arts, Assumption University. This course aims to meet students’ needs for increase comprehension capacity and speed in reading articles on current issues related to business. It also aims at advancing students’ proficiency and efficiency in interpreting the structure and objectives of business news articles, enabling them to develop synopses/essence of selected materials, as well as leading discussions on assigned topics.

**Purpose of the test:**
Regarding the objectives of the course, this test is designed to assess the test-takers’ reading skills (i.e. reading comprehension and critical reading ability).

**Description of test takers:**
The target of this test is the students from Section 476 of EN3240: Reading in Business English in the second semester of the Academic Year 2017. There are thirty-four students from Theodore Maria School of Arts, Assumption University of Thailand. To some considerably extent, they are assumedly expected to have parallel proficiency of English as they must have passed the pre-requisite course – English III – to be eligible to take the course. Moreover, all of them are familiar with the test tasks to be tested as the test constructed are as closely as possible similar to those they have encountered in the classroom.

**Test level:**
This test is a formative criterion-referenced using specific criteria and rubrics designed according to the course objectives. It is for the university students, with an intermediate level of English proficiency.

**Test date and time:**
April 25, 2018 (75 minutes)
Language skills and language elements (constructs) tested:
The text selected must be business-related article from TIME magazine since it is the text type that the students have exposed to. This authentic text must not be the news that is considered out-of-date, and must not be taken from comprehension teaching or commercial reading materials. Moreover, it must not have been used in any exams, tests or exercises before, thereby strengthening authenticity issue.

Text length and questions: 891 words / 36 questions
The test consists of 5 different question types:

- Translating task (10 items / 15 points)
- True/false questions (15 items / 15 points)
- Short-answer questions (5 items / 25 points)
- Essay writing (1 item / 20 points)
- Attitudinal analysis (5 items / 25 points)

The questions in response to the selected text cover the following attributes:

1. **Vocabulary (contextual clues)** – 10 items
   
   Example:
   - What does the word “.....” mean? (or) Which word is closest in meaning to “...”?

2. **Fact or comprehension check** – 15 items
   
   Example:
   - True/false questions

3. **Analytical thinking skill** (through questions requiring making inferences and/or implication) – 5 items
   
   Examples:
   - What is the purpose of the passage?
   - What is the author’s tone toward the topic being discussed?

4. **Evaluation of the text by stating points of view** – 1 item
   
   Example:
   - Do you agree with ...? Elaborate your answer with a well-thought-out reason.

5. **Attitudinal analysis through Appraisal System** – 5 items
   
   Example:
   - Identify the sub-categories of Attitudes from ... and explain
**Criteria for marking:**

**Criteria for marking Parts 1 and 2** - The answers are provided in the rater’s answer sheet. Only accurate answers are accepted. *(See the rater’s answer keys for Parts 1 & 2.)*

**Criteria for marking Part 3** - The test-takers will obtain scores only under the condition that they supply responses in relation to the context given.

The scoring rubrics are as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>- Demonstrate a good knowledge of the material(s).&lt;br&gt;- Uses <strong>specific</strong> examples from the text as proof and/or provide detailed/clear explanation of your answer.&lt;br&gt;- Have <strong>minimal</strong> spelling and/or grammar mistakes.</td>
</tr>
<tr>
<td>4</td>
<td>- Demonstrate an <strong>above average</strong> knowledge of the material(s).&lt;br&gt;- Use <strong>general</strong> examples or paraphrases from the text and/or provide an explanation of your answer.&lt;br&gt;- Have <strong>few</strong> spelling and/or grammar mistakes.</td>
</tr>
<tr>
<td>3</td>
<td>- Demonstrate some basic idea of the material(s).&lt;br&gt;- Use <strong>vague</strong> examples or references from the text and/or provide a vague explanation.&lt;br&gt;- May have some spelling and/or grammar mistakes. <em>(It’s not that hard)</em></td>
</tr>
<tr>
<td>2</td>
<td>- Demonstrate that you have a clue.&lt;br&gt;- Use the <strong>slightest</strong> references to the text.&lt;br&gt;- Have <strong>something</strong> down on paper that resembles <strong>words</strong>.</td>
</tr>
<tr>
<td>1</td>
<td>- Unclear or incomplete answer</td>
</tr>
<tr>
<td>0</td>
<td>- No answer at all</td>
</tr>
</tbody>
</table>
Criteria for marking Part 4 – The test-taker will obtain scores only under the condition that they supply responses in relation to the analysis of the context given and evaluation of the text by stating points of view. Weights for task completion, organization and structural variety are also important. The scoring rubrics are as follows:

