THE IMPACT OF "KWL" METHOD
ON
READING COMPREHENSION OF LEVEL ONE STUDENT:
A CASE STUDY OF SAINT GABRIEL'S COLLEGE

By

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An Action Research submitted to the Faculty of Graduate School of Business in partial

fulfillment of the requirement for degree of

Master of Management in Organization Development and Management

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# ABSTRACT

The main purpose of the research focuses on the initial impact of "KWL" method on reading comprehension of level one student in Saint Gabriel's College. "KWL" method is the teaching technique that is intended to be an exercise for a group study or whole class that guides students in reading and understanding a text. It is composed of three stages that reflect worksheet of three columns with three letters. The letter "K" stands for know, the letter "W" stands for want to know, and the letter "L" stands for learned. The objectives of the study were to describe and analyze the current situation of teaching method of Saint Gabriel's College on level one students; to diagnose the current situation of level one students in terms of the initial impact of "KWL" method on reading comprehension; to identify the appropriate ID interventions activities in terms of "KWL" method and to determine the initial impact of ID intervention on "KWL" method on reading comprehension.

The respondents of this research are the 420 students from 7 rooms of level one students of Saint Gabriel's College learning Social Studies Intensive English as a second language and were studying in second semester of academic year 2008. They were taught by the interactive reading comprehension with "KWL" method, and with contents of Social Studies Intensive English.

The research instruments that were developed for the study were pre-test and post-test of the achievement examination in Social Studies Intensive English through the initial impact of "KWL" method on reading comprehension, having a total number of 30 questions. Also, the pre-test and the post-test questionnaires of 15 questions, for collecting students' opinion of the initial impact of "KWL" method on reading comprehension. The questionnaire consists of three areas in order to survey students' opinion of reading comprehension. Those are the circumstances of teaching

and learning, the instructions, and the advantages of using "KWL" method. For the analysis of data, the researcher used the program of statistical package software in order to get the Mean, Standard Deviation, and Statistical test, Paired sample t-test for the achievement examination and students' opinion of reading comprehension questionnaire.

The research results of this study were the level one students' pre-test and post-test of achievement examination in reading comprehension before and after the implementation of "KWL" method was statistically significant by 0.000 level of difference that is lower than 0.05 level of significance and the level one students' opinion of reading comprehension before and after the implementation of "KWL" method was statistically significant by 0.000 level of difference that is lower than 0.05 level of significance. Therefore, ID intervention has the initial impact of "KWL" method on reading comprehension of level one student.
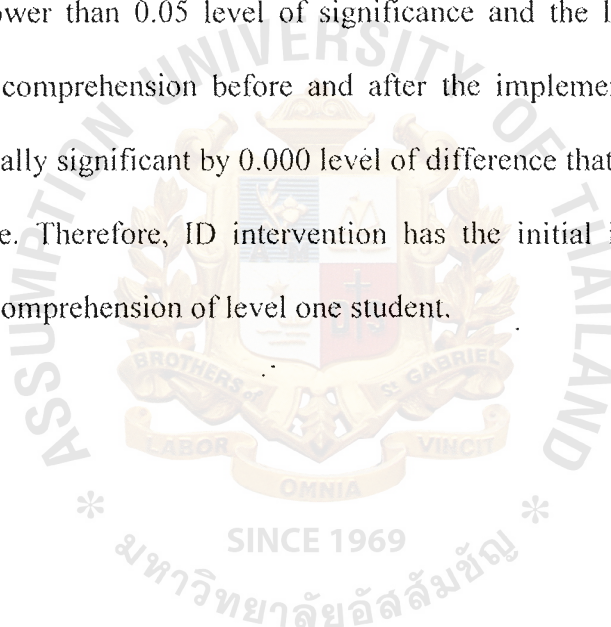
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Chanpen  Srikongyu

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## The Problem/ Potential Challenging for Change

### 1.0 Background of The Study

### 1.1 Global Context

In today's world, there is a rapid progress and change in information and communication technology. In recent decades, a vast amount of knowledge has been spreading through our borderless world. People receive daily information through newspaper, radio, television, and the internet. This communication technology is increasing at an unimaginable rate. As the quantity and power of knowledge has increased greatly, it has thrust the world into a knowledge-based economy as well as a knowledge-based society. With this unprecedented global change, an ever increasing number of developed and developing countries have been making great efforts to build up international cooperation and networks in order to seek the ways to develop their own country politically, economically and socially.

The problem and possibilities that are imposed on people's knowledge and understanding are also increasing. Especially, the advancement of technological communication that allows people to take advantage all over the world for a useful guideline of their education and development of their knowledge for daily work. The developmental technologies are increasing, however, that does not mean all people have abilities to completely receive all of information from the mass. As the amount of information increases in a given area, there is an increasing need for the ability to scan that information at a high level and to be highly selective of the areas people choose to receive in detail. One important and necessary aspect to perceive all information is reading comprehension, because this skill is the people's important instrument to increase their knowledge and experience. This is also used in the

processes of acquiring the basic skills necessary for learning, to read and write, to communicate and transfer their perception to others.

In this trend of globalization, the most important language that is being used among countries, institutions and individuals all over the world is the English language. Therefore, English has come to be considered globally as the international or global language. At the same time, the world trend has become focused on internationalization in almost every area due to the challenges of global competitiveness.

John E. Joseph, (2001) asserted that it is far from inevitable that the spread of English will continue, however unstoppable it may appear at present and educational systems need to prepare for this eventuality but all evidence in recent years indicates that the English language education will be a critical priority for education systems in most developing countries for many years to come.

Furthermore, along with the amount of a rapid technological growth, all mass media are so readily available in English language that is everywhere. Knowing well that English is an international language in the world, most people are using this language in their daily life. It is an important language because people use this language to communicate with other country's people. They also use English in many places. For example, it is used in the international business, computer language, movies, and so on. As a result, many people think learning is just everywhere and easy.

The governments of so many countries have regarded the significance of English language education and allowed the Ministry of Education to set up the policy and strategies for promoting effective English Language Teaching (ELT) in every level of education. Moreover, ELT of the countries where English is non-native

emphasized the various learning method of teaching to enhance their ability of using English skills to communicate with others.

## 1.2 Thailand's Context

Over the past decade, international programs in universities and other higher education institutions in Thailand have been increasing very rapidly in order to meet the needs of students in the Age of Globalization. In this era of information and technology, English has become vital as the international or global language. Most countries all over the world are trying to raise the ability of their people to use English effectively. Thailand, like many other countries where English is not the native language, has been facing problems related to the quality of using teaching methodologies of teaching English language as well as teachers using English as a medium of instruction.

As Thailand has been independent and has never been colonized by the western countries, English is not the official language of the country. Thai people in general use Thai language in their daily lives. Most of them can speak Central Thai, but many people in each region speak a Thai dialect. In schools, English is taught as the first foreign language since the government has recognized that it is the global language. Even though trends globally in teaching English have been focusing on the communicative approach, unfortunately English teaching in Thai schools has, in most cases, continued to emphasize the Grammar-Translation method adopted since 1984. Almost all Thai schools teach reading and writing skills more than listening and speaking skills. Also, the environment inside and outside of school, including the community and homes has not promoted development of students' communicative English skills. In addition, Thai students have little opportunity to practice English on

a daily basis. These are some of the reasons why most Thai students do not have a high level of English competency despite learning English for 9-12 years in basic education as well as at the university level. The use of English language can get enormous benefits to their daily life because people can become an international person, as they can communicate with people in a changing world. Most paradigms have shifted, giving importance to the English language, as it had before. Schools have begun to focus on providing quality English instruction to students in elementary, high school, and even college to prepare their students to be globally competent. Therefore, with the Basic Educational Curriculum B.E. 2544 (A.D. 2001) of Thailand remarks to the one of limitations a weakness of Thailand's educational system both of primary and secondary grades that is....

"Foreign languages learning, especially in the English language
fails to build up competencies in using languages for communication
and seeking knowledge from various and extensive resource centers
in the Information Age"

(Ministry of Education, 2001: 2)

As for National Education Act B.E. 2542 of Thailand, Section 22 stimulates the guidelines for learning management of the variety of substance procedures and methodologies, instructors must be applied in each level of learning management, emphasizing actual teaching-learning situation, self learning, group learning, and learning from nature, from actual practice, and integrated learning. (Office of the Nation Education Commission, 1999:22). Within the basic education shall aim the full development of Thai people in various aspects, especially to implement creative thinking, thirst for knowledge and learning, acquiring reading, writing and research habits. Furthermore, the basic education curriculum requires 12 years of learning to

graduate with criteria for passing each level that the learners must pass evaluation in accordance with the criteria stipulated by educational institutions in the areas of reading, thinking, analyzing and writing. (Ministry of Education, 2001:11).

One important thing, the use of English in Thailand is rapidly increasing through the influence of the media, the Internet, and all information that spreads all over the world in English. Therefore, Thailand's Ministry of Education has long realised the importance of English language as a major core subject in schools, and it has been a compulsory subject at varying levels for several decades. Since 2005, schools are being encouraged to establish bilingual departments where the core subjects are taught in English, and to offer intensive English language programmes. Notwithstanding the extensive use of, and exposure to English in everyday life in Thailand's education.

## 1.3 Background of Saint Gabriel's College

In the current time of Catholic Education in Thailand, there are many Thai Catholic Schools open for both Catholic and Non-Catholic students. Saint Gabriel's College is one of the Catholic Schools in Thailand. It is on Samsen Road, Dusit, Bangkok. It was established in 1920 by Reverend Brother Martin De Tour, the first director and is administered by the Brothers of Saint Gabriel, a Catholic religious congregation founded by St. Louis Marie de Montfort in 1751, in France. From the early beginning of their existence as a religious community, the Brothers had their educational objectives , the teaching of Three R's and the Christian Religion as a way of life to the children, especially those of the working class along with the two philosophies; (1)the purpose of man's existence is to know the Truth, to love and to search for it, which is the source of life and all knowledge and (2) The belief that a

man justifies himself and his existence by the nobility of his work. This is expressed by the school motto: LABOR OMNIA VINCIT. The Catholic Educational philosophies of the Brothers of Saint Gabriel aim to prepare the students through the acquisition of knowledge and skills related thereunto, at primary and secondary levels, which will be a good foundation for their future and further quest for more knowledge in the concept of life-long education; and inculcating in the students' mind, right attitudes, right precepts of religion and moral principles, which will help and guide them in their world of reality, in order that they may be able to make decision with intelligence and wisdom, and know how to solve conflicts and problems through peaceful means, as a responsible members of society and the large world.

Since 1920, Saint Gabriel's College has been continually developed with many generations of Brothers of Saint Gabriel both foreigners and Thais. Accordingly, the institute has a very good reputation and has taught youngsters to enter Thai society who, upon entering, have worked in various professions. Now, the students in Saint Gabriel's College is gradually increasing in numbers having more than 5000 boys which rely on Saint Gabriel's College's instructional education with 400 instructors, both Thais and foreigners, that aims to be a "world Class School" and "Top Five in Asia" to produce the best masterpiece product of education. Therefore, in 2004, Saint Gabriel's College had introduced an Intensive English Program of teaching Mathematics, Science, Social Studies, and Computer-Technology by using English as the second language of instruction, which supplements the present curriculum that is being taught to enhance the student's abilities and knowledge both inside and outside the classroom. Moreover, St. Gabriel's College has a dream of having "Quality Teachers" who are experts in knowledge, abilities, and skills of instruction in order to offer the best educational quality to students and school. For

this, all colleagues have been undergoing development training in language and methodology of teaching in various subjects both in Thailand and aboard. Hence, school has provided the studying of Master Degree Program for teachers in all levels at De Paul University and Assumption University. All these covering the school's mission,

> "It is our intention to utilize quality personnel, up to date
> technology, suitable curriculum and an adequate environment
> to serve the Thai and global community. We give our assurance
> that we will develop ourselves to our highest potential in our global
> society so that we may live in happiness and harmony forever"
> (http://www.sg.ac.th/eng/about/brothers_of_saint_gabriel.aspx)

Knowing well, the world learners live in changes constantly, parts of these changes are in many facets of their lives. Academic knowledge and the amount of information they receive daily through various mass media advancement during the era information age has caused to their knowledge and understanding. To build on what learners already know, requires the management of National Education of Thailand to realize the importance of learner's centered learning. The way to support learners centered learning in which section 22 of National Education Act B.E. 2542 of Thailand, (1999). Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and show the best of their potential for the reasons above, Saint Gabriel's College must follow the Basic Education Curriculum and prepare the students to have the capacity to apply it in the real world.

## 1.4 Organizational Structure of Saint Gabriel's College
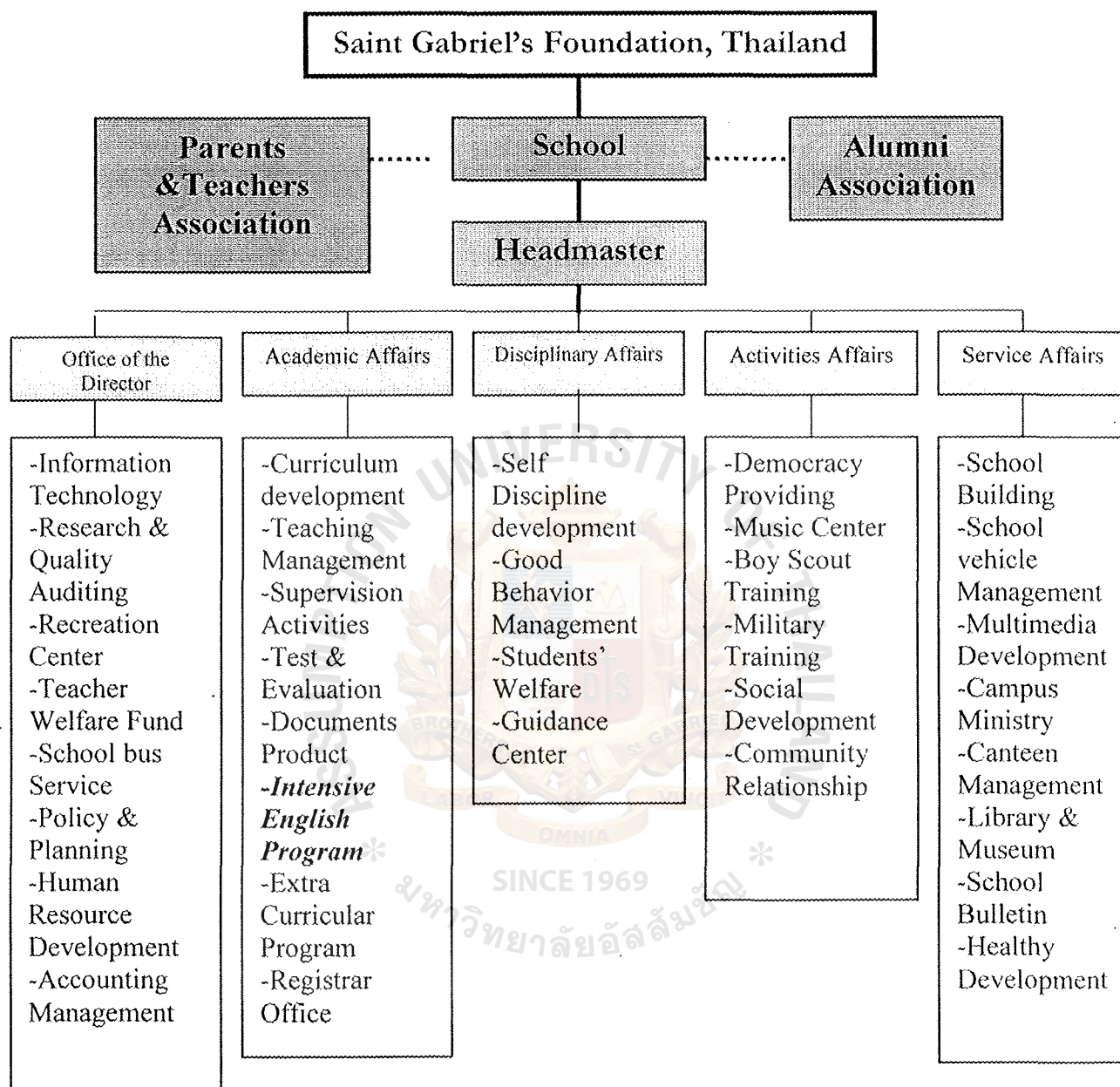


**FIGURE 1.1 Organizational Structure of Saint Gabriel's College**

## 1.5 SWOT Analysis

The SWOT Analysis as a tool for assessing current situation was used to identify the internal strengths and weaknesses as well as the external opportunities and threats of the focal system.

| Strengths | Weaknesses |
|---|---|
| • Having standard of organizational structure. <br><br> • An identity of school's school instruction as Intensive English Program. <br><br> • Already supporting the budget on quality of teachers' competencies <br><br> • Continuously and the systematically teachers' capacities development. <br><br> • School and students' parents are ready to support school in various ways with various strategies of teaching to enhance students' learning both of Thai and English. <br><br> • Having good collaboration and relationship between community, home, school and organizational government for educational instructions. <br><br> • School is around a circumstance permitted to facilitate for enhance students' learning and always support various ways of changing on teaching and learning. | • Less of the opportunity for teaching management of students centered because number of students in class. <br><br> • Most of teaching methods are traditional methods as teachers centered: teachers are in control and decision maker. Students learn lessons assigned to be done by students at their desks in the classroom. <br><br> • Students try hard to understand the subject matter in English and lead to have low grade. <br><br> • Most of the Intensive English teachings emphasize more in writing and listening skills and less using the strategies for enhancement of students' reading skills. <br><br> • International Teachers behavior: some teachers do not keep their signed contract. They can move from one school to others without informing the school principle in advance. particularly when other schools offer a better salary. |
| **Opportunities** | **Threats** |
| • Intensive English Program of Academic Department always plan together with other out sources to set up to develop and help solve problems of Intensive English teaching. <br><br> • Challenging competency of Thai teachers to create or integrate various methodologies or innovations to teach students as ESL students. <br><br> • Most of students' parents always concern students' learning in Intensive English Program by supporting several ways to enhance their learning especially, level one student. <br><br> • Continuously developing strategies for raising of the teachers' abilities to use English effectively in teaching. <br><br> • The cost of tuition fee of International schools is higher than Intensive English Program of Saint Gabriel's College. | • Having an alternative for all parents to participate in school's instruction and some parents act more than their position hence school should setting up the parents' committees to be the representatives in order to cooperate with school. <br><br> • Child birth controlling <br><br> • Social impact of the economic crisis. <br><br> • Increasing the competition of educational world and numbers of International Schools and high competition among International schools. Intensive English Program. |

**FIGURE 1.2- SWOT Analysis of Saint Gabriel's College**

Strengths

Saint Gabriel's College has been developing and continuously changing. This organization has set a standard of organizational structure that consists of a school director and five departments. The school deals with parents and teachers association and alumni association.

The part recent years, school introduced the Intensive English Program in teaching the five subjects of teaching English, Mathematics, Science, Social Studies, and Computer. The school offers Intensive English Program in order to give an alternative education for all the students in Thailand. In this program, the students are being taught and learned English as a Second Language, while they have also a good opportunity to study other subjects in Thai Language.

Furthermore, Saint Gabriel's College Association and the Brothers of Saint Gabriel's are continuously supporting financially the development of teachers' competencies and capacities through sending their teachers here and abroad for seminars and further studies and attaining higher degrees of education. It is believed that school has the power of high investment on developing teachers' competency in teaching of English in five subjects. The students' parents are also ready to give the needed support to school as well as to the teachers in various ways with various strategies of teaching in order to enhance the students' learning both of Thai and English.

Moreover, Saint Gabriel's College has an excellent collaboration and relationship among the community, home, school and organizational government for educational instructions which are believed to have a great impact and affect the success of the school in teaching and giving knowledge to students. The school is also surrounded by circumstances which permit to facilitate the enhancement and

development of students' learning and always support various ways of changing on teaching and learning.

Weaknesses

There are some factors that may affect the teachers' teaching and students' learning in English as a second language. It is but normal for all the schools and for Saint Gabriel's College to have some weaknesses that may also help to improve the teaching and learning process. The school has a big size and number of students in one class which may result the less opportunity for teachers to use new methodology of teaching in Intensive English classes. The traditional instruction could not provide the improvement of the quality of students' learning because the method that is being use for this size of class is the teachers centered wherein the teachers are in control of the class and the decision makers. Students do their assigned tasks and worksheets in their desk wherein there is no active interaction between the teachers and the students. Teachers have to use various strategies and methodology in the classroom. In addition, all teachers need to improve their abilities of using instructional information technology in teaching management.

Moreover, for some students, it is hard to fully understand the subject matter specially if it is being taught in English. This may lead to students getting low grades in their Intensive English subjects. This scenario happened maybe because of the teaching methodology that is being used by the teachers. Because of the size of the students in class, the teachers who are teaching Intensive English subject emphasize more in writing and listening skills and have less teaching strategies in developing the students' reading skills.

Saint Gabriel's College like the International Schools and other schools that offer an Intensive English Program has been hiring International teachers to teach

Intensive English subjects. But then, some problems arise in hiring foreign teachers. Some foreign teachers do not keep their signed contract. They can move from one school to another without informing the school administrations, especially if they are offered much better salary and incentives.

Opportunities

Saint Gabriel's College is surrounded by circumstances permitted to facilitate the enhancement of students' learning. The school has been supported by the Alumni Association and students' parents. It has a good collaboration and relationship among the community, home, school and organizational government for educational instruction.

Now that the competition in the educational world is continuously increasing, it is very challenging for the school to persuade students to come to study. Also, the school has a high vision of developing teachers' quality. That is why the Academic Department of Saint Gabriel's College and other out sources always set a plan together to solve the problems that arise in Intensive English Program and to develop the teachers' Intensive English teaching by sending the teachers in an improvement training in languages and education both in Thailand and internationally, in countries such as India, Singapore, Vietnam, New Zealand, Canada, Australia, Germany, and America. Through this program, the teachers will have challenging competencies in creating and integrating various methodologies or innovations to teach students English as a Second Language. This will also support the continuous development of teachers' teaching abilities in using English effectively especially for Intensive English subjects.

It is a big help and a great opportunity that the students' parents are always concerned with their children's learning in Intensive English Program. The parents

always support the school, the teachers and the students' learning in several ways, especially in order to enhance the learning of the level one students. Comparing the cost of tuition fees, International Schools are more expensive and much higher than the Intensive English Program of Saint Gabriel's College. In addition to this, Saint Gabriel's College offers much higher quality of education and well domestically and internationally educated teachers.

Threats

Some problems may arise in Intensive English Program specially when the parents have the alternative to participate in school's instruction wherein some parents act more than their position. It can affect the school's instruction and the teachers might not be following the school's vision. Hence, the school should set up the parents' committees to be the representatives of all the parents in order to cooperate well with the school and for the school to have a harmonious relationship with the parents in order to deal with their problems, suggestions and recommendations for much development of the school and the teaching learning process.

Because of the child birth controlling program that is being implemented by the government and the social impact of the economic crisis, some parents are not able to send their children to an Intensive English Program School or in International Schools. This may result that there will be less of well educated professionals in the future. Some students will be behind on the innovations and technological advancements of learning. For the graduates, there will be less job opportunities which may affect the country's economy and education.

Since 2005 all Thai schools are being encouraged to establish bilingual departments where the core subjects are taught in English, and to offer Intensive English Language Program. Now, that the world's education is becoming a

competitive educational business. We can find International Schools all over Thailand which provide education where all subjects are taught in English. Thus, Saint Gabriel's College has to develop the school's curriculum to support their teaching using English in learning and also must follow the Basic Thailand Educational Curriculum B.E. 2544 (A.D. 2001).

## 1.6 Current Situation of the Classroom System

The government has long realized the importance of English language as a major core subject in schools, and it has been a compulsory subject at varying levels for several decades. Since 2005, schools are being encouraged to establish bilingual departments where the core subjects are taught in English, and to offer intensive English language programs. Notwithstanding the extensive use of and exposure to English in everyday life of Thai people, Thailand is now the lowest in Southeast Asia in terms of the standard of correct English in the schools. In 1997 Thailand was still in the forefront, but by 2001 Laos and Vietnam had caught up, and by the mid 2004, they were clearly in the lead.

But now, the government is open and welcomes the educational development among Thais especially the use of English in their learning. There are lots of International Schools all over Thailand and the numbers of schools that offer Intensive English Programs are continuously increasing. Most of these schools use English Language in five major subjects, Mathematics, Social Studies, Science, Computer and English. The government even supports the finances in order for all Thai students to study English language. The government is still finding solutions and ways so that all the schools, even the government schools will teach English language.

Because of the innovation, competition and the continuous changes on the development of the education in Thailand, the school is doing its best to train and develop their teachers' abilities, capacities and knowledge in using English in teaching English as Second Language (ESL) students. The school is continuously training and sending its teachers to seminars and further studies and educational degrees here in Thailand and abroad.

In particular, Level One Department with the youngest students of 6-7 years of age, has seven rooms of instruction, having the total number of 420 students, with 19 teachers who have duties both as subject teachers and as homeroom teachers. This level is divided into seven classrooms and each of them has 62 students at least with two teachers to conduct the teaching. In fact, the instruction of teaching is the first level to introduce the Intensive English Program. It means that it is very sensitive to students because of their different abilities of learning and also because they came from various kindergartens school which has different instructional styles. Therefore, it is a big challenge to all the staff in Primary One to manage the classrooms and to offer the education both in Intensive English Program and teaching social skills along with knowledge and moral science. In order to correspond with the current world, teachers have to integrate the concepts of teaching and learning all subjects to enhance students and that teachers must have high quality of capacity in classroom management to allow students to reach the school's goals. However, teaching Social Studies subject in English as a second language for Thai students is very difficult yet challenging because most students do not like to learn this subject and it is hard to understand the contents and vocabulary, particularly the substances of this subject. Dealing with some researchers found out the reasons while, some Thai students have low performance in English as well as reading comprehension. (Office of the

Education Council, 2007). Some of the reasons are: 1. Most students do not prefer to learn English because they find the subject matter boring. The subject matter is not familiar, and it is presented in a strange language which they have to try very hard to understand or express ideas effectively. 2. Teaching Methods are not attractive or engaging for students. Most teachers still use grammar and rote learning methods for teaching English. They focus on only listening and writing skills and it is less using the strategies for enhancement of students' reading comprehension skills. Moreover, they seldom set up interesting activities to encourage their students to have fun learning English. 3. The environment in school does not facilitate students in practicing their English everyday and with increasing of size of students in class, it is limited for teachers to support students centered learning 4. Most of the Intensive English teaching methods are teachers centered, do not focus on students centered learning that mean the teachings cannot attractive students to pay more attention in their learning and lead them to have low grades. 5. There are too much contents of the I.E. subjects that students try very hard to understand the texts or substances of the subjects which cannot engage the students' interest in self-initiated learning. And, 5.There is not enough technology support for language learning, such as ICTs (Information Communications Technology).

In conclusion, teaching Social Studies Intensive English Program must emphasize more on reading skills in order to enhance the reading comprehension by using the "KWL" method. It is a new method for teaching critical reading comprehension skills with any subjects that have a lot of contents to study. It also provides guide practice opportunities for students to encourage the new text or new contents with the three steps-K stands for helping students recall what they KNOW about the subject. W stands for helping students determine what they WANT to learn

and L stands for helping students identify what they LEARN as they read. It can lead students on learning centered. Moreover, in reading comprehension teaching with "KWL" method can support students to transfer their prior knowledge and experiences to other situation of learning. This methodology can also be beneficial to apply with level one students who study reading comprehension problems in Social Studies subjects and more specifically, the efficiency of teaching and developing the students' reading skills in order to progress to have good characteristics of reading comprehension.

## 1.7 Statement of the Problem

The main purpose of this study is on the initial impact of ID intervention of "KWL" method on reading comprehension of Level One students of Saint Gabriel's College.

## 1.8 Research Objectives

1. To describe and analyze the current situation of teaching method of Saint Gabriel's College on Level One Students.

2. To diagnose the current situation of level one in terms of the initial impact of "KWL" method on reading comprehension of Level One Students.

3. To identify and implement an appropriate ID intervention in terms of "KWL" method.

4. To determine the initial impact of ID intervention on "KWL" method on reading comprehension.

## 1.9 Research Questions

Under the above circumstances, it may be useful to provide a thorough analysis of "KWL" method on Reading Comprehension of Level One Students. This study also seeks answers to the following questions:

1. What is the current situation on Level One Students in terms of reading comprehension?

2. What are the appropriate ID intervention activities in using "KWL" method on reading comprehension of Level One Students?

3. Does ID intervention "KWL" method have initial impact on reading comprehension of Level One Students?

## 1.10 Research Hypothesis

The following hypotheses of the research were applied to guide the investigation.

HO: Initial IDI has no impact on "KWL" method on reading comprehension of Level One Students.

HA: Initial IDI has impact on "KWL" method on reading comprehension of Level One Students.

## 1.11 Definition of Terms.

### Reading Comprehension

In this study, "reading comprehension" refers to the ability to provide accurate understanding a text that is read, or the process of "constructing meaning" from a text. Including a complex cognitive process that depends upon a number of ingredients all working together in a synchronous, even automatic way. Vocabulary clearly plays a

critical role in understanding what has been read. Students must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses and students must apply reading comprehension strategies as ways to be sure that what is being read matches their expectations and builds on their growing body of knowledge.

## "KWL" Method

"KWL" is the method that intended to be an exercise for a group study or class that can guide students in reading and understanding text. Students can adapt it to work alone. This method can support students' self-assessment. It has three components of self-assessment and reflection for learning, corresponding to each of the characters in the acronym KWL, that was developed by Donna Ogly (1986) as follows:

K - Stands for helping students to recall what they KNOW about the subject. Self-assessment and reflection on what the students had already known (K) about the topic before learning;

W - Stands for helping students to determine what they WANT to learn. Based on the self-assessment, reflection upon what the student still wants (W) to learn before and during teaching; and

L - Stands for helping students to identify what they LEARN as they read. Self-assessment and reflection upon what has been learned (L) after the teaching.

## Level One Student

In this study, "Level One Students" refers to students who are studying in the first period of compulsory education at Saint Gabriel's College. The school curriculum focuses on learning for quality of life development, social studies processes, and basic

skills in reading, writing, mathematics, critical thinking, communication, and foundation of humanities. Emphasis is laid on a well balanced integration in physical development, intelligence, emotions, social relation and culture.

**Social Studies Intensive English**

This study used the content of Social Studies Intensive English and the initial impact of "KWL" method on reading comprehension on Level One Students that the researcher taught students the subject in English as a second language. That had a covering of contents in Substance 5: Geography that followings are: The Physical Characteristics of a House, Geographical Tools, Natural Environment, Culture, We and Environment.

**The Achievement Examination of Pre-test and Post-test**

In this study, "the achievement examination" is the pre-test and post-test for the evaluation of students' comprehension in learning on reading comprehension which consists of four selective choices with a total number of 30 questions that use to evaluate in pre-test and post-test.

**The Students' Opinion Questionnaire**

In this study, "the students' opinion questionnaire" is the questionnaire for the evaluation of students' reading comprehension is defined as students' thinking, feeling, opinion or behaviors that have an impact on "KWL" method on reading comprehension in teaching Social Studies Intensive English.

## 1.12 Significance of the Study

This study enumerated the advantages of "KWL" method for the enhancement of reading comprehension. More specifically, significance of the study is as follows:

This study will enrich all Level One Students in reading comprehension, learning of Social Studies Intensive English. Moreover, they will apply their learning strategy "KWL" method to others subjects. KWL helps students to become better readers of expository text and helps teachers to be more interactive in their teaching. It also helps students to be active thinkers while they read (giving them specific things to look for and having them reflect on what they learned when they are finished reading). In learning, metacognition involves the active monitoring and conscious control and regulation of cognitive processes. It involves thinking about thinking, self-awareness, and self-regulation. In addition, students can have structure for making predictions about what they will reading, they are guided into meaningful organization of new information, and their misconceptions about the topic are revealed and addressed during instruction. This study will enhance the achievement of students learning, and most importantly, enhancing the quality of education. That means the school will follow the mission and vision to become a "The World Class School."

As for the desired results, students will enhance learning of Social Studies through English language and for classroom management and it will increase students' motivation. Teachers will effectively develop the teaching skillfully. They can transfer the results to integrate with any subjects of Intensive English Program and lead them to high quality of education of English Teaching Program. They will have the improvement of quality of teachers of English language with new

methodology. Furthermore, this intervention can increase parents' satisfaction with school's instructions of Intensive English Program.

In general, it is most significance to recall that the resulting data of this study will provide information of appropriate teaching method for all teaching teachers in any subjects to transfer the essential of this method to others subject and integrate to other methodologies for teaching in difference substances. In addition, "KWL" method provides teachers with inventory of students' background and knowledge about a topic. That refers to the increasing of development of teachers' qualities as professionals. Especially with the problem of critical English reading comprehension skills, this method is one alternative methodology to enhance students' English ability.

This study will be beneficial for Thai Schools who have Intensive English Program or English Program to develop the teachers' quality in teaching with new methodology as professionals and teachers will become a role model in teaching for other colleagues to imitate this method to improve students who are learning the subjects as a second langue.

The results of this study will be distributed to the audience. Especially, International Schools can apply or integrate "KWL" method with other teaching strategies to enhance students' reading comprehension in other subjects that can support students to be an active reader. Moreover, this strategy provides students an individually work, pair works and group works which has a small class and a big class.

**1.13 Scope of the Study**

This study was conducted with the following limitations:

1. The study would be done with students in Level One who were studying Social Studies Intensive English in the second semester of the academic year 2008 at Saint Gabriel's College, Dusit Bangkok.

2. The instruments of the study consist of:

2.1 "KWL" method

2.2 Social Studies Intensive English lesson plan of using "KWL" method. The total number of Social Studies Intensive English lesson plans were 5 lesson plans, each of them took 2 periods , and covering the contents of Unit 1-5 of Social Studies subject. That following were: The physical characteristics of a house, Geographical tools, Natural environment, Culture, and We and the environment.

2.3 Pre-test and post-test of the achievement examination on reading comprehension in Social Studies Intensive English, total number of question 30 questions.

2.4 A questionnaire on the students' opinion towards the use of "KWL" method on reading comprehension in Social Studies Intensive English with Level One students, total number of questionnaires 15 questions.

2.5 The results of the study were divided into two types

2.5.1 The result from the achievement examination on reading comprehension of Social Studies Intensive English subject.

2.5.2 The students' opinion of reading comprehension towards using of "KWL" method.

## 1.13 Limitation of the Study

1. This study was only used for students at Saint Gabriel's College who study Social Studies Intensive English as a second language.

2. The results of the study in part of students' opinion of reading comprehension may not be applicable to all international students and other schools in Thailand because of the difference of school's environment and the characteristics of school's teaching management.

# CHAPTER 2

## Review of Literature and Conceptual Framework

This chapter provides a brief literature review on the following aspects: Organization Development, Organization as a System, Change Management, KWL method, Social Studies Substance, Teaching method of Reading Comprehension.

## 2.1 Organization Development

### 2.1.1 The Definition of Organization Development

The nature and needs of organizations are changing dramatically. Correspondingly, the profession of organization development (OD) has been changing to meet the changing needs of organizations. Therefore, it may be most useful to consider several definitions of organization development. Here's a standard definition. The next section gives some contrasting definitions.

For many years, the following definition was perhaps the standard definition for OD. The following definition was developed in 1969 at a time when an organization was considered to be much like a stable machine comprised of interlocking parts.

Beckhard (1969:9) defines Organization Development (OD) as "an effort, planned, organization-wide, and managed from the top, to increase organization effectiveness and health through planned interventions in the organization's processes, using behavioral-science knowledge." In essence, OD is a planned system of change.

*1. Planned*-OD takes a long-range approach on improving organizational performance and efficiency. It avoids the (usual) "quick-fix".

*2. Organization-wide*-OD focuses on the total system.

*3. Managed from the top*-To be effective, OD must have the support of top-management. They have to model it, not just espouse it. The OD process also needs the buy-in and ownership of workers throughout the organization.

*4. Increase organization effectiveness and health*-OD is tied to the bottom-line. Its goal is to improve the organization, to make it more efficient and more competitive by aligning the organization's systems with its people.

*5. Planned interventions*-After proper preparation, OD uses activities called interventions to make a wide system and permanent changes in the organization.

*6. Using behavioral-science knowledge*-OD is a discipline that combines research and experience to understand people, business systems, and their interactions.

Today's organizations operate in a rapidly changing environment. Consequently, one of the most important assets for an organization is the ability to manage change and for people to remain healthy and authentic. Consider the following definition of OD:

Neilsen (1984,.2-3) defines Organization Development is the attempt to influence the members of an organization to expand their candidness with each other about their views of the organization and their experience in it, and to take greater responsibility for their own actions as organization members. The assumption behind OD is that when people pursue both of these objectives simultaneously, they are likely to discover new ways of working together that they experience as more effective for achieving their own and their shared (organizational) goals. When this does not happen, such activity helps them to understand why and to make meaningful choices about what to do in light of this understanding.

Experts might agree that the following definitions of OD represent the major focus and thrust of many of today's OD practitioners.

"Organization development is a system-wide application of behavioral science knowledge to the planned development and reinforcement of organizational strategies, structures, and processes for improving an organization's effectiveness.

Cummings and Worley(1997:2)

### 2.1.2 Organization is a Process

Action Research is a process which serves as a model for most OD interventions as a "process of systematically collecting research data about an ongoing system relative to some objective, goal, or need of that system; feeding these data back into the system; taking actions by altering selected variables within the system based both on the data and on hypotheses; and evaluating the results of actions by collecting more data." Burke (1982) and Rothwell (1995) explain the steps in Action Research. They are as follows:

1. *Entry*-This phase consists of marketing, i.e. finding needs for change within an organization. It is also the time to quickly grasp the nature of the organization, identify the appropriate decision makers, and build a trusting relationship.

2. *Start-up and contracting*-In this step, It identifies critical success factors and the real issues, link into the organization's culture and processes, and clarify roles for the consultant(s) and employees. This is also the time to deal with resistance within the organization. A formal or informal contract will define the change process.

3. *Assessment and diagnosis*-This step collects data in order to find the opportunities and problems in the organization. This is also the time for the consultants to make a diagnosis, in order to recommend appropriate interventions.

*4. Feedback*-This two-way process serves to tell those that have found out, based on an analysis of the data. Everyone who contributed information should have an opportunity to learn about the findings of the assessment process (provided there is no apparent breach of anyone's confidentiality) This provides an opportunity for the organization's people to become involved in the change process, to learn about how different parts of the organization affect each other, and to participate in selecting appropriate change interventions.

*5. Action planning*-In this step will distill the recommendations from the assessment and feedback, consider alternative actions and focus our intervention(s) on activities that have the most leverage to effect positive change in the organization. An implementation plan will be developed that is based on the assessment data, is logically organized, results- oriented, measurable and rewarded. We must plan for a participative decision-making process for the intervention.

*6. Intervention*-Now, and only now, do actually carry out the change process. It is important to follow the action plan, yet remain flexible enough to modify the process as the organization changes and as new information emerges.

*7. Evaluation*-Successful OD must have made meaningful changes in the performance and efficiency of the people and their organization. They need to have an evaluation procedure to verify this success, identify needs for new or continuing OD activities, and improve the OD process itself to help make future interventions more successful.

*8. Adoption*-After steps have been made to change the organization and plans have been formulated, It should follow-up by implementing processes to insure that this remains an ongoing activity within the organization, that commitments for action have been obtained, and that they will be carried out.

*9. Separation*-This step must recognize when it is more productive for the client and consultant to undertake other activities, and when continued consultation is counterproductive. It also should plan for future contacts, to monitor the success of this change and possibly to plan for future change activities.

It would be nice if real OD followed these steps sequentially. This rarely happens. Instead, the consultants must be flexible and be ready to change their strategy when necessary. Often they will have to move back and repeat previous steps in light of new information, new influences, or because of the changes that have already been made.

## 2.2 Organization as a System

Organization musts pay attention to the importance of linking a system for production with a system for improvement and tying them to a common aim for the future. It is referred to this as "viewing production as a system." All the tools and methods of quality improvement revolve around a basic understanding of "production as a system." Whether the organization produces cars, bank deposits, surgery or education, the principles are the same. Therefore, it is important to read through this section in its entirety being mindful that this will later be part of the project.

Moreover, a system as a group of interdependent people, items, processes, products, and services that have a common purpose or aim. A system that is capable of continual improvement can be illustrated as:
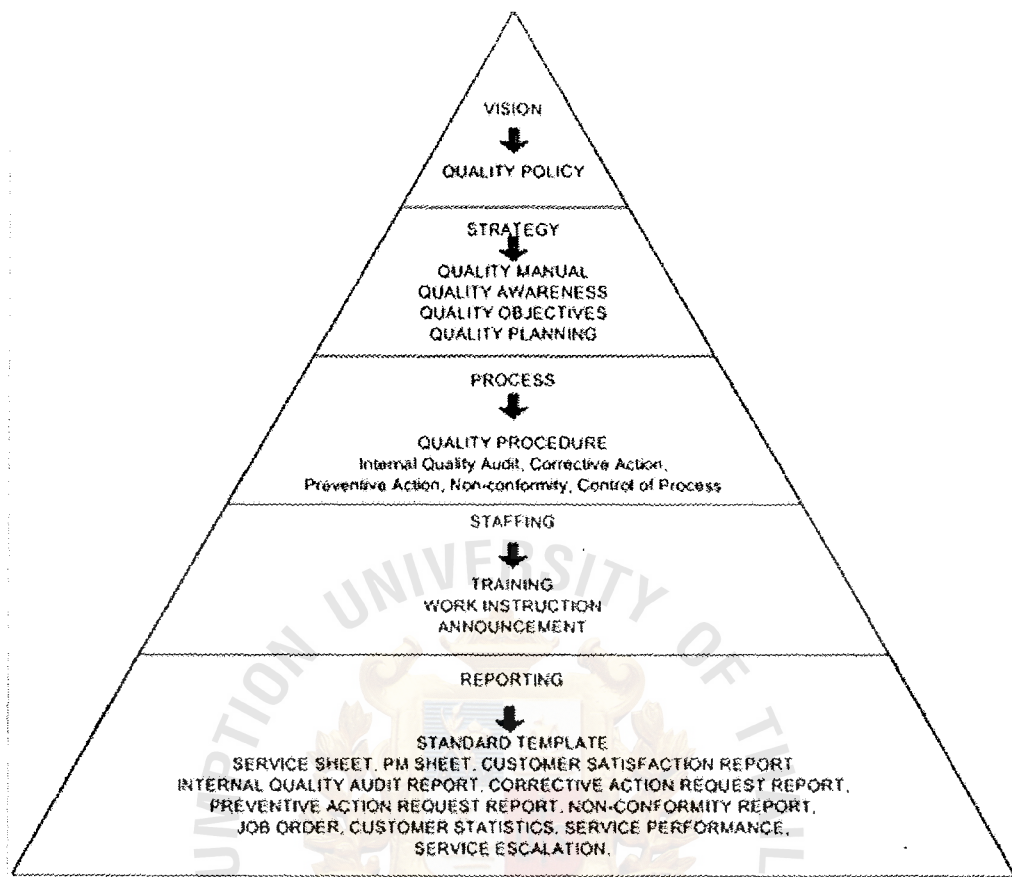
**FIGURE 2.1: Organization as a System**

To understand an organization as a system of production that must consider:

How to make what the organization makes ?

Why do organization make what organization makes?

How to improve what the organization make?