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>CONTENT</th>
<th>ORGANIZATION</th>
<th>STYLE</th>
<th>CONVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>An awareness of task about the topic</td>
<td>Ideas developed through facts, examples, and/or explanations/reasons</td>
<td>The order developed and sustained from the introduction to conclusion, using transitional devices</td>
<td>Sentence structure and word choice that create tone and voice</td>
<td>Use of grammar, spelling, and sentence formation</td>
</tr>
<tr>
<td>4 Clear and distinct controlling point with evident awareness of task</td>
<td>Substantial content demonstrating development and sophisticated ideas</td>
<td>Sophisticated arrangement of content with subtle transition</td>
<td>Precise and illustrative use of a variety of words/sentence structures to create voice and tone appropriate to the topic</td>
<td>Evident control of grammar, spellings and sentence formation</td>
</tr>
<tr>
<td>3 Apparent point made with sufficient awareness of task</td>
<td>Sufficiently developed content with adequate explanation</td>
<td>Functional arrangement of content with logical order and evidence of transitions</td>
<td>Generic use of words and sentence structures that may or may not create voice and tone</td>
<td>Sufficient control of grammar, spelling and sentence formation</td>
</tr>
<tr>
<td>2 No apparent point but only evidence of a specific topic</td>
<td>Limited content with inadequate explanation</td>
<td>Inconsistent arrangement of content with/without transitions</td>
<td>Limited word choice and sentence structure that do not create voice and tone</td>
<td>Limited control of grammar, spelling and sentence formation</td>
</tr>
<tr>
<td>1 Minimal evidence of topic</td>
<td>Minimal content</td>
<td>Minimal control of content arrangement</td>
<td>Minimal word choice and sentence structures</td>
<td>Minimal control of grammar, spelling and sentence formation</td>
</tr>
</tbody>
</table>

Criteria for marking Part 5 – The test-taker will obtain scores only under the condition that they supply responses in relation to the concepts and analysis of the context given. Answers may vary, depending on the justification made by the test-taker.
APPENDIX M

IOC (Questionnaire)
Index of item-objective congruence (IOC) and the three experts’ recommendation for revisions of Questionnaire items


- The item is acceptable when it obtains IOC value higher than 0.5.
- The item needs improvement or should be discarded when the value is less than 0.5.

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Expert IOC values</th>
<th>Interpretation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item 1</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
<tr>
<td>2</td>
<td>Item 2</td>
<td>1 0 1</td>
<td>0.667</td>
<td>Acceptable</td>
</tr>
<tr>
<td>3</td>
<td>Item 3</td>
<td>1 0 1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
<tr>
<td>4</td>
<td>Item 4</td>
<td>1 0 1</td>
<td>0.667</td>
<td>Acceptable</td>
</tr>
<tr>
<td>5</td>
<td>Item 5</td>
<td>1 0 1</td>
<td>0.667</td>
<td>Acceptable</td>
</tr>
<tr>
<td>6</td>
<td>Item 6</td>
<td>1 0 1</td>
<td>0.667</td>
<td>Acceptable</td>
</tr>
<tr>
<td>7</td>
<td>Item 7</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
<tr>
<td>8</td>
<td>Item 8</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
<tr>
<td>9</td>
<td>Item 9</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
<tr>
<td>10</td>
<td>Item 10</td>
<td>1 1 1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
</tbody>
</table>

IOC | 1.000 | 0.500 | 1.000 | 0.833 | Acceptable |
Additional comments or suggestions:
- Seems to make more sense using the past tense (or present perfect)
- In each statement above, you may consider replacing ‘You’ with ‘I’ (and ‘your’ with ‘my’), which will make the statements more user-friendly for the students when they are respondents of the questionnaires.

[The critical reading ability is an important component of my English development.]

Part 3: What is your additional opinion on scaffolding activity applied in teaching Reading in Business English course?