This can be depicted as:
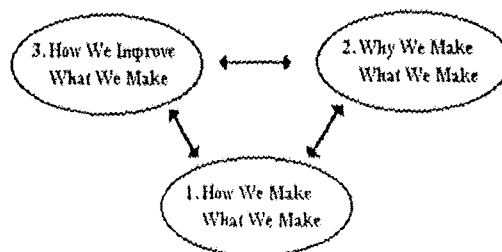


**FIGURE 2.2: Defining Organization a System**

By defining a system in this way, it can link the means of production with the aim or purpose of the organization in order to continually improve. "Aim" means the connection to the underlying social or community need. The aim also considers the environmental issues that may affect the future of the organization. General systems theory, originally is all related. An "open system" is a system that permits continued access from "outside" of the system itself.

## 2.3 Change Management

Organizational change management takes into consideration both the processes and tools that managers use to make changes at an organizational level. Most organizations want change implemented with the least resistance and with the most buy-in as possible. For this to occur, change must be applied with a structured approach so that transition from one type of behavior to another organization wide will be smooth.

### 2.3.1 Change Management in School

Change Management's explicit focus is on supporting staff in changing from current procedures to new procedures. A multitude of considerations need to be given to the management of change at any school. These include the degree of the change, how change is accepted by staff, the impact of change to the core business and how regularly change occurs at the site. Communicating fully the need for the change and providing information on the benefits of the change, as well as being honest about any difficulty that may be encountered eases the transition to new procedures. Change in schools is often managed in an informal, implicit manner. While this might be appropriate in a school setting, the nature and magnitude of the change associated with the One School deployment necessitates a more formal treatment of the change.

A strategy and procedures have been developed to provide assistance to schools in identifying relevant areas of focus for their own Change Management Plan. To ensure this change is managed and the transformation is smooth, an analysis of current practices in school will need to be undertaken. A gap analysis will identify the differences between the current and future procedures and each school will need to assess and identify those gaps which need to be managed prior to implementation. The Change Management Plan will describe how and when the gaps will be managed and who will be responsible for ensuring staff understanding of procedural changes. It is as a guide to the types of issues that may need to be addressed in any given school; the following questions may be reviewed. A school's responses to these questions will provide the support necessary to smoother the transition from current to the future practice.

### 2.3.2 Classroom Management

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite a disruptive behavior by the students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area causes some to leave teaching altogether. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was the "negative student attitudes and discipline". (Wolfgang and Glickman, 1986)

### 2.3.3 The Benefits of Students Centered Learning

The world learners live in changes constantly. Parts of these changes are in many facets of their lives. Academic knowledge and the rapid amount of information they receive daily through various mass media advancement during the era

information age has caused to their knowledge and understanding. To build on what learners already know, requires the management of National Education to realize the importance of learner's centered learning. The way to support learners centered learning in which section 22 of National Education Act B.E. 2542 of Thailand, (1999). Education shall be based on the principle that all learners are capable of learning and self-development, and are regarded as being most important. The teaching-learning process shall aim at enabling the learners to develop themselves at their own pace and to the best of their potentiality. To follow with the basic education curriculum, Saint Gabriel's College has introduced an Intensive English Program by using English as the second language of instruction, which supplements the present curriculum already taught to enhance the student's abilities and knowledge both inside and outside the classroom. The school wants students to have an application of capacity with the real world. Therefore, the focus on Learner-Centered Instruction can support an Intensive English Program and fit with the current world that which English all over the world.

The term 'learner-centred' has been applied to many areas of language learning and teaching. Many educators provide learner-centred learning (LCL) or student-centred learning (SCL) is widely used in the teaching and learning literature. Many terms have been linked with student-centred learning, such as flexible learning, experiential learning, and self-directed learning and therefore the slightly overused term 'student-centred learning' can mean different things to different people. In addition, in practice it is also described by a range of terms and this has led to confusion surrounding its implementation (Geraldine O'Neill,1987). Learner-Centered, the teacher plays the role of a facilitator and resource provider. The teacher recommends and points the way to useful resources and asks thought provoking

questions and provides opportunities for students to construct and be accountable for their own learning.

In general, learning is often presented in this dualism of either student-centered learning or teacher-centered learning. In the reality of practice the situation is less black and white. Comparing between the traditional method as teacher centered and learner centered instruction: Teacher Centered must focus on instructors, language forms and structures (what the instructor knows about the language), teachers manage instruction and prepare the lesson and chooses a text e.g. about the target culture for the learners to study only and answer comprehension questions. Teachers evaluate student learning, students have no opportunities of learning by doing, students work alone that lead classroom to be quite and serious sometimes. As for Learner Centered system, the focus is on both students and instructors and on language use in typical situations, (how students will use the language). Students have more opportunities to interact with the instructor and with one another, work in pairs, in groups, or alone depending on the purpose of the activity, they can talk without constant instructor monitoring; instructor provides feedback or correction when questions arise and answer each other's questions, using instructor as an information resource. Students have some choice of topics and they can evaluate their own learning; the instructor also evaluates them. Moreover, student-centered learning can lead classroom to has fulfillment knowledge and each of students can improve social skills and have more quality of life values that are very useful to spend in their society in real life; examples social skills are the critical thinking skills; the goal of teaching for critical thinking is to enhance students' abilities of solving problems, formulating inferences, calculating likelihood and judgment, making decision, evaluation thinking process. In addition, social skills need skills of leadership, followers, management,

creativity, and collaborators or coordinators. These can push students to become a smart person as lifelong learning person which determines the quality of life.

However, having the benefits of student centered learning, school and teachers should (1)provide substance and arrange activities in line with the learners' interests and aptitudes, bearing in mind individual differences;(2) offer training in thinking process, management, how to face various situations and application of knowledge for obviating and solving problems; (3) organize activities for learners to draw from authentic experience, drill in practical work for complete mastery, enable learners to think critically and acquire the reading habit and continuous thirst for knowledge; (4) enable instructors to create the ambiance, environment, instructional media, and facilities for learners to learn and be all-round persons, able to benefit from the research as part of the learning process. In so doing, both teachers and learners may learn together from different types of teaching-learning media and other sources of knowledge; (5) enable individuals to learn at all times and in all places. Co-operation with parents, guardians, and all parties concerned in the community shall be sought to develop jointly the learners in accord with their potentiality.

Moreover, to create an effective learning situation in the classroom, Combs (1976) and Robert (1992) say that several characteristics are needed; (1) the atmosphere should facilitate the exploration of meaning. Learners must feel safe and accepted. They need to understand both the risks and rewards of seeking new knowledge and understanding. The classroom must provide for involvement, interaction, and socialization, along with a business-like approach to getting the job done: (2) learners must be given frequent opportunities to confront new information and experience in the search for meaning. However, these opportunities need to be provided in ways that allow students to do more than just receive information.

Students must be allowed to confront new challenges using their experience without the dominance of a teacher/giver of information; (3) new meaning should be acquired through a process of personal discovery. The methods used to encourage such personal discovery must be highly individualized and adapted to the learner's own style and pace for learning; (4) instruction must reflect the best of what we know about how learning occurs and learning involves a complex system of interactive processes; (5) a comprehensive approach to instruction includes at least two distinct types of instruction: teacher-directed and student-directed. Assessment should focus on students' use of knowledge and complex reasoning rather than their recall of low-level information

Finally, the advantages of student centered learning should support both of Basic national Education Curriculum and the school that involves instructors and learners to follow practical instructions. Student centered learning is the belief that students have a different potential in learning and they all can develop their ability and knowledge in various ways of individually learning. Furthermore, teachers have to understand the students' background of prior knowledge and their experience in order to integrate and mix new things with previous knowledge to build the permanent understanding.

### 2.3.4 Teaching Method

Teaching methods are best articulated by answering the questions, "What is the purpose of education?" and "What are the best ways of achieving these purposes?" For much of prehistory, educational methods were largely informal, and consisted of children imitating or modelling their behavior on that of their elders, learning through observation and play. In this sense the children are the students, and the elder is the teacher. A teacher creates the course materials to be taught and then enforces it.

Pedagogy is usually the different way a teacher can teach. It is the art or science of being a teacher, generally referring to strategies of instruction or style of instruction. Resources that help teachers teach better are typically a lesson plan, or practical skill involving learning and thinking skills. A curriculum is often set by the Government with precise standards. These standards can change frequently, depending on what the Government states.

### 2.3.5 Tasks Based Learning

In order to be able to fully comprehend task-based learning, it is better to clarify what is meant by "tasks" in advance. In some books, the word "task" has been used as a label for various activities including grammar exercises, practice activities and role plays. These are not tasks in the sense the word is used in task-based learning (TBL). In TBL, tasks are always activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome in which the emphasis is on exchanging meanings not producing specific language forms. Examples include compiling a list of reasons, features, or things that need doing under particular circumstances; comparing two pictures and/or texts to find the differences; and solving a problem or designing a brochure, oral presentations, sharing and comparing experiences, doing a puzzle, playing a game etc. One job of the course designer and the teacher is to select topics and tasks that will motivate learners, engage their attention, present a suitable degree of intellectual and linguistic challenge and promote their language development as efficiently as possible (Willis, 1996).

Most good studies start by various defining ways their terms, and a study of "Task-based Learning" seems to require a definition of "task" as a priority. A basic distinction between real-world or target tasks, and pedagogical tasks. Target tasks, as the name implies, refer to uses of language in the world beyond the classroom.

Pedagogical tasks are those that occur in the classroom. David Nunan(1989) provides us with a very useful starting focus for our collection of papers in this respect. He also reminds us of the important distinction between "analytical" and "synthetic" syllabus design, suggesting that in most Asian contexts the "synthetic" approach has tended to dominate. The implication is therefore that TBL proposes a challenging alternative. Much of his discussion focuses on the definition of a "task". After reviewing key definitions from the TBL literature, he presents us with his own:

> "A task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end."

Ellis (2003) defines task in the following way: A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

In many of these papers, Task-based Learning is not considered in isolation. Insights from TBL (task based language learning) are linked to a wide range of discussions on subjects such as discourse and pragmatics, holism and holistic language use, using compulsory textbooks, content-based learning, learning and

communication strategies and English as an International language. This is important because "Task-based Learning" is easily misrepresented as a new theory or as a limited "named method", with fixed procedures to follow, with the implication that it is then out of focus in our so-called post-method era.

Pedagogically, task-based language teaching has strengthened the following principles and practices.

1. A needs-based approach to content selection

2. An emphasis on learning to communicate through interaction in the target language.

3. The introduction of authentic texts into the learning situation.

4. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself.

5. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

6. The linking of classroom language learning with language use outside the classroom.

The rise of task-based language teaching has led to a variety of different interpretations of what exactly constitutes a "task" and to different proposals for task-based syllabuses, what all these proposals have in common, however, is that they recognize tasks as being the central component in a language program, endorse the concept of organizing a syllabus around communicative tasks that learners need to engage in outside the classroom, and accept the view that curricula should be learner-centered, rather than language centered.

Conclusion, TBL offers a structured approach to learning, and supports the notion that learning occurs most effectively when related to the real-life tasks

undertaken by an individual. TBL encourages the development of the reflective learner, and accommodates a wide range of learning styles. TBL provides an attractive combination of pragmatism and idealism: pragmatism in the sense that learning with an explicit sense of purpose is an important source of student motivation and satisfaction; idealism in that it is consistent with current theories of education. Nevertheless, teachers wishing to branch out and develop through the use of alternative methodologies should be careful not to jump on the latest language learning bandwagon. Michael McCarthy, the eminent applied linguist, suggests that TBL figures high on such a list of *latest fads*, and in its strongest forms risks relegating learning about the language system to a secondary place, subservient to some real-world task. TBL, as a practical and pedagogically sound alternative, should not exclude grammar and vocabulary learning via a systematic syllabus, as systematic progression is a key psychological concept for learners.

### 2.3.6 Diversity in Teaching in the Classroom

For effective teaching to take place a good method must be adopted by a teacher. A teacher has many options when choosing a style to teach by. The teacher may write lesson plans of their own, borrow plans from other teachers, or search online or within books for lesson plans. When deciding what teaching method to use, a teacher will need to consider students' background knowledge, environment, and learning goals. Teachers know that students learn in different ways but almost all children will respond well to praise. Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods are used to ensure that

all students have equal opportunities to learn. A lesson plan may be carried out in several ways: Questioning, explaining, modeling, collaborating, and demonstrating.

## 2.4 English Language Education in Thailand

The use of English in Thailand while far from being as developed as in the Netherlands, Germany, the Scandinavian countries or the Philippines, is nevertheless rapidly increasing through the influence of the media and the Internet and is far greater, for example, than in France, the United Kingdom's nearest neighbors. The government has long realized the importance of the English language as a major core subject in schools, and it has been a compulsory subject at varying levels for several decades. Since 2005 schools are being encouraged to establish bilingual departments where the core subjects are taught in English, and to offer intensive English language programmes. Notwithstanding the extensive use of, and exposure to English in everyday life in Thailand, the standard of correct English in the schools is now the lowest in Southeast Asia. In 1997 Thailand was still in the forefront, but by 2001 Laos and Vietnam had caught up, and by mid 2004 were clearly in the lead.

Following the announcement of the University of Cambridge to launch a new course and qualification for non-native speaker teachers, a survey was carried out in February 2006, with the collaboration of the University of Cambridge as part of a field trial, by the country's largest group of independent schools of its 400 or so teachers of English. The project reported that in over 60 percent of the teachers, the knowledge of the language and teaching methodology was below that of the syllabus level which they were teaching. Some teachers for age group 11 - or lower - in the language were actually attempting to teach age groups 15, 16, and even 17. Of the remaining top 40 percent, only 3 percent had a reasonable level of fluency and only

20 percent were teaching grades for which they were correctly qualified and competent. For the most part, the level of spoken and written English was often incomprehensible to the native speaker designers and administrators of the project. Within the group of over 40 schools representing nearly 80,000 students in primary and secondary education, random parallel test groups of primary school pupils often scored higher in some tests than many of the teachers in other schools of the same group. The schools resisted the initiative of the central governing body to provide intensive upgrading programmes for the teachers. Despite the evidence, the schools doubted the results, and to save face, argued that their teachers were qualified through their various universities and colleges either had nothing more to learn or could not afford the time. In the government schools the standards are similar and many primary teachers freely admit that they are forced to teach English although they have little or no knowledge of language whatsoever. A debate began in academic circles as to whether teaching English badly during the most influential years is in fact better than not teaching it at all at primary level. The situation is further exacerbated by a curriculum, which in its endeavors to improve standards and facilitate learning, is subject to frequent change, and thus misinterpreted into syllabus by the teachers themselves at levels often far too advanced for the cognitive development of the students.

Several thousand native English speakers are employed in public and private schools throughout the country, their existence were being encouraged by the need to develop students' oral expression and knowledge of foreign culture; much of their time however, is taken up with remedial teaching: putting right any grammar, orthography, pronunciation and cultural background that has been wrongly taught and which leads to great misunderstanding - they see this as a greater priority. The official

version of English, although not always practical in its dispensation, is British. Qualified native teachers with a background in linguistics will ensure that students are exposed to both major variations of the language and understand them and their differences, whichever version the students choose to speak. Language classes, sponsored by the governments of English speaking countries such as those provided by the British Council, enjoy an excellent reputation for quality, both for general English, and for the preparation for international exams such as the American English TOEFL and the British English IELTS, which are prerequisites for the entry into many professions, particularly aircrew and tourism. There is also no shortage of cramming schools, usually franchise chains, in the capital and larger cities, but although they are staffed mainly by highly motivated, qualified native speakers, and have excellent resources, they are often branded by cynics as 'the McDonalds of English language'.

There has been a dramatic increase since 2000 in the number of Thailand based TEFL/TESOL (Teaching of English as a Foreign Language / Teaching of English to Speakers of Other Languages) teacher training institutions. Some dispense internationally recognized teaching certificates and diplomas which follow the courses of established universities, and some provide courses and certification franchised from other organizations and universities, still others dispense their own courses and certification. Whatever their claims, there is no single, internationally recognized accrediting body for the certificates. Currently, to teach English in established schools, public or private, the minimum academic qualification for native speakers to obtain the required government teacher license is a bachelor degree - in any subject. However, the government is in the process of exercising greater control,

particularly to combat the use of bogus certificates and degrees issued by diploma mills, and to prevent access to schools by persons with doubtful motives.

### 2.4.1 The Reasons of Thai Students have Low Performance in English.

Research investigations have identified the main causes of the low performance in English of Thai students as follows:

1. Most students do not prefer to learn English because they find the subject matter boring. The subject matter is not familiar, and it is presented in a strange language which they have to try very hard to understand or express ideas effectively.

2. Teaching Methods are not attractive or engaging for students. Most teachers still use grammar and rote learning methods for teaching English. They focus on reading and writing skills, not listening and speaking skills. They seldom set up interesting activities to encourage their students to have fun while learning English.

3. The environment in school does not facilitate students in practicing their English everyday.

4. There are not enough attractive textbooks, novels and cartoons or materials in English which can engage the students' interest in self-initiated learning.

5. There is not enough technology support for language learning, such as ICTs (Information Communications Technology) as well as language laboratories, particularly for schools in rural or remote areas throughout the country. In contrast, big schools in Bangkok or other major cities are provided with such language learning support technology by PTA (Parent Teacher Association) or NGOs (A non-governmental organization)

However, as teachers play the most significant role to develop the English language knowledge and skills of the children, the qualifications of teachers and effective teaching methods are very important to improve the quality of students'

English language learning. Therefore the Thai Government, the Ministry of Education and other concerned organizations need to plan together to set up clear policies and strategies to help solve the problems of English teaching.

**2.4.2 Education System and English Language Curriculum**

Education System: The 1999 National Education Act (NEA) enacted on 20 August 1999, resulted in the beginning of education reform in Thailand. The ultimate goal of this Act is to develop Thai people (learners) to be good, competent and happy in order to live in harmony with other people in the society. One of the three principles of educational provision is that all segments of society shall come to participate in boosting education. With the conviction that all learners have the capacity to learn on their own initiative, the appropriate methods of teaching should focus on a student-centered approach. Teachers should develop their ability to effectively facilitate such learning by learning also through conducting action research. In addition, the new teacher system recognized the importance of teacher learning, development and training. All teachers need to learn and to be trained on a continuous basis, supported by government and other funds.

Formal education in Thailand is divided into two levels: basic education and higher education. The present basic education system is a 6: 3: 3 system, consisting of 6 years of primary education, 3 years of lower secondary education and 3 years of upper secondary education. Higher education is divided into two levels: lower than degree level and degree level. English Language is taught throughout, from the basic education to higher education level. It is classified as the first foreign language, being very important for students in their further study or work.

The total number of both public and private schools in basic education is 52,510, with 47,203 providing pre-primary education, 32,475 providing primary

education, 11,124 providing lower secondary level and 3,173 providing upper secondary level. In higher education, the total number of education institutions is 977, with 887 offering lower than degree level programs, 197 offering bachelors degrees, and 231 offering more advanced programs. The total number of students in basic education (K-12) is 15.2 million. There are 2.5 in pre-primary, 5.7 in primary, 2.7 in lower secondary and 1.8 in upper secondary level. The teacher/student ratio is 1:21(OEC, 2007). But the real ratio is quite different, we might say about 1:40, because many 'teachers' have to be responsible for other responsibilities as financial affairs, activities affairs, etc., instead of teaching students. Thus, another big problem we are now facing and trying to solve is the teacher shortage and the use of out-of-field teachers, who are teaching subjects outside of the field of their own higher education preparation. This is certainly the case with English teachers, with less than 20% of those teaching English having degrees in the field of English language.

### 2.4.3 English Language Curriculum

Schools in general teach English language following the 2001 Basic Education Curriculum established by the Department of Curriculum and Instruction Development, which is presently under the Office of the Basic Education Commission (BEC). In the basic education curriculum structure, there are 8 subject groups; foreign language is one of these eight groups. English is the core foreign language curriculum. At the primary school level, the only foreign language is English, with students studying English around 800-1,000 hours per year. At the secondary level there are many foreign languages such as English, Chinese, Japanese, French, German, Arabic etc. However, English continues to be the first foreign language and students must study English for 1,000-1,200 hours per year, while other languages are optional. The content of foreign language includes, for example, topics such as:

Language for Communication; Language and Culture; Language and other Academic Subject Groups; Relationships and Language including both with Community and in World Relationships. Included in the subject of Language for Communication, teachers teach all four basic language skills to students: listening and reading, speaking and writing.

According to the NEA, schools and teachers are able to adapt the curriculum to meet the needs of local community. In addition to that, they should try to create activities consistent with the real life circumstances of the learners, and also encourage critical thinking skills of their students as well. But in reality, it is not easy for teachers to follow the philosophy and principles of learner centered learning of the NEA due to the teachers' limited time, work load, unfamiliarity with team-teaching and their own limited ability to use English language.

## 2.5 Basic Education Curriculum B.E. 2544 (A.D. 2001)

The Basic Education Curriculum determines a learning measurement of contents and standards. The determination of learners' qualities upon completion of the primary education is limited only to the necessary points i.e. for basic foundation of a quality living, for knowing information and having a learning standard based on learners' capability, skills and interests. Schools may additionally develop the learning substance and standards. The Basic Education Curriculum B.E. 2544 has stated the learning substance into eight subject groups. They are as follows:

1) Thai language.

2) Mathematics.

3) Science.

4) Social studies, Religion, and Culture.

5) Health and Physical education.

6) Art.

7) Career and Technology.

8) Foreign Language.

**Social studies, religion and culture**

*Substance* **1**: *Religion, morality, righteousness*

| | |
|---|---|
| Standard So 1.1 | Understanding history, importance and teachings of Buddhism and other religions, ability to apply religious doctrine in living together |
| Standard So 1.2 | To strictly adhere the moral codes, good deeds, right value, and faith in Buddhism or religion which oneself has faith |
| Standard So 1.3 | To observe and behave in accordance with moral teaching and religious rites of Buddhism or religion which oneself has faith, and right value, ability to apply religious teaching for self development, for society welfare, for preservation of environment, and for peaceful living in society |

*Substance* **2**: *Civil responsibility, culture, and life in society*

| | |
|---|---|
| Standard So 2.1 | To behave in accordance with good citizen's responsibilities, laws, customs and Thai culture, peaceful living in Thai and world society |
| Standard So 2.2 | To understand current politics, firmly believe in, and uphold democratic system of government under a constitutional monarchy. |

### *Substance* 3: *Economics*

Standard So 3.1    Understanding and to be capable to efficiently and cost effectively administer and manage resource production and consumption, utilization of limited resources available, sufficient economy for well balanced living.