This question seems to be very broad for the respondent. I’m afraid that it does not provide the respondent with enough information or hints in supplying additional information. Many students may simply skip answering the question, so you will not get additional qualitative data for the study. To make it simple and easier for the respondent, you may break it into two questions: “What do you like or dislike about the activities employed in this class?” And “What do you like or dislike about the materials used in this class?” [I think you may need to include both ‘activities’ and ‘materials’, if I don’t misunderstand, because you seem to focus on both activities and materials, as can be seen from Part 2 above. Then, you may have a third question, which is “What are your additional comments or recommendations on the materials and activities used in this class?”]
APPENDIX N

Revised Questionnaire
Opinion Questionnaire

Part 1: Personal Details
1.1 Gender .... Female .... Male
1.2 Age .... years old
1.3 Years of learning English .... years
1.4 How do you rate your own reading ability? .... Poor .... Fair .... Good .... Excellent

Part 2: Opinions towards the scaffolding activity applied in teaching Reading in Business English course

Directions: Please indicate your level of agreement with the statements. The numbers of the five-point rating scale represent the levels of agreement as follows:
- Number 5 means Strongly agree
- Number 4 means Agree
- Number 3 means Neither agree nor disagree
- Number 2 means Disagree
- Number 1 means Strongly disagree

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning materials and activities</th>
<th>Levels of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1</td>
<td>The critical reading ability is an important component of my English development.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>I have improved my critical reading ability of English.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>The use of scaffolding activity, which is specifically focusing on attitudes, has had positive effects on my critical reading ability.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>I have acquired new English critical reading skills from the provided materials.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>I have developed new English critical reading skills from the provided activities.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>The scaffolding activity is useful for learning the new critical reading skills.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7</td>
<td>The scaffolding activity helps my development in identifying ‘Affect’ in the text.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8</td>
<td>The scaffolding activity helps my development in identifying ‘Judgement’ in the text.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9</td>
<td>The scaffolding activity helps my development in identifying ‘Appreciation’ in the text.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10</td>
<td>The scaffolding activity helps my development in identifying ‘Attitudes’ in the text.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Part 3:
3.1 What do you like or dislike about the activities employed in this class?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3.2 What do you like or dislike about the materials used in this class?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3.3 What are your additional comments or recommendations on the materials and activities used in this class?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Part 4: What is your additional opinion on scaffolding activity applied in teaching Reading in Business English course?

...........................................................

Thank you very much.................................
APPENDIX O

IOC (Focus-Group Discussion Questions)
Index of item-objective congruence (IOC) and the three experts’ recommendation for revisions of follow-up focus-group discussions

- The item is acceptable when it obtains IOC value higher than 0.5.
- The item needs improvement or should be discarded when the value is less than 0.5.

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Expert 1</th>
<th>Expert 2</th>
<th>IOC values</th>
<th>Interpretation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Item 1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
<tr>
<td>2</td>
<td>Item 2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.000</td>
<td>Acceptable</td>
</tr>
</tbody>
</table>
| 3   | Item 3 | 1        | 1        | 1          | 1.000 | Acceptable | - Add ‘Why?’ for clarity of their reasons  
-Specify ‘knowledge’  
-Also add ‘why?’ |
| 4   | Item 4 | 1        | 1        | 1          | 1.000 | Acceptable | - Specify ‘knowledge’  
- Add ‘for your reading’ after useful |
| 5   | Item 5 | 1        | 1        | 1          | 1.000 | Acceptable | |
| IOC |      | 1.000    | 1.000    | 1.000      | 1.000 | Acceptable | |

Additional comments:
- Semi-structure interview
APPENDIX P

An Example of the Teacher’s Reflections
The Lecture’s Overall Comment on the Students’ Progress

With this lesson and scaffolding technique, students gradually developed their critical thinking about attitude analysis. At first, they were capable of analyzing in word or short phrase level. But after scaffolding, they were able to identify the attitude in the longer phrases or clauses.

Appreciation appeared to be the easiest attitude to be analyzed by the students. Students had certain level of difficulties when analyzing Judgement, especially positive social sanction. Affects could be identified by the students to some extent but it was hard to conclude that they were capable of identifying Affect since the number of items containing Affect was relatively low in business-related text.