Standard So 3.2    Understanding various economic systems and their relationship, necessity to co-operate for economic stability at international level.

### *Substance* 4: *History*

Standard So 4.1    Understanding historical importance, meaning, era and period, capable of critical and systematic analysis of events by utilizing  historical bases.

Standard So 4.2    Understanding historical evolution and development of human beings, in the events relationship and continuous changes, well aware of their Significance and effects.

Standard So 4.3    Understanding historical development of Thai national, culture, local wisdom, be proud of being a Thai and maintaining Thai identity.

### *Substance* 5: *Geography*

Standard So 5.1    Understanding the earth physical structure, space relationship which results in cross effects within natural systems, capable of utilizing maps and geographical tools to search for geo-data and information needed for effective application and management.

Standard So 5.2    Understanding inter-relationship between human beings and

physical environment which lead to cultural creation, and consciousness of resource and environment preservation for sustainable development

## 2.6 Reading Comprehension

Reading comprehension skill is often assumed by sociology instructors, yet many college students seem to have marginal reading comprehension skills, which may explain why fewer than half of them are actually doing the reading. Sanctions that force students to either read or to pay a price are based on a rational choice model of behavior-a perspective that many students seem to bring with them. However, deep reading and reading for long-term retention of the material and for comprehension at a level that can be perspective-transforming-involves constructing meaning as one reads. Students need help developing reading strategies that enhance this process. Moreover, cost/benefit coercion of reading does not necessarily enhance construction of meaning or deep-learning; indeed, it may reward minimalist or surface reading. This essay is an excursion into theory on deep learning and the implications of that theory for engaging students in reading. An assignment based on multiple intelligences and fostering reading comprehension is suggested and some initial data are provided regarding possible success of this strategy.

Reading is necessary when students further their study, especially at the university level. They need good reading skills for acquiring knowledge and learning new information. However, we can see that most students' reading abilities are not good enough to do so. Even reading comprehension skills of students at the upper secondary level are below the 80 percent criterion. (Youngjermjantra,1994) This idea is supported by the finding of Aumpayap (1990) that reading strategies are not taught

much in the secondary level; therefore, it is rather difficult for them to apply those strategies to improve their reading abilities.

Reading comprehension skills separates the "passive" unskilled reader from the "active" readers. Skilled readers do not just read, they interact with the text. To help a beginning reader understand this concept, you might make them privy to the dialogue which readers have with themselves while reading. Skilled readers, for instance: Predict what will happen next in a story using clues presented in the text; Create questions about the main idea, message, or plot of the text; Monitor understanding of the sequence, context, or characters; Clarify parts of the text which have confused them ; Connect the events in the text to prior knowledge or experience.

## 2.6.1 Understanding Text Features Benefit Reading Comprehension.

Included in the five main focuses of the English achievement objectives in the New Zealand Curriculum (2006: 18) are: language features that enhance texts and the structure and organization of texts. These refer to the characteristics or features of texts, and how those characteristics or features are arranged. The ability to visualize the features of a text type, and how those features are arranged, is vital to the construction of meaning when reading.

When a student is able to visualize in this way, they understand texts at a much deeper level, and so have real control over them. This control comes about because a student who can visualize a text type understands how writers construct meanings through the features they choose to use and the way they arrange those features. It is this understanding that is fundamental for reading comprehension.

Crucially, when a student has this understanding, language is perceived not as a set of rules but as a set of options available for constructing a variety of meanings. Therefore, through learning about various types of text, students learn not about

discrete and isolated forms of writing but instead about the construction of written texts in general: it is through the analysis of particular forms that students begin to learn about the writing system as a whole.

It is important to make sure that students appreciate that they are learning about a particular text types not as ends in themselves but as a means of learning about the writing system. Simultaneously focus their thinking on the features and organization of a particular text type and on how they can use what they know about that form in order to learn about other forms, about the writing system, and therefore about the language in general.

Students who understand writing at the system-level are not deterred when they meet texts with a typical features and/or organization. Instead, they thrive – confidently exploring how the writer has made use of conventional and less conventional writing techniques in order to express ideas.

The following are descriptions of visualizations of typical narratives and science reports; they are based on those described by Vellutino (2003).

### 2.6.2 Narratives

Students who understand the features and organization of narrative texts will know that they have a main idea/theme, and will comprise a beginning section introducing the main characters, a middle section where some sort of connection/ conflict arises between characters, developing to a crisis point, and an ending section where the connection/ conflict comes to some kind of resolution. They will also know that the story will be set in a particular place/s, cover a period of time, and will probably contain dialogue. As they gain expertise, students will learn that writers of narratives make use of tools such as material processes (action verbs), mental

processes (sensing verbs), verbal processes (saying verbs), metaphors, similes, allegory, and symbols.

Because a student has knowledge about the features of narrative texts, they will be able to organize and process the text in ways that facilitate comprehension. Consider the example of a story about a girl named Teresa and her next door neighbor, Mr. Boyd. After reading, "Teresa's next door neighbor was old Mr. Boyd", the student who is familiar with narrative text will expect to be presented with a story having Teresa's neighbor as central to the action, and will be focused more on Mr. Boyd than Teresa when reading what follows. When they go on to read, "Mr. Boyd tried to squirt a stray cat with the hose, but he missed", the student will expect to read text explaining why he missed, and perhaps some discussion about how Mr. Boyd felt about missing, how Teresa felt, and how the cat reacted. And when they read that Teresa calls Mr. Boyd an "old toad", they will not be thrown by the metaphor, but will appreciate the comparison of Mr. Boyd to a toad, and how the writer's use of this tool helps illuminate the meaning of the story. These expectations and understandings help focus the reader's processing of the text in ways that aid comprehension.

### 2.6.3 Science Reports

In contrast to narrative texts, students who understand the features and organization of science reports will know they have an opening general statement, and that each paragraph has a topic sentence, with meaning built up step by step. They will know that they are concerned with facts, contain language used to compare and/or contrast, language that classifies, and technical language. They will know such texts are usually set in no particular time, will not include characters or individuals, and will be written in an objective style. As they gain expertise, students will learn

that writers of science reports make use of material processes (action verbs), relational processes (linking verbs), and tools (such as nominalization) to condense language.

Again, because a student has knowledge of the features and organization of science reports, they will be able to organize and process such texts in ways that facilitate comprehension. Consider the following excerpt which gives a factual description of the adaptations of wading birds. After reading, "Each species has adapted to a particular zone between the high and low tide lines. The length of their legs is a clue to whether they only feed at the edge or can venture some way into the water", the student who is familiar with this type of text will expect to go on to read a detailed description giving examples of particular wading birds' legs and where those birds feed. And when they read "Each species has adapted to." and "The length of their legs is a clue to." they will recognize the relational processes used by writers to express the link between two pieces of information. They will not, however, expect to learn about two wading birds called "Jack" and "Tane", or to be told how "Jack" and "Tane" feel about being wading birds. The expert reader of science reports will organize and process these texts in ways that are quite different from the ways they organize and process narrative texts.

**TABLE 2.1: Key competencies most exemplified by this support material**

| Key competencies | | | | |
|---|---|---|---|---|
| Managing self | Relating to others | Using language, symbols, and texts | Participating and contributing | Thinking |

### 2.6.4 Children Experience Difficulties in Learning Reading

Approximately 20 to 30 percent of school-age children have difficulties learning to read. About 15 million youngsters do not have access to the wonders of books and other kinds of texts for learning and enjoyment. Almost as many girls as boys experience difficulties learning to read. Boys seem to be identified as reading disabled more readily because they tend to be more active and boisterous than their female age mates. While these estimates are alarming, they are on the conservative side.

### 2.6.5 Are there other consequences of not learning reading?

Indeed there are. If teachers observe children with reading difficulties, many negative effects become apparent. During the early grades, their difficulties are quite embarrassing to them. This humiliation leads to a predictable decrease in motivation and self-esteem. Children are easily frustrated and ashamed of their difficulties once they notice that many of their classmates read so effortlessly. As the youngsters mature, many of them drop out of school and out of even who manages to graduate from high school less than two percent of those attend a four year college/university.

### 2.6.6 What kinds of skills are required in learning reading?

Skilled reading requires the integration of several skills and abilities. Students cannot learn to read an alphabetic language like English, unless students understand that the words that they hear contain smaller sounds called "phonemes." Phonemes cannot actually be "heard" by the ear because when we speak the sounds in each syllable and word are folded into one sound to permit rapid communication. Thus, when speaking the word /cat/, the ear hears one sound, not three as in /c/ /a/ /t/. Many readers must be taught "phoneme awareness" if it does not come easily to them.

Understanding that spoken words are composed of phonemes is critical because at the beginning while reading, new words are decoded by linking the phonemes to the letter symbols. Once students learn how to apply sounds to letter symbols, they must practice the process to ensure that their reading becomes rapid and fluent. Reading requires phoneme awareness, phonics, reading fluency, and comprehension skills. Each of these skills is necessary and none are sufficient in their own right. They must be integrated and applied in text through consistent and frequent practice. Learning to read is not a natural process--it requires systematic and well informed instruction.

### 2.6.7 What are some common signs of reading problems?

Most reading problems can be observed when students attempt to read out loud. Teachers will notice a labored approach of decoding or "sounding out" unknown or unfamiliar words. Reading is typically hesitant and characterized by frequent starts and stops. If asked about the meaning of what was just read, the individual frequently has little to say. Not because he or she isn't smart enough: in fact, many people with reading problems are very bright. Poor comprehension occurs because they take too long to read the words, leaving little energy for remembering and understanding what was read.

### 2.6.8 Why do some children have difficulties in learning reading?

Individuals who are most at-risk for reading difficulties are those who enter school with limited exposure to oral language interactions and little prior understanding of concepts related to the sounds of our language, letter knowledge, print awareness, and general verbal skills. Children raised in poverty, with limited proficiency in English, speech and hearing impairments, or from homes where little reading takes place are especially at-risk for reading failure. However, there are a

substantial number of children who have had substantial exposure to language, literacy interactions, and opportunities to learn to read who have significant difficulties acquiring reading skills. Whether the causes are environmental or genetic in nature, the reading problems occur due to deficits in phoneme awareness, phonics development, reading fluency, reading comprehension or, frequently, combinations of these.

**2.6.9 Can reading problems be prevented?**

Most children can learn to read if difficulties are detected in kindergarten and first grade and the appropriate early interventions are applied. Prevention and early intervention programs that teach phoneme awareness and phonics skills and develop reading contexts where children have an opportunity to practice skills are more beneficial than approaches that are less structured and direct. Help needs to be provided before nine years of age, after that time, children respond poorer to reading instruction.

**2.6.10 What can parents do to ensure that their children develop a strong foundation for reading?**

The most important thing that parents and teachers can do is talk and read to their children. During the toddler and preschool years it is critical to provide children with many different language and reading experiences that are playful and fun, to include nursery rhymes and rhyming games to expose youngsters to the sounds of our language, lap-time reading, and bed-time reading. It is critical that young children observe their parents reading and learn why reading is so important in our lives. A major thing to remember is to make all of the language and literacy interactions in the home positive and enjoyable experiences.

### 2.6.11 The thinking strategies that all proficient readers use as they read.

Determining What is Important - Identifying themes and diminishing focus on less important ideas or pieces of information

Drawing Inferences - Combining background knowledge and textual information to draw conclusions and interpret facts

Using Prior Knowledge - Building on previous knowledge and experiences to aid in comprehension of the text

Asking Questions - Wondering and inquiring about the book before, during, and after reading

Monitoring Comprehension and Meaning - Using an inner voice to think about if the text makes sense or not

Creating Mental Images - Implementing the five senses to build images in the mind that enhance the experience of reading

## 2.7 Instructional Reading Strategy: "KWL" Method

Many researchers have been interested in doing research to investigate appropriate reading strategies to help students have better understanding when they read. Many reading methods have been used in classrooms alternately. The results show that some are successful with a particular group of students but some are not. Actually, what should be taken into consideration now is the way the knowledge is presented.

During the past decade, a new approach called "KWL" method was being used. "KWL" teaching technique is a good method to help students activate their prior knowledge. It is a group instruction activity developed by Donna Ogle (1986) that serves as a model for active thinking during reading and asserts that KWL helps

students become better readers of expository text and helps teachers to be more interactive in their teaching. With a teaching of Social Studies "KWL" method helps students to improve on reading comprehension when a lesson begins a new chapter or unit or as a framework for a short project. Have students explore various cultures or regions. Groups of students can research various aspects of a culture and use "KWL" charts to organize their information. As a class, groups can share their learning and engage in a discussion about cultures.

The KWL is intended to be an exercise for a group study or class that can guide you in reading and understanding a text. Teachers can adapt it to work alone, but discussions definitely help. It is composed of three stages that reflect a worksheet of three columns with three letters.

### 2.7.1 Rationale

The KWL has foundations in learning psychology.

1. The Know (K) component is designed to tap students' prior knowledge, which is one of the most important factors to subsequent learning. Self-assessment on prior knowledge helps the learner to consolidate what has been learned and provides a strong schema for new learning.

2. The Want (W) component is design to help students set their learning goals. Goal setting is one of the key steps for self-learning. The literature underscores motivation as fundamental to a successful learning and places it over and above sociological and pedagogical factors. A motivated learner is more likely to sustain effort in learning than an un-motivated learner. The Want component in the KWL method is to help learners to establish the need and motivation for learning.

3. The Learn (L) component help students' self-assessment on what has been learned in order to consolidate the new learned knowledge through explicit

articulation.

### 2.7. 2 Using "KWL" Method in the Classroom

The teaching of Social Studies Intensive English in order to enhance students' reading comprehension by using "KWL" method which means;

K - Stands for helping students recall what they **KNOW** about the subject.

W - Stands for helping students determine what they **WANT** to learn.

L - Stands for helping students identify what they **LEARN** as they read.

In reading comprehension teaching with **"KWL"** method can support students to transfer their prior knowledge and experience to other situation of learning. This methodology can also be beneficial to apply with level one students that are staying in reading comprehension and writing skills problem of Social Studies subject and more specific of efficiency of the teaching of reading skills in order to have a progress of the good characteristics of reading comprehension.

"KWL" charts assist teachers in activating students' prior knowledge of a subject or topic and encourage inquisition, active reading, and research. "KWL" charts are especially helpful as a pre-reading strategy when reading expository text and may also serve as an assessment of what students have learned during a unit of study.

### 2.7.3 Description of KWL

KWL (Ogle, 1986) is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they *know* about a topic. This information is recorded in the *K* column of a KWL chart. Students then generate a list of questions about what they *Want to Know* about the topic. These questions are listed in the *W* column of the chart. During or after reading, students

answer the questions that are in the *W* column. This new information that they have learned is recorded in the *L* column of the KWL chart.

### 2.7.4 Purpose of Using KWL

The KWL strategy serves several purposes:

1. Elicits students' prior knowledge of the topic of the text.

2. Sets a purpose for reading

3. Helps students to monitor their comprehension.

4. Allows students to assess their comprehension of the text.

5. Provides an opportunity for students to expand ideas beyond the text.

### 2.7.5 How to Use KWL

1. Choose a text. This strategy works best with expository texts.

2. Create a KWL chart. The teacher should create a chart on the blackboard or on an overhead transparency. In addition, the students should have their own chart on which to record information. (Below is an example of a KWL chart.)

### TABLE 2.2: KWL Chart

| K<br>What we know | W<br>What we want to know | L<br>What we have learned |
|---|---|---|
|  |  |  |

3. Ask students to brainstorm words, terms, or phrases they associate with a topic. The teacher and students record these associations in the *K* column of their charts. This is done until students run out of ideas. Engage students in a discussion about what they wrote in the *K* column.

### *K* Column Suggestions

Have questions ready to help students brainstorm their ideas. Sometimes students need more prompting than, "Tell me everything you know about _____," to get them started. Encourage students to explain their associations. This is especially important for those associations that are vague or unusual. Ask, "What made you think of that?"

4. Ask students what they want to learn about the topic. The teacher and students record these questions in the *W* column of their charts. This is done until students run out of ideas for questions. If students respond with statements, turn them into questions before recording them in the *W* column.

### *W* Column Suggestions

Ask an alternative question for generating ideas for the W column. If, in response to "What do you want to learn about this topic?" your students are either having trouble coming up with ideas, or are saying, "nothing," try asking one of the following questions instead:

- What do you think you will learn about this topic from the text you will be reading?"

- Choose an idea from the K column and ask, "What would you like to learn more about this idea?"

Come prepared with your own questions to add to the W column. You might want students to focus on ideas in the text on which the students' questions are not likely to focus them. Be sure not to add too many of your own questions, however. The majority of the questions in the W column should be student-generated.

5. Have students read the text and fill out the L column of their charts. Students should look for the answers to the questions in their W column while they are reading. Students can fill out their L columns either during or after reading.

### L Column Suggestions

In addition to answering the W column questions, encourage students to write in the L column anything they found especially interesting. To distinguish between the answers to their questions and the ideas they found interesting, have students code the information in their L columns. For example, they can put a check mark next to the information that answers questions from the K column and they can put a star next to ideas that they found interesting. Have students consult other resources to find out the answers to questions that were not answered in the text. (It is unlikely that all of the students' questions in the W column will be answered by the text.)

6. Discuss the information that students recorded in the L column.

7. Encourage students to research any question in the W column that were not answered by the text.

**TABLE 2.3: "KWL" Chart: An example**

Below is an example of a completed KWL chart that students might complete if they were reading a text about gravity.

Topic: GRAVITY

| K | W | L |
|---|---|---|
| It keeps us from floating around. | What is gravity? | Gravity is the force that pulls objects towards Earth. The amount of gravity there is depends on the masses of the objects involved. The moon is a lot less massive than the earth, so there is less gravity on the moon than there is on earth. |
| It's makes things fall. | Why is there less gravity on the moon? | |
| | How did Newton discover gravity? | |
| There is less gravity on the moon. | | |
| | What determines how fast something will fall to the ground? | |
| Isaac Newton discovered gravity. | | |

The students' question about Newton in the W column was not answered in the text. Students should be encouraged to consult other sources to find out the answer to this question.

This method can support higher education students' self-assessment. It has three components of self-assessment and reflection for learning, corresponding to each of the characters in the acronym KWL, as follows:

- Self-assessment and reflection on what the students already know (K) about the topic before learning;

- Based on the self-assessment, reflection upon what the student still wants (W) to learn before and during teaching; and

- Self-assessment and reflection upon what has been learned (L) after the teaching.

This technique can be absolutely used in *any* situations that involves the teaching of new material – though it may be rather better suited to teaching situations that are relatively structured (such as lectures) with clearly defined topics and objectives.

Moreover, teacher–centered approaches taking place in traditional classrooms do not produce active recipients and result in fossilized language learning. It is not effective enough to promote language acquisition. During the past decade, a new approach called "KWL" method. The use of "KWL" teaching technique is a good method to help students activate prior knowledge. It is a group instruction activity that serves as a model for active thinking during reading and asserts that "KWL" method helps students become better readers of expository text and helps teachers to be more interactive in their teaching (Ogle, 1987). With a teaching of Social Studies "KWL" method helps students to improve on reading comprehension when a lesson begins a

new chapter or unit or as a framework for a short project. Have students explore various cultures or regions. Groups of students can research various aspects of a culture and use "KWL" charts to organize their information. As a class, groups can share their learning and engage in a discussion about cultures.

Donna Ogle (1986) asserts that "KWL" method helps students become better readers of expository text and helps teachers to be more interactive in their teaching

"KWL" charts help students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they learned when they are finished reading. In learning, metacognition involves the active monitoring and conscious control and regulation of cognitive processes. It involves thinking about thinking, self-awareness, and self-regulation

The metacognitive strategy of self-questioning is used to ensure that students comprehend the text. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a scheme or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing scheme. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives.

### 2.7.6 How can teachers make "KWL" method happen?

An ideal time to use KWL charts is before the class starts working with expository text. Begin by modeling the use of a KWL chart. Place a transparency of a blank KWL chart on an overhead projector, and write the topic of the expository text at the top of the chart. Fill in the chart as you think out loud, describing your thought process. After completing the "Know" and "Want to Know" sections, read aloud a

brief expository paragraph. Complete the "Learned" section of the KWL chart after reading the text, once again thinking out aloud and describing your thought process.

To guide students in completing a KWL chart, choose another topic, place a blank KWL transparency on the overhead, and distribute a copy to each student. Allow the students to independently complete the "Know" section of the chart. As a class, share individual answers, brainstorm other ideas, and discuss responses. This allows students to benefit from their collective experiences, elicit some prior knowledge, and reveal any misconceptions students may have. Students often believe they have factual information about a subject that is proven incorrect through reading, researching, and exploration. Be cautious about correcting students in the initial completion of the "Know" section of the chart as discovery of information often leads to long-term retention. Encourage students to correct their "misinformation" as they complete the "Learned" section of the chart, and model this strategy for them. Next, collect all information that is known, and fill in the "Know" section on the transparency based on student responses.

Allow the students to independently complete the "Want to Know" section. Then share and discuss responses as a class. This is an excellent opportunity to model and to show students the value of inquiry. Having students form their own questions often results in longer answers, and provides an opportunity for you to help students ask good questions. Fill in the "Want to Know" section on the transparency based on student responses.

Have students read the text independently, aloud, or in pairs, as appropriate. Then have students completed the "Learned" section independently. Ask students to share their findings, and have a discussion about the responses, encouraging students to elaborate on their answers. Be prepared to correct misinformation by referring to

the text or by having students make a plan to find out if an idea is accurate. Discuss how their knowledge has changed as a result of reading or research, and encourage students to reflect on their learning. Fill in the "Learned" section on the transparency based on student responses.

Completing Steps of "KWL" method

1. Select the text material for your students to read.

2. List the topic and/or key vocabulary from the text on the board or chart paper. Distribute K-W-L chart to each student.

3. Based on their experience/knowledge of topic and/or key vocabulary ask students to tell what they know about the topic. Write student responses on the board, chart paper, or overhead in the first column marked What I Know.

4. Ask students to find ideas that go together. Develop headings/categories that describe the ideas. Place these headings/categories at the bottom of the K-W-L chart.

5. For each heading/category, have the students generate questions identifying what they would like to know. List the students' questions in the second column of the chart.

6. Have students read the text. During and after they read the text have them write down what they learned in the third column. Students should identify new categories of information that they learned.

7. As a group, have the students discuss what they learned from the text and recorded in the third column. Ask the students to revise their charts, making changes in their pre-reading knowledge. Ask students if they need to change any information from the first list. Together indicate with plus and minus signs information verified in the text (+) and incorrect information (-).

8. After completing steps 1-7 extend the learning process by adding the PLUS. Ask students to develop a concept map or graphic organizer integrating the information from the text.

9. Using the concept map or graphic organizer the students can write a summary of the text.

Model the use of "KWL" charts and complete with several questions or information as a class. Once teachers have provided some examples and guides and give opportunities for students, teachers may begin to encourage independence using shorter pieces of text. Save challenging, lengthy text for when students are quite comfortable with the use of the KWL strategy and can use it independently.

"KWL" chart may be used as a short introduction to a lesson, to stimulate prior knowledge, or at the start of a research paper or project. This can help students push beyond their existing comfort zone to learn new and different material. Another use for the "KWL" chart is to assess your instruction informally. Have students complete the "Know" and "Want to Know" sections of the chart prior to the lesson and the "Learned" section after the lesson is finished that lead the students to successfully master the goals of the lesson.

As a result of using this instructional activity the readers activates their prior knowledge for the topic, they become involved in setting the purposes for reading the text, they become more focused in reading the text, and the readers are more engaged in the reading process.

### 2.7.7 How teachers stretch students' thinking?

Consider adding an "H" column for "How to Find Out" the information in the "Want to Know" column. Discuss with the students the appropriate resources for acquiring information in various subject areas, which may lead to a discussion of bias

in text. Discuss the matching needs with resources, keeping in mind that sometimes a face-to-face interview may glean more information on a particular issue than reading a text. Another variation is to organize the information in the "Learned" column. Students can categorize the information, create names for their categories, and use the categories when writing about the topic and what they learned.

### 2.7.8 When teachers can use the "KWL" Method

<u>Reading/English</u>

KWL can be used before reading a novel or section of a text. Select an author and have students complete the "Know" and "Want to Know" sections of the chart. Read a brief biography about the author and see if the students have all got the information they wanted to learn. If not, make a plan for further investigation to answer their questions.

<u>Writing</u>

Students can use KWL charts to reflect on their learning after completing a written piece. After completing their writing, students can write an explanation of what they learned and examine whether they were incorrect about any information. This can be an opportunity for students to reflect on their learning and to articulate their thought processes.

<u>Math</u>

When beginning a new unit of study and complete a KWL chart as a class or individually. Encourage students to use mathematical terms and concepts. Throughout the unit, check the KWL chart and consider having students complete brief journal entries explaining what they have learned and what their reasoning was as they completed problems.

<u>Social Studies</u>

Use a KWL chart to begin a new chapter or unit or as a framework for a short project. Have students explore various cultures or regions. Groups of students can research various aspects of a culture and use KWL charts to organize their information. As a class, groups can share their learning and engage in a discussion about cultures.

<u>Science</u>

KWL charts can be useful when students are using the scientific process. Pose the experiment question and ask students to complete the KWL chart as a starting point. Consider adding an "H" column for "How to Find Out" as students design an experiment.

The KWL method can be used successfully for any informational reading students do. Students will discover that they actually save time; they will remember what they have read because students will have established a purpose for reading; they would have searched what they already know about the topic; they will be focused on specific questions when students read; and they will have a quick and easy method for recording the information they gather.

## 2.8 Conceptual Framework

The Conceptual Framework of this research is composed of three phases of IDI of action research to describe the concept of ID intervention of current situation in Level One Students of Saint Gabriel's College.

## TABLE 2.4: Conceptual Framework

| Pre IDI | IDI | Post IDI |
|---|---|---|
| *Diagnosing: Teacher*<br>1. The tradition teaching methods of reading comprehension are not attractive for students.<br>- Explaining and repeating.<br>- Teachers are a center of learning.<br>- Teachers are in control and make decision.<br>2. Most of the Intensive English teachings emphasize more in writing and listening skills and less using the strategies for enhancement of students' reading skills. | *Interventions:*<br>*Using "KWL" Method*<br>- "KWL" Method enhances the reading comprehension skills.<br>- Supporting effective teaming teaching enhances the instructional design or system. | *Desired the results:*<br>- Students improve in reading comprehension skills in Social Students.<br>- Teaching skillfully capacity<br>-. High quality of education of English Teaching Program.<br>- Increasing motivation and attractive students' in learning by using "KWL Method" |
| *Diagnosing: Learners*<br>1. The difficulty to learn Social Studies Intensive English for students<br>- There are many contents of the subject.<br>- Students learn the contents in English as ESL.<br>- Most the students get low marks on their examination.<br>- Students try very hard to understand the subject matter in English and express their ideas effectively. | *Interventions:*<br>- Provide brainstorming , discussion or group work of learning in the classroom with "KWL" Method<br>- Support various tasks and assignments for students' learning. | *Desired the results:*<br>- The students' opinion of reading comprehension toward learning of Social Studies Intensive English will be increasing<br>- The students' achievement of reading comprehension toward learning of Social Studies Intensive English will be increasing.<br>- Increasing parents' satisfaction with Intensive English Program. |

This concept focused in determining an appropriate intervention plan in function of obtaining levels of operations wanted by the organization. The following paragraphs identify and describe the conceptual framework of this study or research:

**Phase 1- Pre ID-** this phase diagnoses the important problems with Level One students in Intensive English Program of Social Studies subject, most of the students do not prefer to learn English because they find the subject matter boring because of to much contents to read and understand The subject matter is not familiar, and it is presented in a strange language which they have to try very hard to understand or express ideas effectively. Moreover, Teaching Methods are not attractive or engaging for students. Most of the teachers still use the traditional and rote learning methods for teaching Social Studies in English. They do not focus on reading skills. They seldom set up interesting activities to encourage their students to have fun learning Social Studies through English language. One important thing, learners centered is the appropriate instruction that focus on both students and instructors and on language use in typical situations, (how students will use the language). Students have more opportunities to interact with instructor and one another, work in pairs, in groups, or alone depending on the purpose of the activity. They can talk without constant instructor monitoring; instructor provides feedback or correction when questions arise and answer each other's questions, using instructor as an information resource. Students have some choice of topics and they can evaluate their own learning; the instructor also evaluates students' learning. In addition, it can lead the classroom to has fulfillment knowledge and each of students can improve social skills and have more quality of life values that are very useful to spend in their society in real life.

**Phase 2- IDI-**this intervention is supported by using the "KWL" method that developed by Donna Ogle (1986). It is an instructional reading strategy that is used to

guide students through a text for teaching critical reading comprehension kills with any subjects that have a lot of contents to study. It also provides guide practice opportunities for students to encourage the new text or new contents with three steps of K, W and L. Students begin by brainstorming everything they Know about a topic. This information is recorded in the K column of a KWL chart. Students then generate a list of questions about what they Want to Know about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have learned is recorded in the L column of the KWL chart. In addition "KWL" method can lead students to learner centered system because the three steps of the strategy, provide brainstorming ,discussion, individual work or group work of three steps of the strategy with KWL chart as in table 2.5 shown below.

**TABLE 2.5: "KWL" Method that supported students centered.**

| K<br>What we *K*now | W<br>What we *W*ant to know<br>more or find out | L<br>What we *L*earned |
|---|---|---|
| - Group work<br>- Individual work<br>- Participate in class<br>- Share any ideas<br>- Discussions.<br>- Brainstorming<br>- Self- assessment<br>  with prior knowledge | -Set a purpose for reading.<br>-Expand ideas beyond the text.<br>-Share any ideas<br>-Creative thinking skills | -Monitor reading<br>Comprehension or<br>thinking during reading<br>- Self- assess their<br>  comprehension<br>- Active reading<br>- New learned knowledge |

Moreover, teachers can support various tasks and assignments for integrating with KWL method in order to prepare and enhance students' reading comprehension that study the subject in English as a second language. Also, integrating the strategy with tasks can develop a student centered system as a figure 2.3.
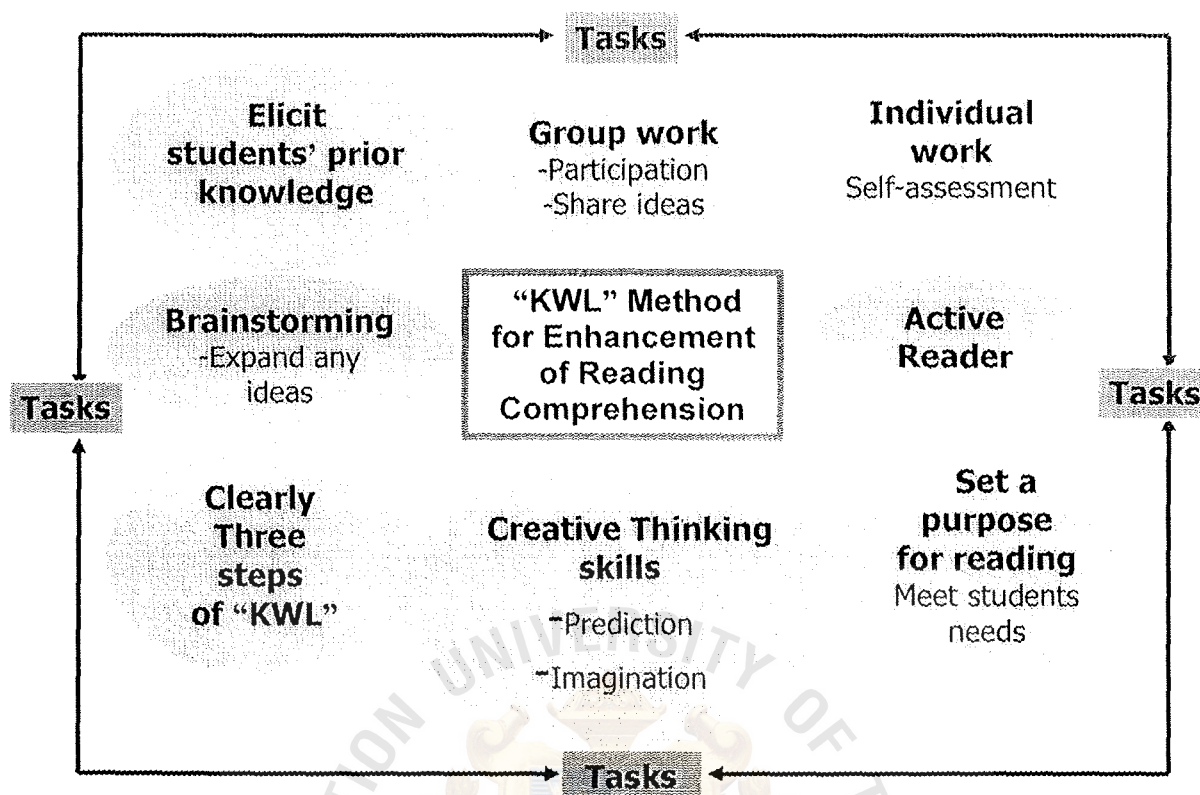
**FIGURE 2.3: "KWL" Method with Various Tasks.**

From the figure above, it is believed that IDI would be supported by using the "KWL" method. It is a new method for teaching critical reading comprehension kills with any subject that has a lot of content to study. It also provides guide practice opportunities with various tasks for students to encourage the new knowledge or new contents with three steps of K, W and L.

**Phase 3- Post-IDI-** In order to desire the results, students would be enhanced the achievement and improve their opinion of reading comprehension of learning of Social Studies through English language and for classroom management will increase to motivate students's learning. Teachers will effectively develop the teaching skillfully. They can transfer the results to integrate with any subject of Intensive English Program and lead them to high quality of education of English Teaching Program. They will have an improvement in the quality of teachers for English

language with new methodology. Furthermore, this intervention can increase parents'

satisfaction with the school's instructions of Intensive English Program.

# CHAPTER 3

## Research Methodology

The aim of this chapter is to represent the research methodology in terms of research design that is used, the samples, source of data, research instruments, data gathering techniques, data analysis and procedures of the study on The Impact of "KWL" Method on Reading Comprehension of Level One Student: A Case Study of Saint Gabriel's College.

## 3.1 Research Design

The research design used the action research model at the diagnostic and assessment level requiring and qualitative processes consisting of three phases of IDI that the researcher diagnosed two main areas of the study that were students' achievements and students' opinion on the initial impact of "KWL" method on Reading Comprehension of Level One Students.

| Pre IDI | IDI | Post IDI |
|---------|-----|----------|
| 1. Students had the pre-test of achievement examination in Social Studies lessons, 30 questions.<br>2. Students had the questionnaires pre- test of students' opinion of reading comprehension with "KWL" method, 15 questions. | Used "KWL" method to enhance students' reading comprehension in Social Studies subject and integrate with several tasks to prepare and support students' reading comprehension and their opinion of the subject. | 1. Students had the post-test of achievement examination in Social Studies lessons, 30 questions.<br>2. Students had the questionnaires post- test of students' opinion of reading comprehension with "KWL" method, 15 questions. |

FIGURE 3.1: Action Research Model

## 3.2 Preparations

### 3.2.1 Studying and collecting information

3.2.1.1 Studying the documents of Basic Education Curriculum B.E. 2544(A.D.2001) in order to study the learning substance and standards of Social Studies, religion and culture.

3.2.1.2 Studying and gathering all researches of reading comprehension.

3.2.1.3 Studying the current situation of problems on reading comprehension with students who learn English as a second language (ESL students).

3.2.1.4 Studying and gathering all documents and researches of "KWL" method that impacts on reading comprehension.

3.2.1.5 Studying all documents and issues of making the learning lesson plan, achievement examination, and the questionnaire for collecting students' opinion in the interactive reading comprehension with "KWL" approach.

### 3.2.2 Population and Respondents

3.2.2.1 The population of this research is students learning Social Studies Intensive English as a second language in Level One Students at Saint Gabriel's College, Bangkok, with a total of 420 students from 7 rooms of Level One students.

3.2.2.2 The respondents of this research are 420 students learning Social Studies Intensive English as a second language in Level One at Saint Gabriel's College, Bangkok and were studying in second semester of academic year 2008. They were on interactive reading comprehension with "KWL" method. They were taught by the interactive reading comprehension with "KWL" method, and were taught with content of Social Studies Intensive English.

TABLE 3.1: The Target Respondents

| Population of Level One | Number of Students |
|---|---|
| Room 1/1 | 59 |
| Room 1/2 | 61 |
| Room 1/3 | 59 |
| Room 1/4 | 60 |
| Room 1/5 | 60 |
| Room 1/6 | 60 |
| Room 1/7 | 61 |
| Total | 420 |

## 3.3 Research Instruments

3.3.1 Pre-test and post-test of the achievement examination in Social Studies Intensive English through the impact of "KWL" method on Reading Comprehension, having a total number of 30 questions.

3.3.2 Pre-test and post-test questionnaires for collecting students' opinion on the impact of "KWL" method on Reading Comprehension with a total number of 15 questions. The questionnaire consists of three areas in order to survey students' opinion regarding reading comprehension. Those are: (1) Circumstances of teaching and learning, (2) Instructions, and (3) The advantages of using "KWL" method.

TABLE 3.2: Questionnaire Structure

| Questionnaire | Areas of | Question Numbers |
|---|---|---|
| Part 1 | Circumstances of teaching and learning, | 1-5 |
| Part 2 | Instructions | 6-10 |
| Part 3 | The usefulness of using "KWL" method | 11-15 |
| Total | | 15 |

### 3.4 Implementation

The research used in action research with 420 students; they were taught by the Interactive Reading Comprehension with "KWL" method. They took the pre-test which includes the following:

Phrase I: Pre IDI

The researcher covered the learning objectives and introduced the "KWL" method on Reading Comprehension.

1. Students took a pre-test of achievement examination of Social Studies Intensive English through the interactive reading comprehension with "KWL" method, with a total number of 30 questions.

2. Students took a pre-test of students' opinion of Social Studies Intensive English through the impact of "KWL" method on reading comprehension, with a total number of 15 questions.

Phrase II: IDI

Students were taught of Social Studies Intensive English through the impact of "KWL" method on reading comprehension.

Phrase III: Post IDI

1. After finishing the intervention, students had the post-test achievement examination of Social Studies Intensive English through the impact of "KWL" method on reading comprehension, with a total number of 30 questions.

2. Students had the post-test questionnaires for collecting students' opinion in the interactive reading comprehension with "KWL" method. The total numbers of checklist of the questionnaires were 15 questions in order to gather data.

## 3.5 Data Collection

The following steps were used in the process of data collection:

3.5.1 Having students take the pre-test and post-test of achievement examination in Social Studies Intensive English through the interactive reading comprehension with "KWL" method, with a total number of 30 questions and grading to gather and compare the results

3.5.2 Having students answer the pre-test and post-test questionnaire for collecting students' opinion in the interactive reading comprehension with "KWL" method. The total number checklist questionnaires were 15 questions and graded to gather and compared the results.

## 3.6 Data Analysis

The data were analyzed by Mean, Standard Deviation, and statistical test, Paired sample t-test for the achievement examination and students' opinion of reading comprehension questionnaires by using the program of statistical package software. All data would be describing and identifying the teaching-learning process in terms of "KWL" method on reading comprehension and the descriptive statistics would be used for indicating students' opinion in learning in terms of Reading Comprehension with "KWL" method.

Descriptive statistics was used for analyzing the questionnaires of students' opinion of reading comprehension with the mean and standard deviation by setting the meaning of mean. The researcher set the number of class intervals of students' opinion to be four ranges and found the width of class intervals as follows;

Width of class intervals = Highest value - Smallest Value ......... (1)
Number of class intervals

Therefore; the width of class intervals of this part $= \frac{4 - 1}{4} = 0.75$

From the width of class intervals, researcher could set four ranges of score's mean and four level of the student opinion as shown in Table 3.3: Four ranges of mean.

**TABLE 3.3: Four Ranges of Mean**

| Arbitrary Level | Level of the student's opinion |
|---|---|
| 1.00-1.74 | Less Important |
| 1.75-2.50 | Important |
| 2.51-3.00 | More important |
| 3.27-4.00 | Most important |

**TABLE 3.4: Rating Scale of Measurement**

| Descriptive rating | Point |
|---|---|
| Strongly Agree | 4 |
| Agree | 3 |
| Disagree | 2 |
| Strongly Disagree | 1 |

For the intervention schedule, the researcher did as shown below based on a time framework.

### TABLE 3.5: Time Framework

| Procedure | Start Time of Semester Two Academic Year 2008 | | | | | | |
|---|---|---|---|---|---|---|---|
| | OCT. 2008 | NOV. 2008 | DEC. 2008 | JAN. 2009 | FEB. 2009 | MAR. 2009 | APR. 2009 |
| Preparing the package of teaching | ▓ | | | | | | |
| Students had the pre-test of achievement examination in Social Studies lessons, 30 questions. | | ▓ | | | | | |
| Students had the questionnaires pre- test of students' opinion of reading comprehension with "KWL" method, 15 questions | | ▓ | | | | | |
| Students were taught of Social Studies Intensive English through the impact of "KWL" method on reading comprehension. | | | ▓ | ▓ | ▓ | | |
| Students had the post-test of achievement examination in Social Studies lessons, 30 questions. | | | | | ▓ | | |
| Students had the questionnaires post- test of students' opinion of reading comprehension with "KWL" method, 15 questions | | | | | ▓ | | |
| Analyzed all data and summarized | | | | | | ▓ | ▓ |
| Project Reported | | | | | | ▓ | ▓ |

# CHAPTER 4

## Presentation of Research Findings and Analysis of Data

This chapter presents the results of the study derived from the data analysis both quantitative and qualitative term, and interpretation of the findings on the topic issues based on the research objectives and research questions. In order to answer the questions, the researcher represents the results of data analysis. Here are the following:

**Part 1**: Describing and identifying the teaching-learning process in terms of "KWL" method on Reading Comprehension of Level One Students. The researcher used the qualitative instrument of achievement examination to collect data from the respondents. There were 420 students in Level One.

**Part 2**: Describing and identifying the students' opinion in learning in terms of Reading Comprehension with "KWL" method of Level One Students. The researcher used the quantitative instrument of questionnaires to collect data from the respondents. There were 420 students in Level One.

### 4.1 Students' Achievements of Examination

For the purpose of analysis, the mean scores( $\bar{X}$ ),standard deviation (S.D) and t-test of the students' achievements of 420 respondents was used to compare the results of pre-test and post-test of achievement examination in terms of Reading Comprehension with "KWL" method. Table 4.1 reports the results.

TABLE 4.1: Comparing the result of pre test and post test

of achievement examination. N = 420

| Result | $\bar{X}$ | S.D. | t | Sig |
|---|---|---|---|---|
| Pre- test of achievement examination | 11.91 | 4.523 | -21.906 | .000 |
| Post- test of achievement examination | 18.26 | 6.660 | | |

Signification < .05

Table 4.1 shows the comparison of the result of pre-test and post-test of achievement examination in terms of reading comprehension with "KWL" method.

It shows that pre-test of achievement examination has a mean ( $\bar{X}$ ) of 11.91, while post-test of achievement examination has a mean ( $\bar{X}$ )of 18.26. This shows that post-test of achievement examination has a higher mean ( $\bar{X}$ ) than pre-test of achievement examination.