In addition, most of the time students relied too much on the vocabulary without considering the context or using critical thinking. In my opinion, the factors that could affect the students’ accuracy in attitude analysis are students’ familiarity of the business issue and their critical thinking. If the students were familiar with the issue, they could understand the context and be able to analyze the items that is quite similar to any two Attitudes types. And, the more critical they were, the less relying on the vocabulary.

Finally, the students could see the connection between the number of attitude-embedded items and the different writer’s attitude in the two parallel articles. By analyzing the number appreciation, judgement and affect, they all concluded that the number of judgement played the most significant roles in reflecting the writer’s attitude. The more negative attitude the writers have about the news, the more negative judgement presented in the article.
APPENDIX Q

An Example of the Researcher’s Narrative Summaries
Narrative Summary – March 21, 2018
Lesson 6: “Chinese Ride-Sharing App Didi Raises $4 Billion in New Funding.”

The teacher initiated the session by referring to the previous article on Uber. He then asked them to guess what the next article would be about. The students seemed to know that it was going to be about a China’s ride-sharing service. When asked if they knew the name of the business/app, quite a few students thought about “GRAB”, but they tended to be aware that GRAB was not originally from China. So, the teacher introduced them to Didi Chuxing, a Chinese ride-sharing app. He then showed on the screen the homepage of Didi Chuxing, together with its logo and how the app looked. (Use of graphic organizer)

Then he distributed the article to each student and gave them a moment to look at the title. It was then that the students were aware that the article used for today’s class talked about the Chinese version of the business with similar topic just like the previous four articles. (Reinforcement of the objective – comparison of Attitudes embedded in the articles between US and China)

The students were assigned to work in group of four to identify and identify the sub-categories of Attitudes. They read the article, worked together and filled in the table of the sub-categories provided. The teacher walked around to observe their performance. He provided clarification when needed. (collaborative practice – group work)

There were times when the students resorted to the researcher because the teacher was busy with another group. One group, for example, asked the researcher about vertical and horizontal integration. So, the researcher explained to them, and also asked the teacher to show the slides about investment funds from the last class again.

After that, the teacher drew the sub-category table on the board and randomly asked the students to share their findings with their classmates. Often, their answers were not the same. The teacher praised them on their attempts, though. Instead of correcting them right away, the teacher elicited the correct answers by prompting them to self-correct. He did that by asking question (e.g. “Is this a feeling or just a description?”). The students would discuss with their group members again, and most of time could provide a better answer and/or reason. (Self-correction)

Before dismissing the class, the teacher asked the students to look back at Article 5 and be prepared to have a mini-presentation (group work) on any observable differences/similarities of the Attitudes embedded between the two articles. (Informal assessment – whole-class discussion)

In summary, the classroom environment was interactive today. There were interactions in both whole-class discussion and group discussion. The students seemed to be less nervous about the mini-presentation, though, as they had done mini-presentations before from the previous article. (The rest of the planned activities are to be continued in the next meeting.)
APPENDIX R

Classroom Artifacts
Text Types and Text Structures

1. What is a Text?

Text is any piece of writing. It could be a letter, an email, a novel, a poem, a recipe, a note, an article in a newspaper or magazine, writing on a webpage or an advert.

All of these examples can be called texts.

When you are reading or writing any texts, you have to think about the purposes of the text or why it has been written.

Purposes of a text might be:
1. An advert might try to persuade you to buy something.
2. A letter from school might inform you about something.
3. A novel might describe somewhere or someone to you.
4. A car manual might instruct you how to do something to your car.

2. Types of Texts

2.1 Persuasive Texts:

A persuasive text is a text that is constructed to make you do something.

Persuasive texts may use:
- Repeated words
- Text in capital letters
- Exclamation marks
- Rhetorical questions (questions where no answer is needed.)
- An emotional, one-sided argument
- Humour

For example:

SPECIAL OFFER! Buy today! Would you want to miss this SPECIAL offer? Phone NOW!

I really think you need this holiday. You’ve been working very hard lately and are so worn out. Just think how nice it will be to lie on the beach in the sunshine.

2.2 Informative Texts:

An informative text is a text that wants to advise or tell you about something.