The table also shows that pre-test of achievement examination has a standard deviation (S.D) of 4.523. Post-test of achievement examination has a standard deviation (S.D) of 06.660, t-test of -21.906 with 0.00 significance.

Comparing pre-test of achievement examination and post –test of achievement examination, gives the result of 0.05 level of significance.

**4.2 Students' Opinion of Reading Comprehension**

For the purpose of analysis, the mean scores( $\bar{X}$ ),standard deviation (S.D) and t-test of students' opinion of reading comprehension was used to compare the results of the students' opinion of reading comprehension before and after implementation of reading comprehension with "KWL" method of Level One Students. The researcher used the quantitative instrument of questionnaires to collect data from the

respondents. There were 420 students in Level One students. The results of analysis consist of six parts. They are as follows:

4.2.1 Aims to identify and compare the students' opinion of reading comprehension before and after the respondents are taught with "KWL" method to enhance the respondents' reading comprehension.

**TABLE 4.2: Comparing the result of pre- test and post- test of students' opinion of reading comprehension. N=420**

| The Results | $\bar{x}$ | S.D. | t | Sig |
|---|---|---|---|---|
| Before the implementation of "KWL" | 2.8727 | 0.48897 | 18.897 | .000 |
| After the implementation of "KWL" | 3.3849 | 0.28287 | | |

Signification < .05

The table above shows that pre test and post test of students' opinion of reading comprehension before the implementation of "KWL" method has a mean ( $\bar{x}$ ) of 2.8727, an S.D. of 0.48897. But pre-test and post-test of students' opinion of reading comprehension after the implementation of "KWL" method got the mean ( $\bar{x}$ ) of 3.3849, an S.D. of 0.28287, a t-test of 18.897 with 0.000 level of significance.

After comparing the results of the pre-test and post-test of students' opinion of reading comprehension before and after the implementation of "KWL" method, it got a 0.05 level of significance.

4.2.2 Aims to identify and describe in three areas of students' opinion of reading comprehension that are taught with "KWL" method to enhance their reading comprehension.

**TABLE 4.3: Represents the level of students' opinion of reading comprehension in three areas before and after the implementation of "KWL" method in reading comprehension. N=420**

| No. | Areas of | Students' Opinion of Reading Comprehension | | | | | |
|---|---|---|---|---|---|---|---|
| | | Before | | After | | Ranging of students' opinion after implementation | |
| | | $\overline{X}$ | S.D. | $\overline{X}$ | S.D. | | |
| 1. | Circumstances of teaching and learning | 2.77 | 1.0676 | 3.39 | 0.6432 | Important | 3 |
| 2. | Instructions | 2.86 | 1.0438 | 3.44 | 0.7484 | Most Important | 1 |
| 3. | The advantages of using "KWL" method | 2.99 | 1.0232 | 3.34 | 0.7018 | More Important | 2 |
| | Total | 2.87 | | 3.39 | | | |

The table 4.3 shows that the before the implementation of "KWL" method, the advantage of using "KWL" method has the highest mean ( $\overline{X}$ ) of 2.99 and an S.D. of 1.0232 followed by the Instructions with a mean of ( $\overline{X}$ ) of 2.86 and an S.D. of 1.0438. Lastly is the Circumstances of teaching and learning with a mean ( $\overline{X}$ ) of 2.77 and an S.D. of 1.0676. But after the implementation of "KWL" method, Instructions is considered as the most important area that has a mean ( $\overline{X}$ ) of 3.44 and an S.D of 0.7484. Secondly and considered as the more important factor is the advantage of using "KWL" method with a mean ( $\overline{X}$ )of 3.34 and an S.D. of 0.7018. Lastly, the Circumstances of teaching and learning has a mean ( $\overline{X}$ ) of 3.39 and an S.D. of 0.6432.

The results after implementation in three areas of Circumstances of teaching and learning, Instruction, and The advantages of using "KWL" method that impacts to students' opinion of reading comprehension. They are as follows, the first is instruction, second is the advantages of using "KWL" method, and the third is Circumstances of teaching and learning.

4.2.3 Aims to identify and describe the result of students' opinion of reading comprehension who are taught with "KWL" method to enhance their reading comprehension in the area of Circumstances of teaching and learning

**TABLE 4.4: Represents the level of students' opinion of reading comprehension before and after the implementation of "KWL" method in reading comprehension in the area of Circumstances of teaching and learning. N=420**

| No. | Area of Circumstances of teaching and learning | Students' Opinion of Reading Comprehension | | | | |
|---|---|---|---|---|---|---|
| | | Before | | After | | Ranging of students' opinion after implementation |
| | | $\overline{X}$ | S.D. | $\overline{X}$ | S.D. | |
| 1. | The teacher always encourages me when I learn to read with "KWL" method. | 2.92 | 1.046 | 3.10 | 0.514 | 5 |
| 2. | I feel very comfortable with reading when using "KWL" method. | 2.94 | 1.032 | 3.44 | 0.644 | 3 |
| 3. | I feel that "KWL" method can make me know more in reading. | 2.96 | 1.035 | 3.56 | 0.647 | 1 |
| 4. | I feel that classroom is very fun with team teaching. | 2.99 | 1.059 | 3.38 | 0.676 | 4 |
| 5. | I feel that it is not a waste of time to study interactive reading with "KWL" method and team teaching. | 2.02 | 1.166 | 3.47 | 0.735 | 2 |
| | Total | 2.76 | | 3.39 | | |

Table 4.4 shows that before the implementation of "KWL" method in reading comprehension in the area of Circumstances of teaching and learning, I feel that classroom is very fun with team teaching got the highest mean ( $\overline{X}$ ) of 2.99 with an S.D. of 1.059. Second is I feel that "KWL" method can make me know more in reading which has a mean ( $\overline{X}$ ) of 2.96 and an S.D. of 1.035. Third is I feel very

comfortable with reading when using "KWL" method with a mean ( $\bar{X}$ ) of 2.94 and an S.D. of 1.032. Fourth is the teacher always encourages me when I learn to read with "KWL" method which has a mean ( $\bar{X}$ ) of 2.92 and an S.D. of 1.046. Last is I feel that it is not a waste of time to study interactive reading with "KWL" method and team teaching which has a mean ( $\bar{X}$ ) of 2.02 and an S.D. of 1.166

But after the implementation of "KWL" method in reading comprehension in the area of Circumstances of teaching and learning, I feel that "KWL" method can make me know more in reading has the highest mean ( $\bar{X}$ ) of 3.56 with an S.D. of 0.647. Second is I feel that it is not a waste of time to study interactive reading with "KWL" method and team teaching with a mean ( $\bar{X}$ ) of 3.47 and an S.D. of 0.735. Third is I feel very comfortable with reading when using "KWL" method with a mean ( $\bar{X}$ ) of 3.44 and an S.D. of 0.644. Fourth is I feel that classroom is very fun with team teaching having a mean ( $\bar{X}$ ) of 3.38 with an S.D. of 0.676. Finally The teacher always encourages me when I learn to read with "KWL" method got the lowest mean ( $\bar{X}$ ) of 3.10 with an S.D. of 0.514.

The result after implementation in the area of Circumstances of teaching and learning that impacts to students' opinion of reading comprehension. First, they feel that "KWL" method can make them know more in reading. Second, it is not a waste of time to study interactive reading with "KWL" method and team teaching. Third, it is very comfortable with reading when using "KWL" method. Fourth, the classroom is very fun with team teaching, and finally, the teacher always encourages them when they learn to read with "KWL" method.

4.2.4 Aims to identify and describe the result of students' opinion of reading comprehension who are taught with "KWL" method to enhance their reading comprehension in the area of Instruction

TABLE 4.5: Represents the level of students' opinion of reading comprehension before and after the implementation of "KWL" method in reading comprehension in the area of Instruction. N=420

| No. | Area of Instruction | Students' Opinion of Reading Comprehension | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | Before | | After | | Ranging of students' opinion after implementation |
| | | $\overline{X}$ | S.D. | $\overline{X}$ | S.D. | |
| 6. | I always participate in class. | 3.07 | 0.995 | 3.12 | 0.690 | 5 |
| 7. | I understand well the process of "KWL" method | 2.93 | 1.008 | 3.56 | 0.765 | 2 |
| 8. | I always share any idea with studying. | 2.46 | 1.080 | 3.49 | 0.771 | 3 |
| 9. | I always work in group discussions. | 2.86 | 1.124 | 3.39 | 0.754 | 4 |
| 10. | I can write any answer about what I want to know and what I have learned. | 2.98 | 1.012 | 3.63 | 0.762 | 1 |
| | Total | 2.86 | | 3.44 | | |

Table 4.5 shows that before the implementation of "KWL" method in reading comprehension in the area of Instruction, I always participate in class has the highest mean ( $\overline{X}$ ) of 3.07 with an S.D. of 0.995. Second is I can write any answers about what I want to know and what I have learned with a mean ( $\overline{X}$ ) of 2.98 and an S.D. of 1.012. Third is I understand well the process of "KWL" method with a mean ( $\overline{X}$ ) of 2.93 and an S.D. of 1.008. Fourth is I always work in group discussions with a mean ( $\overline{X}$ )of 2.86 and an S.D. of 1.124. Last is I always share any idea with studying which has the lowest mean ( $\overline{X}$ ) of 2.46 with an S.D. of 1.080.

After the implementation of "KWL" method in reading comprehension in the area of Instruction, I can write any answers about what I want to know and what I have learned has the highest mean ( $\overline{X}$ ) of 3.63 with an S.D. of 0.762. Secondly, I understand well the process of "KWL" method got a mean ( $\overline{X}$ ) of 3.56 and an S.D.

of 0.765. Thirdly, I always share any idea with studying has the mean ( $\bar{X}$ ) of 3.49 and an S.D. of 0.771. Fourthly, I always work in group discussions got the mean ( $\bar{X}$ ) of 3.39 and an S.D. of 0.754. Finally, I always participate in class has the lowest mean ( $\bar{X}$ ) of 3.12 with an S.D. of 0.690.

The result after implementation in the area of Instruction that impacts to students' opinion of reading comprehension. First, they can write any answers about what they want to know and what they have learned. Second, they understand well the process of "KWL" method. Third, they always share any idea with studying. Fourth, they always work in group discussions, and finally, they always participate in class.

4.2.5 Aims to identify and describe the result of students' opinion of reading comprehension who are taught with "KWL" method to enhance their reading comprehension in the area of The advantages of using "KWL" method.

**TABLE 4.6: Represents the level of students' opinion of reading comprehension before and after the implementation of "KWL" method in reading comprehension in the area of the advantages of using "KWL" method. N=420**

| No. | Area of The advantages of using "KWL" method | Students' Opinion of Reading Comprehension | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | Before | | After | | Ranging of students' opinion after implementation |
| | | X | S.D. | X | S.D. | |
| 11. | Now, reading comprehension is very easy for me. | 3.04 | 0.953 | 3.49 | 0.777 | 1 |
| 12. | I like to read more passages than before. | 3.03 | 1.058 | 3.32 | 0.723 | 4 |
| 13. | I can integrate reading skill to other subject. | 2.90 | 1.077 | 3.45 | 0.769 | 3 |
| 14. | I get better in creative thinking skills. | 3.04 | 0.987 | 3.47 | 0.745 | 2 |
| 15. | I like to answer any question with teachers. | 2.95 | 1.041 | 2.97 | 0.495 | 5 |
| | Total | 2.99 | | 3.34 | | |

Table 4.6 shows that before the implementation of "KWL" method of students' opinion of reading comprehension in area of The advantages of using "KWL" method, I get better in creative thinking skills has the highest mean ( $\bar{X}$ )of 3.04 with an S.D. of 0.987 followed by Now, reading comprehension is very easy for me with a mean ( $\bar{X}$ ) of 3.04 and an S.D. of 0.953. Third is I like to read more passages than before having a mean ( $\bar{X}$ ) of 3.03 and an S.D. of 1.058. Fourth is I like to answer any questions with teachers which has a mean ( $\bar{X}$ ) of 2.95 and an S.D. of 1.041. And the last is I can integrate reading skills to other subjects that have the lowest mean ( $\bar{X}$ ) of 2.90 and an S.D. of 1.077.

After the implementation of "KWL" method in students' opinion of reading comprehension in area of The advantages of using "KWL" method, the first which got the highest mean ( $\bar{X}$ ) of 3.49 with an S.D. of 0.777 is the Now, reading comprehension is very easy for me. Secondly is I get better in creative thinking skills with a mean ( $\bar{X}$ )of 3.47 and an S.D. of 0.745. Next is I can integrate reading skill to other subjects which has a mean ( $\bar{X}$ ) of 3.45 and an S.D. of 0.769. Then, I like to read more passages than before has the mean ( $\bar{X}$ ) of 3.32 with an S.D. of 0.723. Finally, I like to answer questions with teachers got the lowest mean ( $\bar{X}$ ) of 2.97 with an S.D. of 0.495.

The result after implementation in the area of the advantages of using "KWL" method that impacts to students' opinion of reading comprehension. First, reading comprehension is very easy for them, second they have got better in creative thinking skills, third they can integrate reading skill to other subject, then they like to read more passages than before, and the last they like to answer questions with teachers.

4.2.6 Aims to identify and describe the result of students' opinion who are taught with "KWL" method to enhance their reading comprehension in three areas.

TABLE 4.7: Represents the level of students' opinion of reading comprehension before and after the implementation of"KWL" method in reading comprehension in three areas. N=420

| No. | Areas of | Level of Students' opinion of Reading Comprehension | | | | |
|---|---|---|---|---|---|---|
| | | Before | | After | | Ranging of students' opinion after implementation |
| | | $\overline{X}$ | S.D. | $\overline{X}$ | S.D. | |
| **Circumstances of teaching and learning** | | | | | | |
| 1. | The teacher always encourages me when I learn to read with "KWL" method. | 2.92 | 1.046 | 3.10 | 0.514 | 14 |
| 2. | I feel very comfortable with reading when using "KWL" method. | 2.94 | 1.032 | 3.44 | 0.644 | 9 |
| 3. | I feel that "KWL" method can make me know more in reading. | 2.96 | 1.035 | 3.56 | 0.647 | 3 |
| 4. | I feel that classroom is very fun with team teaching. | 2.99 | 1.059 | 3.38 | 0.676 | 11 |
| 5. | I feel that it is not a waste of time to study interactive reading with "KWL" method and team teaching. | 2.02 | 1.166 | 3.47 | 0.735 | 7 |
| **Instruction** | | | | | | |
| 6. | I always participate in class. | 3.07 | 0.995 | 3.12 | 0.690 | 13 |
| 7. | I understand well the process of "KWL" method | 2.93 | 1.008 | 3.56 | 0.765 | 2 |
| 8. | I always share any idea with studying. | 2.46 | 1.080 | 3.49 | 0.771 | 5 |
| 9. | I always work in group discussions. | 2.86 | 1.124 | 3.39 | 0.754 | 10 |
| 10. | I can write any answer about what I want to know and what I have learned. | 2.98 | 1.012 | 3.63 | 0.762 | 1 |
| **The advantages of using "KWL" method** | | | | | | |
| 11. | Now, reading comprehension is very easy for me. | 3.04 | 0.953 | 3.49 | 0.777 | 4 |
| 12. | I like to read more passages than before. | 3.03 | 1.058 | 3.32 | 0.723 | 12 |
| 13. | I can integrate reading skill to other subject. | 2.90 | 1.077 | 3.45 | 0.769 | 8 |
| 14. | I get better in creative thinking skills. | 3.04 | 0.987 | 3.47 | 0.745 | 6 |
| 15. | I like to answer any question with teachers. | 2.95 | 1.041 | 2.97 | 0.495 | 15 |
| | **Total** | **2.87** | | **3.38** | | |

Table 4.7 shows that before the implementation of "KWL" method of students' opinion of reading comprehension in three areas, I always participate in class got the highest mean ( $\bar{X}$ ) of 3.07 with an S.D. of 0.995. Secondly, I get better in creative thinking skills has the mean ( $\bar{X}$ ) of 3.04 and an S.D. of 0.987. Thirdly, Now, reading comprehension is very easy for me got the mean ( $\bar{X}$ ) of 3.04 with an S.D. of 0.953. Fourthly is I like to read more passages than before having a mean ( $\bar{X}$ ) of 3.03 and an S.D. of 1.058. Fifthly, I feel that classroom is very fun with team teaching has the mean ( $\bar{X}$ ) of 2.99 and an S.D. of 1.059. Sixthly, I can write any answer about what I want to know and what I have learned got the mean ( $\bar{X}$ ) of 2.98 and an S.D. of 1.012. For the seventh, I feel that "KWL" method can make me know more in reading has the mean ( $\bar{X}$ ) of 2.96 and an S.D. of 1.035. Eighth, I like to answer any question with teachers got the mean ( $\bar{X}$ ) of 2.95 with an S.D. of 1.041. Ninth, I feel very comfortable with reading when using "KWL" method has the mean ( $\bar{X}$ ) of 2.94 and an S.D. of 1.032. Tenth is I understand well the process of "KWL" method with a mean ( $\bar{X}$ ) of 2.93 and an S.D. of 1.008. The teacher always encourages me when I learn to read with "KWL" method is the eleventh with a mean ( $\bar{X}$ ) of 2.92 and an S.D. of 1 046. Next is I can integrate reading skill to other subjects which has the mean ( $\bar{X}$ ) of 2.90 and an S.D. of 1.077 followed by I always work in group discussions having a mean ( $\bar{X}$ ) of 2.86 and an S.D. of 1.124. Then, for the fourteenth, I always share any idea with studying has a mean ( $\bar{X}$ ) of 2.46 and an S.D. of 1.080. Lastly is I feel that it is not a waste of time to study interactive reading with "KWL" method and team teaching having the lowest mean ( $\bar{X}$ ) of 2.02 with an S.D. of 1.166.

But after the implementation of "KWL" method in reading comprehension in three areas, the first that got the highest mean ( $\bar{X}$ ) of 3.63 with an S.D. of 0.762 is I

can write any answers about what I want to know and what I have learned. Followed by I understand well the process of "KWL" method with a mean ( $\bar{X}$ ) of 3.56 and an S.D. of 0.765. Thirdly, I feel that "KWL" method can make me know more in reading gives the mean ( $\bar{X}$ ) of 3.56 and an S.D of 0.647. Fourthly, Now, reading comprehension is very easy for me has the mean ( $\bar{X}$ ) of 3.49 with an S.D. of 0.777. Fifthly, I always share any idea with studying is having a mean ( $\bar{X}$ ) of 3.49 with an S.D. of 0.771. Next has the mean ( $\bar{X}$ ) of 3.47 and an S.D. of 0.745 which is I get better in creative thinking skills. Followed by I feel that it is not a waste of time to study interactive reading with "KWL" method and team teaching which has the mean ( $\bar{X}$ ) of 3.47 and an S.D. of 0.735. Eighth is I can integrate reading skill to other subject which has the mean ( $\bar{X}$ ) of 3.45 and an S.D. of 0.769. For the ninth, I feel very comfortable with reading when using "KWL" method has the mean ( $\bar{X}$ ) of 3.44 with an S.D. of 0.644. Tenth is I always work in group discussions having the mean ( $\bar{X}$ ) of 3.39 and an S.D. of 0.754. Eleventh, I feel that classroom is very fun with team teaching has the mean ( $\bar{X}$ ) of 3.38 with an S.D. of 0.676. Then, for the twelfth, I like to read more passages than before got the mean ( $\bar{X}$ ) of 3.32 and an S.D. of 0.723. Followed by I always participate in class which has the mean ( $\bar{X}$ ) of 3.12 and an S.D. of 0.690. Then, the teacher always encourages me when I learn to read with "KWL" method has the mean ( $\bar{X}$ ) of 3.10 with an S.D. of 0.514. Finally, I like to answer any question with teachers got the lowest mean ( $\bar{X}$ ) of 2.97 from the rest with an S.D. of 0.495.

The result above means that the students' level opinion of reading comprehension in three areas changes before and after the implementation of "KWL" method. According to the students' opinion, before using the "KWL" method in reading comprehension; they thought that they always participate in class. Next, for

them they believed that they get better in creative thinking skills. Third, now, reading comprehension is very easy for them. Fourth, they like to read more passages than before. Fifth, they feel that classroom is very fun with team teaching. Sixth, they can write any answer about what they want to know and what they have learned. Seventh, they feel that "KWL" method can make them know more in reading. Eighth, they like to answer any question with teachers. Ninth, they feel very comfortable with reading when using "KWL" method. Tenth, they understand well the process of "KWL" followed by, The teacher always encourages them when they learn to read with "KWL" method. Next was they can integrate reading skill to other subject followed by they always work in group discussions. Then, they always share any idea with studying. Lastly is they feel that it is not a waste of time to study interactive reading with "KWL" method and team teaching.

After the implementation of "KWL" method in reading comprehension in three areas, the ranking of students' opinion changed wherein most of the students thought that they can write any answers about what they want to know and what they have learned. Followed by they understand well the process of "KWL" method. Third, they feel that "KWL" method can make them know more in reading. Fourth, Now, reading comprehension is very easy for them. Fifth, they always share any ideas with studying and followed by they get better in creative thinking skills. Then, they feel that it is not a waste of time to study interactive reading with "KWL" method and team teaching. Eight is they can integrate reading skill to other subject. Ninth, they feel very comfortable with reading when using "KWL" method. Tenth, they always work in group discussions. Eleventh, they feel that classroom is very fun with team teaching. Then, for the twelfth, they like to read more passages than before. Followed by they always participate in class. Then, the teacher always encourages them when

they learn to read with "KWL" method. Finally, they thought that they like to answer any question with teachers.

# CHAPTER 5

## Summary, Conclusion, and Recommendation

This chapter has been divided into three parts. The first part includes a brief summary of the research. The second part includes the discussion of the research finding and answers to the research questions. The final part is the recommendation concerning the future application of the research findings and for the organization of Level One Department for further research.

## 5.1 Summary

This research is about the initial impact of IDI on "KWL" method on Reading Comprehension of Level One students. "KWL" method stands for what do students KNOW about the subject, what students WANT to learn and what do students LEARN as they read.

This research aims to describe and analyze the current situation of teaching method of Saint Gabriel's College on Level One students; to diagnose the current situation of level one in terms of the impact of "KWL" method on Reading Comprehension of Level One Students; to identify and implement an appropriate IDI in terms of "KWL" method and to determine the initial impact of IDI on "KWL" method on Reading Comprehension.

Moreover, this study sought to answer these questions: What is the current situation on Level One students in terms of Reading Comprehension? What are the appropriate IDI activities in using "KWL" method on Reading Comprehension of Level One students? And does IDI of "KWL" method have initial impact on Reading Comprehension of Level One students?

In addition, the hypothesis that was applied in this research is the Initial IDI has no impact or has an impact on "KWL" method on Reading Comprehension of Level One students.

The populations of this research were 420 students from 7 rooms of Level One Students of Saint Gabriel's College learning Social Studies Intensive English as a second language and were studying in second semester of academic year 2008. They were taught by the interactive reading comprehension with "KWL" method, and with contents of Social Studies Intensive English.

The research instruments that were developed for the study are pre-test and post-test of the achievement examination in Social Studies Intensive English through the initial impact of "KWL" method on reading comprehension, having a total number of 30 questions. Also pre-test and post-test questionnaires of 15 questions, for collecting students' opinion of reading comprehension on the impact of "KWL" method on Reading Comprehension. The questionnaires consisted of three areas in order to survey students' opinion of reading comprehension. Those are the circumstances of teaching and learning, the instructions, and the advantages of using "KWL" method.

For the analysis of data, the researcher used the program of statistical package software in order to get the Mean, Standard Deviation, and Statistical test, Paired sample t-test for the achievement examination and students' opinion of reading comprehension questionnaire. This method was used to describe and identify the teaching-learning process of the chosen population in terms of "KWL" method on Reading Comprehension and the descriptive statistic was used to indicate students' opinion of Reading Comprehension in learning in terms of reading comprehension with "KWL" method. The Mean, Standard Deviation and t-test of the students'

achievements of 420 respondents were used to compare the results of pre-test and post-test of achievement examination in terms of "KWL" method on Reading Comprehension.

According to the intervention of the study, there were more findings that showed IDI has an initial impact on "KWL" method on Reading Comprehension. Because of this reading strategy is primarily intended for a group of individuals, such as a study group, that is attempting to learn or understand a particular subject. The KWL method can be used for studying virtually any material and it can be used with an individual and a group with a large class. Teachers can integrate other strategies especially, using various tasks to support the process of reading comprehension. It can enhance student's knowledge and gradually instill the good characteristics of reading skills as an active reader. Moreover, this strategy has a clearly process that related with the higher of ranging of students' reading comprehension after implementation: I understand well the process of "KWL" method. The process engages to activate students' prior knowledge of a subject, brainstorming, group works, pair or individual works discussion, and sharing ideas. That means KWL method can support student centered learning.

Furthermore, the teacher must have encouragement for students to elaborate on their answers that related with the ranging of students' opinion of reading comprehension after implementation that got the highest mean is I can write any answer about what I want to know and what I have learned and follow I feel that "KWL" method can make me know more in reading.

In contrast, the researcher has found some the disadvantages of "KWL" method for Saint Gabriel's students as ESL students. That followings are: (1) it is difficult to manage students and have a big group because of size of students in the

class and the classroom's space is not enough, the area to work in group, and made a lot of noise that may disturb other classes in adjacent rooms, (2) it took long time for ESL students to use KWL method with the difficult content of reading, students were blocked with the their language of the subject thus teachers must help and tried to raise them to complete the KWL process, (3) sometimes, this strategy was not interesting or attractive to some students which effected to their learning; they did not pay more attention the learning activities or did nothing. Thus, the researcher had to apply the process of KWL method by integrate other appropriate strategies with KWL method; games, outdoor assignments, or drawing   and (4)some classes were hardly controlled when they had to work in groups or individually or followed the KWL steps because of their discipline or classroom rules.

## 5.2 Conclusion

### 5.2.1 Students' achievement of examination

The researcher, after further investigation, therefore concludes that; the current situation of teaching method of Saint Gabriels' College on level one students will be measure by looking at the results of pre-test and post-test of the respondents. Based on the research hypothesis, the researcher found that after doing intervention, the research shows that Post-test of achievement examination from table 4.1 has a higher than Pre-test of achievement examination, gives the result of 0.000 level of significance that lower than .05 of significance. This means that students got higher grades on pre-test that post-test and rejected the null hypothesis of using "KWL" method on reading comprehension. Therefore, IDI has the initial impact on "KWL" method on Reading Comprehension of Level One Students.

### 5.2.3 Students' opinion of reading comprehension

The data analysis of students' opinion of reading comprehension has found the pre-test and post-test of students' reading comprehension before and after the implementation of "KWL" method. From table 4.2, after implementation got higher grades on their pre-test and post-test of students' opinion of reading comprehension, it got 0.000 level of significance that lower than .05 of significance. This means that after the implementation and after using the "KWL" method in reading comprehension, students got higher grades in their pre-test and post-test rejected the null hypothesis of ID intervention. Hence, IDI has the initial impact on "KWL" method on Reading Comprehension of Level One Students

In conclusion, in order to meet desired the results of post IDI, students will be enhanced in the achievement and their opinion regarding reading comprehension in Social Studies Intensive English, this will motivate students learning which leads to a better classroom management. Teachers will develop their teaching management skillfully. They can apply the results to integrate with any subject of the Intensive English Program and lead them to high quality of education of English Teaching Program. They will have an improvement in the quality of teachers of English language with new methodologies. Furthermore, this intervention can increase parents' satisfaction with school's instruction of the organization.

The paragraph above shows that level of importance of each variable change before and after the implementation of "KWL" method on Reading Comprehension among the 420 students in Level One. This means that the Initial IDI has an impact on "KWL" method on Reading Comprehension of Level One students in Saint Gabriel's College.
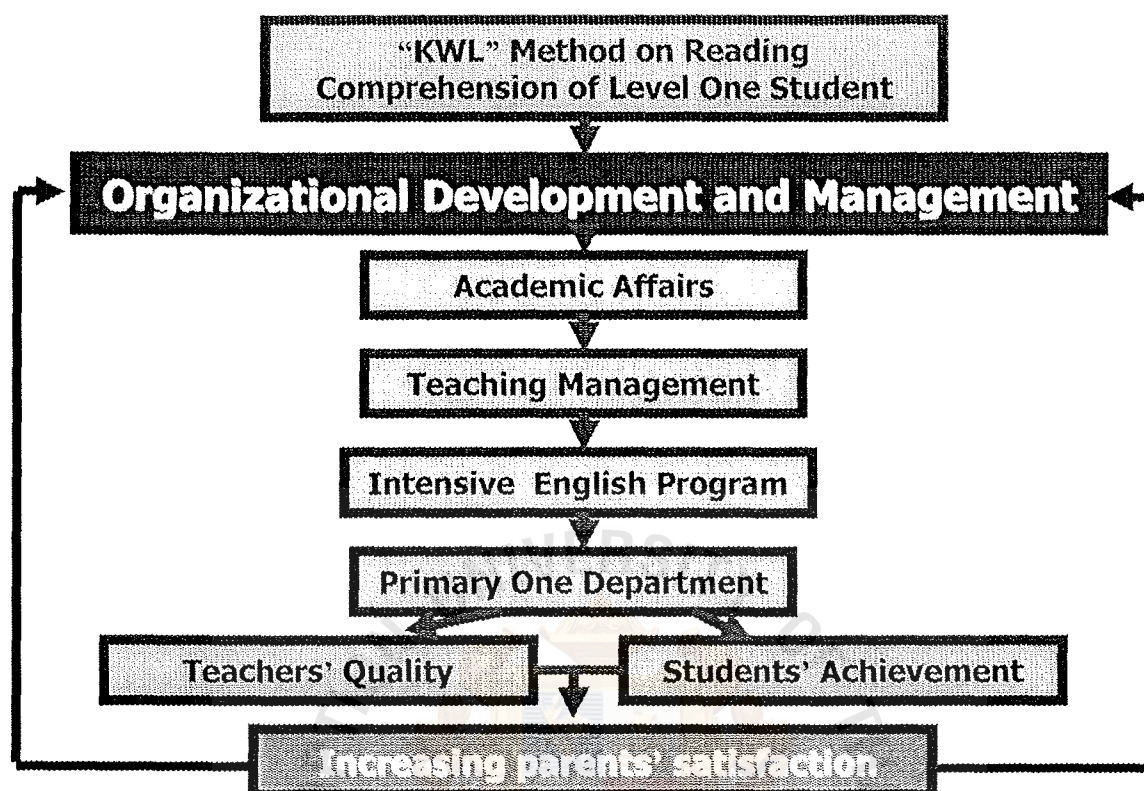
**FIGURE 5.1: Conceptual Framework in the Final thought of the Study.**

The conceptual framework above shows that KWL method on Reading Comprehension of Level One Students has made a very positive effect on the organizational development and management. As assigned by the Academic Affaires, teachers of Saint Gabriel's College need to apply new ways of teaching management. The teaching management must be related to the courses that students are learning in the Intensive English Program. According to Primary One Department, as an Intensive English Social Studies teacher, the researcher has applied KWL method on reading comprehension. The teaching management were followed step by step which made it very easy for students to understand and participate very well. This result in the improvement of the teacher's quality. It shows the teacher's success in their new ways of teaching management. The

teacher's success definitely leads to students' achievement which increased the parents' satisfaction. All the positive outcomes from each of these occupations brings a very high development in the organizational development and management.

## 5.3 Recommendation

For the resources, instruments, variables, population, etc. of this research are limited, it is recommended by the researcher to conduct a further study on the impact of "KWL" method in students' Reading Comprehension. The identification of problems and their solutions regarding the use of "KWL" method on reading comprehension and other skills are also worthy topics for future research. Furthermore, research is recommended regarding different methods which can be used and applied or integrated to other teaching strategies to have more effective enhancement on different skills in English language of Thai students. Especially, teachers will explore new methodologies that can be their own theory of teachings that means Intensive English Program has an appropriate development and change with the information age as table 5.1 that shows the recommendations of teacher's diagnoses.

TABLE 5.1:  Conceptual Framework in the Teacher's Teaching Field.

| Finding | Recommendation for Future IDI | Long Term Result in the Future |
|---|---|---|
| *Diagnosing: Teacher*<br>1. The tradition teaching methods of reading comprehension are not attractive for students.<br>- Explaining and repeating.<br>2. Teachers' centered<br>- teachers are in control<br>- The learning experience is often competitive in nature.<br>- Students master knowledge through drill and practice. | *Interventions:*<br>*Using "KWL" Method*<br>- "KWL" Method enhances the reading comprehension skills.<br>- Supporting effective team teaching to enhance the instructional design or system.<br>- Integrate others teaching strategies to apply together to discover new theories of teaching. | *Desired the results:*<br>- Students improve in reading comprehension skills in Social Students.<br>- Teaching skillfully capacity<br>-. High quality of education of English Teaching Program.<br>- Increasing motivation and attractive students' in learning by using "KWL Method" and control students easier with a large class.<br>- Increasing parents' satisfaction with Intensive English Program.. |

One of the weaknesses of Thai students is the Reading Comprehension, especially if it is in English Text. For this, the researcher further suggest more study concerning this problem as well as the possible solutions to this problem such as some methods to enhance students' reading comprehension should be constantly conducted. Moreover, teachers should focus their teaching on the methodology for students centered learning that can provide brainstorming, discussion or group work

of learning in the classroom with Intensive English subjects. As for long term results, students' reading comprehension towards learning Intensive English subjects will be improved and their achievement toward learning of Intensive English subjects will be increasing. Moreover, students' opinion toward learning of Intensive English subjects will improve in a positive way.

**TABLE 5.2: Conceptual Framework in Students' Learning Field.**

| Finding | Recommendation for Future IDI | Long Term Result in the Future |
|---|---|---|
| *Diagnosing: Learners*<br>1. The difficulty to learn Social Studies Intensive English for students<br>- There are many contents of the subject.<br>- Students learn the contents in English as ESL.<br>- Most the students get low marks on their examination.<br>- Most students do not prefer to learn English because they find the subject matter boring.<br>- They have to try very hard to understand and express their ideas effectively. | *Interventions:*<br>- Focus on the methodology for students centered learning.<br>- Provide brainstorming , discussion or group work of learning in the classroom with "KWL" Method.<br>- Support other strategies of English Skills.<br>- Support various tasks and assignments for students' learning. | *Desired the results:*<br>- The students' reading comprehension toward learning of Intensive English subjects will be improving.<br>- The students' achievement of reading comprehension toward learning of Intensive English subjects will be increasing.<br>-The students' opinion toward learning of Intensive English subjects will be improving in the positive way.<br>- Increasing parents' satisfaction with Intensive English Program. |

## Recommendations for further research

In order to be successful in IDI for developing and changing teaching and students' learning it can have an impact on the organization. These following recommendations are offered to provide some guidance for the further IDI researches. They are;

1. Teachers should have more emphasizes in the use of any rewards to encourage students' learning.

2. Teachers should promote and contribute the results of this study to colleagues of Social Studies Department in order to continue conduct of reading comprehension in higher levels.

3. As for ESL students, teachers should build their vocabulary before starting the lesson and have texts for reading in order to allow students to gather enough vocabulary. That is very important for improving English skills, thus should apply the appropriate strategies to develop students' vocabulary.

4. Teachers should consider about the classroom management that includes size of class, students' ability, different age and personalities, classroom's areas, seating, timing, and motivation.

# EPILOGUE

This has been an excellent opportunity for me to study the Degree of Master of Management in Organization Development and Management at Assumption University. I am deeply indebted to many professors, who have been the guidance for the success of this study. My sincere thanks and gratitude to all those who shared and endowed all the useful knowledge and kind guidance that lead to an enormous change in my life.

MMOD Course had an impact and definitely changed my perspectives on organization development and management. It brings my accomplishment come true by covering the "vision, mission, action and fruition". The developing and changing are the fruition that happened after I gathered more knowledge from all of the courses.

Based on my vision of education, I think that life is a continuous learning process as long as a person lives. My mission pushed me to gain new knowledge in the formation of age. I came to a realization that being engaged to study MMOD really enhance my knowledge and develop my work that lead to the production of high qualitative Saint Gabriels' students in the competitive world and support Saint Gabriel's College to reach the goal of being in the top five in Asia in Educational world. The course provided me the valuable knowledge for developing, managing, and changing along with the perspectives in organization, including all theories of change and transformation, Microsystems Diagnosis are how to use the various diagnostic methods and tools to apply with the organizational issues and individual life. Specially, improving the ethics in management which is very important for all the teachers, in terms of moral judgments. Also, the benefits of learning processes and

teaching strategies of the course that gave the opportunity to have class participations in order to build the value of human beings that I always transfer to real life.

The best thing that I had done is that the course allowed me to have a golden opportunity to practice in several ways of learning by experimentation and trials and practicing both of in a class lecture and outdoor in order to grasp any experiences from performances. All theories and the important substances of the course had provided me to get new perspectives that I can transfer to my teaching and effective commutation with colleagues in order to make a good team teaching in organization. The challenge of the course is to apply the knowledge to find out the organizational issues by using the diagnostic process that represents the steps and order of the organizational construct approach to management. This process starts to use the conceptual framework with OD/ID intervention for analysis of organization's symptoms and involves some ways of organizing and thinking about the signs and symptoms of the organization.

Changes and development are the fruition from this day forward, that I will transfer all the knowledge with real situations and desire the achievement results of changing my own work. Wishing with the effectiveness of learning in my own class and subject (Social Studies), which can be applied in several ways following with the information age: (1) adding the values disciplines and moral via learning experience or learning by doing with the multiple sets of resources and effectiveness of new technologies: (2) using the various computer assisted instruction(CAI) or software programs with a projection to develop students critical thinking and problems solving skills as particularly troubling weaknesses: (3) integrating and application of students' learning from other subjects in practical, role play, experiment, trial, or demonstrative situations along with their real life: (4) using the various teaching strategies such as

cooperative teaching, games, six thinking hats, making projects, the KWL teaching technique, or 4Mat teaching technique to diagnose the problem solving activities of powerful technologies that might encounter in the classroom both in the individual and teams to change them in progress the good behaviors such as being respectful, helpful, honest, doing sacrifices, having unity, obey older people and school's rules and regulations, self-esteem, self-security, or gratitude to their parents. However, I should not forget the design with how to evaluate the students' comprehension with the various methods of evaluation. I have taken my understanding to create students' evaluation. I will open the opportunity to students' parents to take part in an assessment. Especially, Authentic Assessment that refers to a form of assessment in which students are asked to perform a real-world task that demonstrates a meaningful application of essential knowledge and skills. It usually includes a task for students to perform and their performance on the task will be evaluated in a rubric system.
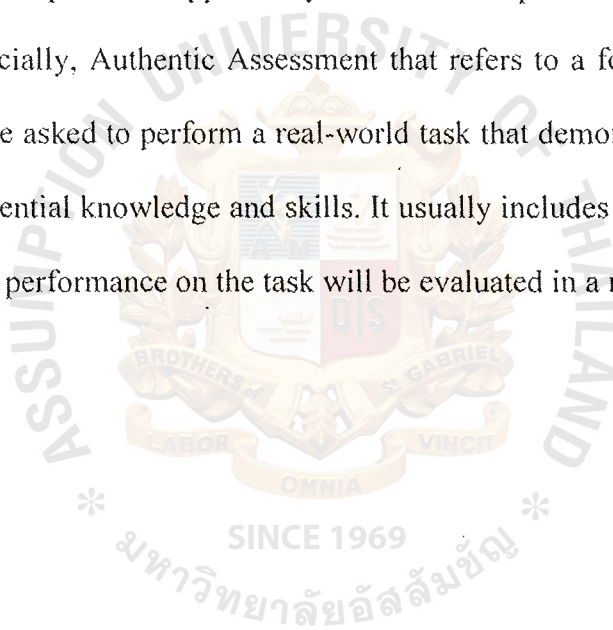
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# APPENDIX A

**The Questionnaire of students' opinion of the impact of "KWL" Method on reading comprehension of Level One Student:**

**A Case study of Saint Gabriel's College**

**Instructions:** Please read the following statement carefully and express your opinion after you finished to study in interactive reading comprehension with "KWL" Method by putting a tick (✓) in column.

1. If you strongly disagree
2. If you disagree
3. If you agree
4. If you strongly agree

Name.......................................................No...............Class....

| No. | Items | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| | **Circumstances of teaching and learning** | | | | |
| 1. | The teacher always encourages me when I learn to read with "KWL" method. | | | | |
| 2. | I feel very comfortable with reading when using "KWL" method. | | | | |
| 3. | I feel that "KWL" method can make me know more in reading. | | | | |
| 4. | I feel that classroom is very fun with team teaching | | | | |
| 5. | I feel that it is not a waste of time to study interactive reading with "KWL" Method and team teaching. | | | | |
| | **Instructions** | | | | |
| 6. | I always participate in class. | | | | |
| 7. | I understand well the process of "KWL" method. | | | | |
| 8. | I always share any idea with studying. | | | | |
| 9. | I always work in group discussions. | | | | |
| 10. | I can write any answer about what I want to know and I have learned. | | | | |
| | **The usefulness of using "KWL" method** | | | | |
| 11. | Now, reading comprehension is very easy for me. | | | | |
| 12. | I like to read more any passages than before. | | | | |
| 13. | I can integrate reading skill to other subjects. | | | | |
| 14. | I get better in creative thinking skills. | | | | |
| 15. | I like to answer any question with teachers. | | | | |

## APPENDIX B

### Saint Gabriel' s College Academic year 2008

### Paper of Pre-test and Post-Test of Social Studies Intensive English

*************************************************************************************

Instructions to students : This paper test consists of 30 questions. You must answer all questions by ● on the answer sheet provided.

**Choose the correct answer.**

**Read the passage and answer the questions 1-3.**

1. Which one can make you feel happy and comfortable?

    1. Living with my family in a house.

    2. Fighting with my friends at school.

    3. Getting sick from diseases.

2. Which is an information of a house ?

    1. Trees and animals

    2. Number of doctors

    3. Address

3. We have meals in the...........................

    1. bathroom

    2. garage

    3. dining room

4. We can find .....................in a bathroom?

    1. a pot

    2. a bar of soap

    3. a pillow

5. It is the way into a room. What is it ?

    1. A door

    2. A flower

    3. A book

6. I park my bicycle in the .....................

    1. bedroom

    2. bathroom

    3. garage

7. In the kitchen, we can _____.

    1. take a bath

    2. cook food

    3. plant flower

8. What can help u to understand the environment ?

    1. roads

    2. money

    3. geographical tools

9. We live in the world. It is called as the _____.

    1. Earth

    2. shape

    3. tool

10. Which ones are geographical tools ?

    1. a road and a stone

    2. a map and a plan

    3. a compass and a door

11. Which tool do we use to find the direction ?

    1. a measuring tape

    2. a ruler

    3. a compass

12. We use _____ to find countries in the world.

    1. ruler

    2. rope

    3. map

13. Which tool shows us the location of places ?

    1. a plan

    2. a measuring tape

    3. a chain

14. Which one is a standard geographical tool ?

    1. a counting step

    2. a cubit

    3. a measuring tape

15. The sun sets in the _____ .

    1. North

    2. West

    3. East

16. We need a _____ to measure the distance.

    1. measuring tape

    2. compass

    3. map

17. It is a non- standard measurement tool.

    1. A  map

    2. A  ruler

    3. A  counting step

18. What can we see on the plan?

    1. Mountains

    2. The cars

    3. Places

19. What are two types of environment?

    1. Social  and natural

    2. Happy  and  sad

    3. Living and non-living

20. A river is  a _____ environment.

    1. natural

    2. living

    3. social

21. Water, soil, and sand are _____ because they cannot breath.

    1. living things

    2. non-living things

    3. man-made things

22. Which thing can we get from nature?

    1. A  boat

    2. A  car

    3. Sand

23. Which resources are a source of food ?

    1. Mountains

    2. Animals

    3. Sand

24. What do living things need for having life?

    1. computer

    2. food

    3. soil

25. Which culture can you touch?

    1. costume

    2. belief

    3. language

26. Which one is not a Thai culture ?

    1. Shaking hands

    2. Paying respect to each other

    3. Speaking politely

27. Why do we go to the temple?

    1. To watch movies

    2. To buy some food

    3. To make merit

28. Which one is not a Thai festival?

    1. Loy Krathong festival

    2. Songkran festival

    3. Christmas festival

29. What should we do to save our environment?

    1. don't dump the rubbish in the river

    2. burn the garbage

    3. cut down more trees

30. How can you prevent flooding ?

    1. plant more trees

    2. cut down more trees

    3. burn the forest

*********************GOOG LUCK*******************

## APPENDIX C

### Example of Lesson Plans with "KWL" method

# Saint Gabriel's College

### "KWL" Lesson Plan # 1

### Social Studies Intensive English Academic year 2008

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

| | | |
|---|---|---|
| **Name** | : | Ms. Chanpen Srikongyu |
| **Subject** | : | Social Studies (Intensive English) |
| **Title** | : | The physical characteristics of a house |
| **Time** | : | 2 periods |
| **Concepts** | : | Vocabulary of the lesson, the meaning of a house, the physical characteristics of a house and the advantages of the house. |
| **Students** | : | Primary 1 room 1-7 |
| **Age** | : | 6 – 7 |
| **Objective** | : | At the end of the lesson , Students will be able to; |

*Knowledge*
1.Know and use the KWL steps for reading comprehension.
2. Know and understand the concept about physical characteristics of a house.