Informative texts usually:
- Avoid repetition
- Contain facts
- Give information in an explicit way, introducing the subject and then developing it

Scanned with CamScanner
Reading Strategies: Skimming and Scanning

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes.

**Skimming** is reading rapidly in order to get a general overview of the material.

**Scanning** is reading rapidly in order to find specific facts.

While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving.

Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper.

Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

1. **Skimming to save time**

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all, for example during the preliminary research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues—headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. In general follow these steps:

1. Read the table of contents or chapter overview to learn the main divisions of ideas.
2. Glance through the main headings in each chapter just to see a word or two. Read the headings of charts and tables.
3. Read the entire introductory paragraph and then the first and last sentence only of each following paragraph. For each paragraph read only the first few words of each sentence or to locate the main idea.
4. Stop and quickly read the sentences containing keywords indicated in boldface or italics.
5. When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.
6. Read chapter summaries when provided.

If you cannot complete all the steps above, compromise: read only the chapter overviews and summaries, for example, or the summaries and all the boldfaced keywords. When you skim, you take a calculated risk that you may miss something. For instance, the main ideas of paragraphs are not always found in the first or last sentences (although in many textbooks they are). Ideas you miss you may pick up in a chapter overview or summary.

Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:
Reading Strategies: PQ3R

1. **PREVIEW** – the chapter/section to create a "meaning framework" and get an overview before you read. How much can you learn about the contents and subject area, without reading the chapter/section yet?

   - Look at the title, introduction, table of contents
   - Skip to the end and read the summary first
   - Scan through chapter headings and subheadings
   - Notice boldface and italic print
   - Notice graphics, diagrams, charts, tables, formulae, boxed inserts – decide when/ if you’ll focus on them
   - Read list of key terms at end of chapter; look at questions and examples
   - General preview time guideline: about 10 minutes per 30 page chapter

2. **QUESTION** – to help you concentrate and focus on what’s important, as you read

   - Before reading, create questions based on Preview information; questions included at end of book or chapter; boldface headings
   - Do one section at a time
   - Go beyond just “fact” questions to deeper levels of critical thinking

3. **READ** – **ACTIVELY** to fill in the information around the questions and meaning framework you’ve created. Retrain your mind to concentrate and stay engaged as you read

   - Read one section at a time with questions in mind
   - Look for the answers; organize your notes around questions and answers
   - Notice if you need to make up new questions

4. **RECITE** – rephrase the information out loud; write in your own words

   - After each section, stop and recall your questions
   - See if you can answer the questions from memory
   - Do not go on to the next section until you can rephrase information in your own words
   - Take very brief notes after you read each section (not at the same time as you’re reading) – e.g., summarize answers to questions

5. **REVIEW** – refine your mental organization and begin building memory

   - Once you’ve finished entire chapter (using these steps)
   - Go back over all questions from all headings
   - See if you can still answer them
   - If not, look back and refresh your memory

Scanned with CamScanner
<table>
<thead>
<tr>
<th>Words (&amp; paragraph #)</th>
<th>Attitudes and the three sub-categories</th>
</tr>
</thead>
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<td>Affect</td>
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<td>TOTAL</td>
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APPENDIX S

Coding Keywords and Results – Teacher’s Reflections
### Coding keywords and results for Scaffolding (Lessons 1-8 & overall impression)

<table>
<thead>
<tr>
<th>Code</th>
<th>Key words</th>
<th>Definition</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>SC1</td>
<td>Metaphor for support</td>
<td>Figurative meaning refers to teacher’s support (e.g. explicit statements to help students understand)</td>
<td>24</td>
</tr>
<tr>
<td>SC2</td>
<td>Metaphor for guidance</td>
<td>Figurative meaning refers to teacher’s guidance (e.g. modeling or guided discussion or questioning in order to correct students’ misunderstanding)</td>
<td>26</td>
</tr>
<tr>
<td>SC3</td>
<td>Acquired learning</td>
<td>New knowledge (i.e. Appraisal System)</td>
<td>9</td>
</tr>
<tr>
<td>SC4</td>
<td>Analyze</td>
<td>To discover/reveal something through detailed examination</td>
<td>47</td>
</tr>
<tr>
<td>SC5</td>
<td>Process new information</td>
<td>To deal or use new information</td>
<td>49</td>
</tr>
<tr>
<td>SC6</td>
<td>Create new relational links</td>
<td>To use the existing knowledge as part of acquiring new one</td>
<td>54</td>
</tr>
<tr>
<td>SC7</td>
<td>Take their understanding steps further</td>
<td>To move from present steps of knowledge to a higher step</td>
<td>18</td>
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<tr>
<td>SC8</td>
<td>Collaborative effort and accomplishment</td>
<td>Learning in a form of dynamic circle of sharing between teacher, students and tasks</td>
<td>25</td>
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<tr>
<td>SC9</td>
<td>Students as independent learners</td>
<td>Students can eventually do the assigned tasks without help</td>
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APPENDIX T