*Skill*
3. Tell the meaning and describe the advantages of the house.
4. Organize their knowledge of the contents by using mind mapping.
5. Show their comprehension by doing handouts, and have conversation with teachers.

*Values*
6. Realize the usefulness of their house. .

**Materials**    :

1. Individual KWL Chart handout and the large for the whole class
2. Writing Instruments
3. Handouts for checking their reading comprehension
4. Picture of various kind of natural things.
5. Text for reading
6. Individual student paper copies of the K-W-L Chart, one per student.
7. Tasks

**Set up**    :

- Individual work and whole class
- Pair work

**Procedures** :

Warm up

- Tells the topic, objectives and activities that will cover of the lesson to the class.
- Reviews vocabulary words that are important for the lesson.
- Shows students the pictures of various kinds of the house and asks students what they know before about the topic in order to elicit their prior knowledge of the lesson.

Presentation:

- Introduces the KWL strategy and puts a big KWL chart on the whiteboard.
- Explains students to know about the K-W-L strategy stands for what students **Know**, what students **Want** to learn, and what students have **Learned** by activating students' background knowledge, that improves comprehension of expository text, how and why we use KWL strategy in reading comprehension and model.

**The KWL steps**

A. "Know" Step:

1. *Initiates discussion with the students about what they already know about the topic of the text.*

2. *Starts by using a brainstorm procedure. Ask the students to provide information about where and how they learned the information.*

3. *Helps students organize the brainstormed ideas into general categories.*

B. "Want to Learn" Step:

1. *Discusses with the students what they want to learn from reading an article.*

2. *Asks them to write down the specific questions in which they are more interested.*

C. "What I Learned" Step:

1. *Asks students to write down what they learned from the reading.*

2. *Ask them to check the questions they had generated in the "Want to Learn" Step.*

- Has students give one or two examples for each section of the KWL and adds them to the chart (guided practice). If students are having difficulty at this point, go back and model the use of the strategy again.

- Gives students to do tasks for reading comprehension through out handouts that includes the passage of the house.

- Supports students to follow the step of KWL strategy to enhance their reading comprehension.

- When students appear to understand the use of the strategy. Have the students get into pair work .

- Allows all students to participate in the sharing of ideas of the passage for the KWL chart.

- Reviews rules for cooperative learning ( how to work together, cooperative group voices, etc...)

- Comes back together as a whole class and allows students report to share their KWL Charts.

- Adds information to the large chart at the front of the classroom.

Wrap up

- Summarizes information in the KWL chart and reviews what students already know ,want to know, and have learned from the lesson.

- Gives students to do tasks in on order to check their reading comprehension.

Evaluation

- General observation

- Exercise /assignment checking.

**Notes/Comments/Remarks/Reminders :**

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Name............................................Class..............No.........

## Topic :  The characteristics of a house

**Read the passage.**

Text #1                           ***A House***

1. A house is a building that one lives in.

2. It is a place where everyone feels happy and comfortable.

3. We live in a house.  It has walls.  It has a floor. It has a roof.  It has many rooms.  It has windows and doors.

4. Our house has nine rooms. There is one kitchen. There is one dining-room.  There is one toilet.  There are two bathrooms. It has one big living-room. It has three bedrooms.
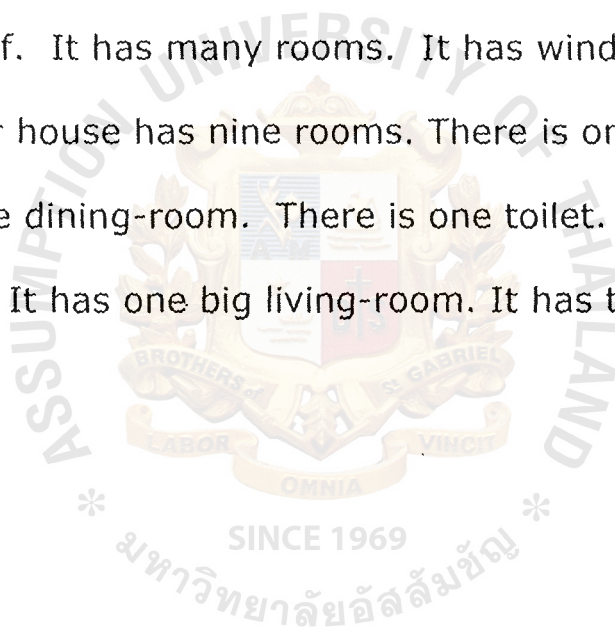
## Task # 1  Find the Thai meanings.

1. bedroom   ≅   _____

2. bathroom   ≅   _____

3. kitchen   ≅   _____.

4. dining room   ≅   _____

5. living room   ≅   _____

6. toilet   ≅   _____

7. comfortable   ≅   _____

8. building   ≅   _____

9. window   ≅   _____

10. roof   ≅   _____

11. floor   ≅   _____

12. door   ≅   _____

13. room   ≅   _____
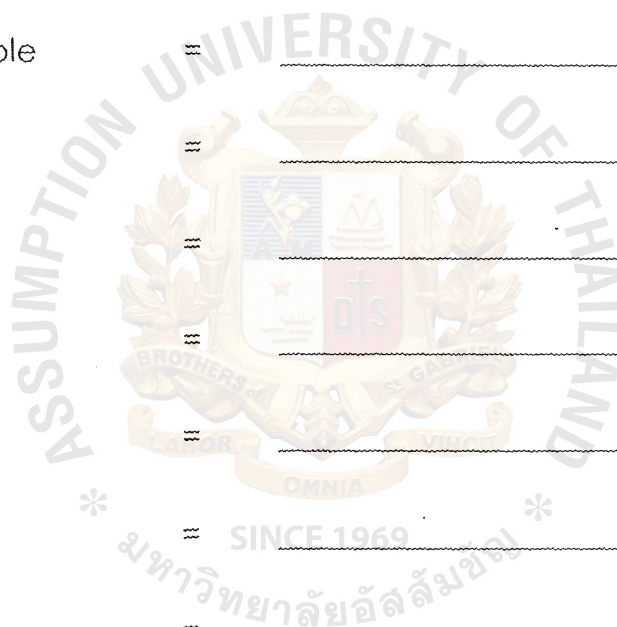
## Task # 2

**Here are the steps:**

1. List what you know about the topic.
2. List what you want to know about the topic.
3. Read the article or chapter.
4. List what you have learned.

# K-W-L CHART

| K = What we know | W = What we want to know | L = What we have learned |
|---|---|---|
| .................................... | .................................... | .................................... |
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Task # 3

Here are the direction: Use this diagram to summarize your ideas about the topic.
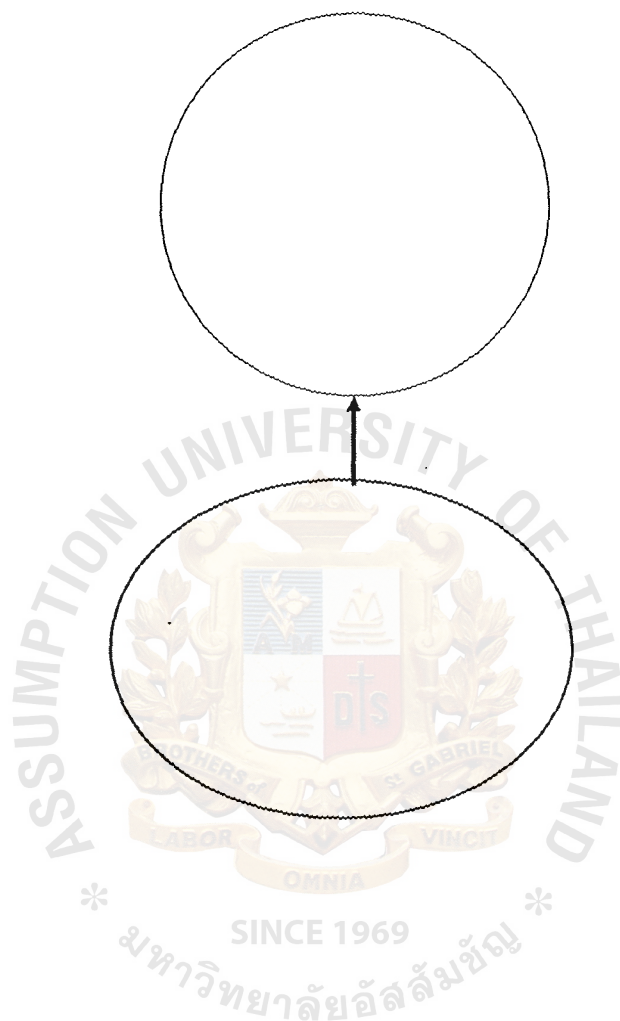
Task  # 4

Part 1 :  Matching

| Column A | Column B |
|---|---|
| Ex: ......*e*.......river | a. a small community of houses in a country area. |
| 1. ...............house | b. an address and number of people in a family. |
| 2................dining room | c. a room where you eat. |
| 3................kitchen | d. a room we use to wash and take a shower. |
| 4.................bathroom | e. a long  water way. |
| 5.................bedroom | f. a room to sit and watch television . |
| 6.................village | g. a place where you live and feel happy. |
| 7..................living room | h. a room we use to cook food. |
| 8..............garden | i. a room for sleeping in. |
| 9................information of the house. | j.  an area around a house , often with grass and flowers,  or trees |
| 10..............farm | k. land with fields and buildings used for growing crops and rearing animals. |

Part 2 :  Answer the  questions  from  the  passage.

1. What  is  the  meaning of a house ?

A house  is  .........................................................................................

2. How  many  rooms  are  there  in  this  house ?

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

3. What  do  we  do  in  the  bedroom?

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

4. What  do  we  do  in  the  living  room?

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

# Saint Gabriel's College

"KWL" Lesson Plan # 2

Social Studies Intensive English Academic year 2008

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

| | | |
|---|---|---|
| **Name** | : | Ms. Chanpen Srikongyu |
| **Subject** | : | Social Studies (Intensive English) |
| **Title** | : | Geographical Tools |
| **Time** | : | 2 periods |
| **Concepts** | : | Vocabulary of the lesson, the meaning , kinds and the advantages of geographical tools. |
| **Students** | : | Primary 1 room 1-7 |
| **Age** | : | 6 – 7 |
| **Objective** | : | At the end of the lesson , Students will be able to; |

*Knowledge* 1. Understand the concept of geographical tools.

2. Describe kinds of geographical tools.

*Skill* 3. use the KWL steps for reading comprehension.

4. Classify the utilizations of geographical tools

5. Show their comprehension by doing handouts, and have conversation with teachers.

6. Apply geographical tools to use in the appropriate ways.

*Values* 7. Realize the usefulness of their house. .

**Materials** :

8. Individual KWL Chart handout and the large for the whole class

9. Writing Instruments

10. Handouts for checking their reading comprehension

11. Picture of various kind of natural things.

12. Text for reading

13. Individual student paper copies of the K-W-L Chart, one per student.

**Set up** :

- Individual work and whole class
- Pair work

**Procedures** :

Warm up

- Tells the topic, objectives and activities that will cover of the lesson to the class.
- Reviews vocabulary words that are important for the lesson.
- Shows students the pictures of various kinds of the geographical tools and put the word card of the topic on the with board and asks students what they know before about the topic in order to elicit their prior knowledge of the lesson.

Presentation:

- Supports students to practice to use the KWL strategy and puts a big KWL chart on the whiteboard.
- Supports students go to step one of KWL by asking the question what they know about the topic and allows students give answers by writing their answers in the individual KWL worksheet. (Students work in pair.)
- Gives students by oral answering. During this activity, the co-teacher writes all students' answers on the board.
- Goes to step two of KWL, students write all things that they want to know about the geographical tools.
- Gives students receive the passage for reading comprehension of the topic,
- Teaches students to read aloud and checks their pronunciation.
- Gives students to do the KWL tasks through worksheets.
- Explains and gives more information about the topic and encourages them to ask any questions of the contents in order to make sure that students understand the text.

- In step three, supports students to work in pair (they can participate in the sharing of ideas to each other), students write everything that they have learned form the text in KWL worksheet.

- Allows students give one or two examples for section three of the KWL and adds them to the chart (guided practice). If students are having difficulty at this point, go back and model the use of the strategy again.

- Gives students to do tasks in order to check their reading comprehension through out handouts.

- Allows all students to participate in the sharing of ideas of the tasks.

- Adds information to the large chart at the front of the classroom.

Wrap up

- Summarizes information in the KWL chart and reviews what students already know ,want to know, and have learned from the lesson.

- Asks students the questions:

  1. What information did you get from this period ?
  2. What did you like most about today's class?

Evaluation

- General observation
- Exercise /assignment checking

**Notes/Comments/Remarks/Reminders :**

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Name.....................................................Class.........No.........

## Topic : Geographical Tools

**Read the passage.**

Text #1                    ***Geographical Tools***

1. We want to understand the environment. This is difficult. We need help. Some things can help us. These things are geographical tools.

2. Plans are geographical tools. They are drawings. They show us places. Plans can show our house. It shows wall, rooms, doors and windows.

3. Maps are geographical tools. They show countries and the whole world.

4. Compasses are geographical tools. They show us four mains directions. They are North, South, East and West. We use a compass to find the way to go.

## Task # 1 Find the Thai meanings.

1. geographical tool   ≈   _____

2. plan   ≈   _____

3. map   ≈   _____.

4. compass   ≈   _____

5. direction   ≈   _____

6. environment   ≈   _____

7. world   ≈   _____

8. north   ≈   _____

9. south   ≈   _____

10. east   ≈   _____

11. west   ≈   _____

12. way   ≈   _____

13. country   ≈   _____

14. show   ≈   _____

15. drawing   ≈   _____
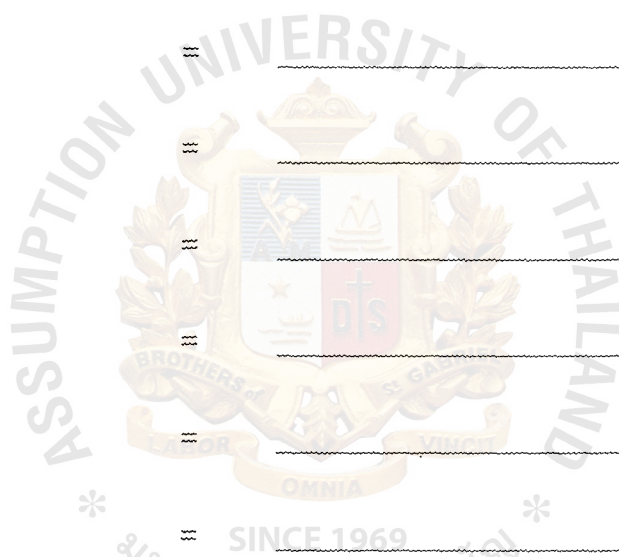
**Task # 2**

**Here are the steps:**

1. List what you know about the topic.
2. List what you want to know about the topic.
3. Read the article or chapter.
4. List what you have learned.

# K-W-L CHART

| K = What we know | W = What we want to know | L = What we have learned |
| --- | --- | --- |
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| ........................... | ........................... | ........................... |
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**Task  #  3**

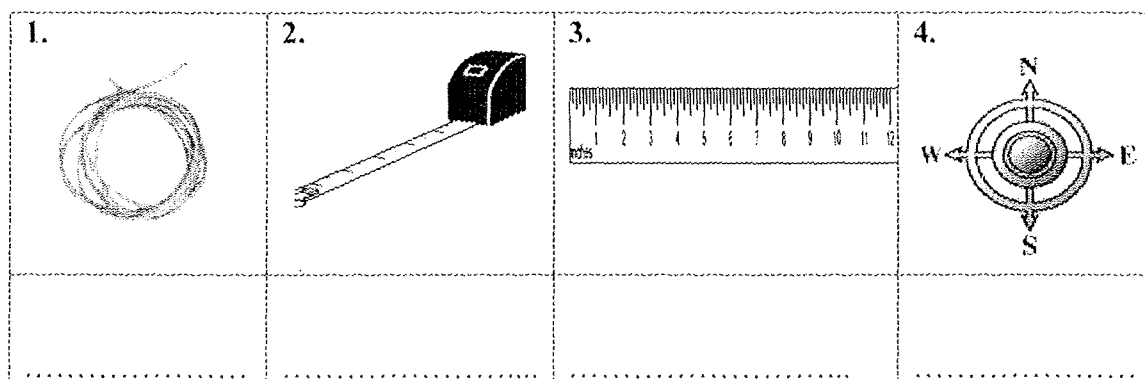**Here are the direction:  Use this diagram to summarize your ideas about the topic.**
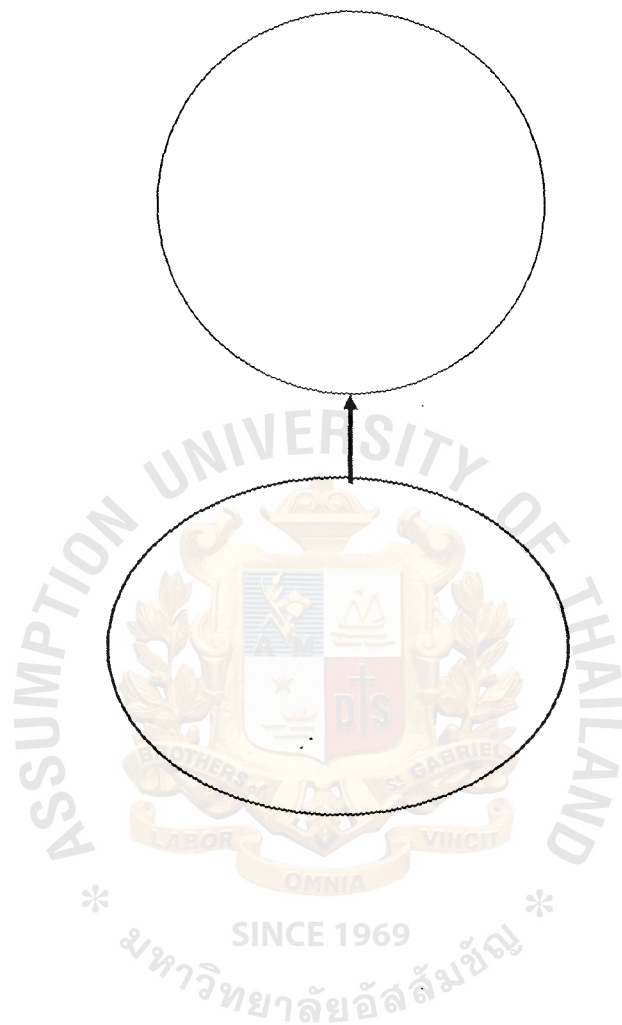
Task  # 4

Part 1 : Write the words with the correct geographical tools:

# What is it?

| 1. | 2. | 3. | 4. |
|---|---|---|---|
| .............. | .............. | .............. | .............. |

Part 2 : Matching

| Column A | Column B |
|---|---|
| Ex: ......**a**.......city | a. a big place where many people live |
| 1. ................compass | b. shows which way to go |
| 2.................ruler | c. drawing of the Earth's surface |
| 3..................rope, cubit, or counting step | d. a place or position |
| 4................direction | e. a thing shows directions : N, S, E, W |
| 5............... map | f. non-standard measurement tools |
| 6............... world | g. used to measure things in inches or centimeters |
| 7.................location | h. the Earth |
| 8................distance | i. the length between two places or things |
| 9.................measuring tape | j. counts walking steps |
| 10..............counting step | k. use to measure size, shape, or distance things such as clothes. |
| 11...............tools | l. surroundings |
| 12...............environments | m. equipments |

**Part 3: Complete the sentences with the given words.**

map           *geographical tools*         *plan*

*measuring tape*     *weighing scale*       *compass*

1. We need …………………………………to help us understand the environment.

2. We use the ……………………………..….to find the way to go.

3. We use the ruler or …………………….…………….to measure our height.

4. We know the location of countries in the world by seeing the ……………………………………………………………………………

5. A…………………….can show us the position of our house. It shows walls and doors.

6. We use the…………………………………….to measure our weight.

**Part 4: Choose the given words and fill in the blank. You can use some words more than once.**

*North*      *four*      *South*     *East*

*West*      *show*     *directions*     *compass*

There are ……………main points on a compass. They are ……………………, …..………………….., ……………………., and …………………… We use the ………………………...to find the……………………….....of places and to help us to know where we are. We know that the Sun rises in the …………………………….. and the sun sets in the …………………………………………………