Coding Keywords and Results – Questionnaires
### Coding keywords and results for Scaffolding (opinion questionnaires)

<table>
<thead>
<tr>
<th>Code</th>
<th>Key words</th>
<th>Definition</th>
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<tbody>
<tr>
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<td>Metaphor for support</td>
<td>Figurative meaning refers to teacher’s support (e.g. explicit statements to help students understand)</td>
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<tr>
<td>SC2</td>
<td>Metaphor for guidance</td>
<td>Figurative meaning refers to teacher’s guidance (e.g. modeling or guided discussion or questioning in order to correct students’ misunderstanding)</td>
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<tr>
<td>SC3</td>
<td>Acquired learning</td>
<td>New knowledge (i.e. Appraisal System)</td>
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</tr>
<tr>
<td>SC4</td>
<td>Analyze</td>
<td>To discover/reveal something through detailed examination</td>
<td>29</td>
</tr>
<tr>
<td>SC5</td>
<td>Process new information</td>
<td>To deal or use new information</td>
<td>36</td>
</tr>
<tr>
<td>SC6</td>
<td>Create new relational links</td>
<td>To use the existing knowledge as part of acquiring new one</td>
<td>41</td>
</tr>
<tr>
<td>SC7</td>
<td>Take their understanding steps</td>
<td>To move from present steps of knowledge to a higher step</td>
<td>9</td>
</tr>
<tr>
<td>SC8</td>
<td>Collaborative effort and</td>
<td>Learning in a form of dynamic circle of sharing between teacher, students and tasks</td>
<td>53</td>
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<tr>
<td></td>
<td>accomplishment</td>
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<tr>
<td>SC9</td>
<td>Students as independent learners</td>
<td>Students can eventually do the assigned tasks without help</td>
<td>8</td>
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APPENDIX U

Coding Keywords and Results – Focus-Group Discussions
## Coding keywords and results for Critical Reading Ability
*(Follow-up focus-group discussions)*

<table>
<thead>
<tr>
<th>Code</th>
<th>Key words</th>
<th>Definition</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRA1</td>
<td>Reading beyond the surface level of the text</td>
<td>Not the literal meaning (semantics) but taking context into account (pragmatics)</td>
<td>25</td>
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<tr>
<td>CRA2</td>
<td>To analyze the information</td>
<td>Finding central ideas</td>
<td>28</td>
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<tr>
<td>CRA3</td>
<td>To synthesize the information</td>
<td>Combining information into coherent whole</td>
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</tr>
<tr>
<td>CRA4</td>
<td>To evaluate the information</td>
<td>Thinking about the reliability, validity, accuracy, point of view or bias</td>
<td>15</td>
</tr>
<tr>
<td>CRA5</td>
<td>To reveal authors’ intentions</td>
<td>Finding the authors’ purposes</td>
<td>28</td>
</tr>
<tr>
<td>CRA6</td>
<td>To read with awareness</td>
<td>Reader’s consciousness of neutrality of the text</td>
<td>15</td>
</tr>
<tr>
<td>CRA7</td>
<td>Texts as products of particular people thinking in particular ways at particular times in particular places</td>
<td>How writers portray their stance in the subject matters</td>
<td>8</td>
</tr>
</tbody>
</table>
BIOGRAPHY

Namorn Jirasataporn is a lecturer of Business English at Theodore Maria School of Arts, Assumption University, Thailand. She holds an M.A. in English Language Teaching from Graduate School of English from the same university. Her research interests center around language immersion, discourse analysis, English Language Teaching and ESP, particularly business English.